

Department of Mathematics and Statistics Course Equivalencies (CEs)
Department Approved 12/18/202
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Addressing Collective Bargaining Agreement Article 16.15 and 16.16, the following course equivalency policy will apply.

In what follows, replace “Chair” with “Director of Statistics Program” when applying these policies to Statistics faculty.

1. **Section sizes and course equivalencies for all modalities:**

A 3.0 credit course of less than 80 students is 1.0 CE. A 4-credit course is 1.33 CE.

If the (actual) enrollment of a class of any modality is greater or equal to 80, its course equivalency will double (for example, a 3-credit course of 80 students or over will count as 2 CE, and a 4-credit course of 80 students or over will count as 2.66 CE). If the (actual) enrollment of a class of any modality is greater than or equal to 160, its course equivalency will triple (for example, a 3-credit course of 160 students or more will count as 3 CE, and a 4-credit course of 160 students or more will count as 4 CE).

During the annual evaluation meeting, the Department Chair and the faculty member will discuss estimated enrollment numbers for the courses that the faculty member may be assigned. Any later significant changes to courses’ estimated enrollment numbers should be discussed between the Chair and the faculty member (per CBA Sec. 16.1), and appropriate modifications to course equivalencies made.

2. **On-Line Instruction:** Selection of courses to be delivered in full or in part in an on-line format will largely be determined by the faculty offering the course, in consultation with and with approval of the Chair. The Chair will not assign an instructor to teach in an on-line format without consulting the instructor (unless in-person classes are not possible), and a faculty member may not offer a course in an on-line format without the Chair’s consent. In accordance with the CBA, all faculty offering on-line instruction should be sufficiently trained in on-line teaching, and if needed take additional training at UVM while on contract, prior to delivering on-line instruction.
3. No unofficial courses will be considered. Student(s) must register for a MATH/STAT X991 (Internship), X993 (Independent Study), X995 (Undergraduate Research or Graduate Independent Research), 4996 (Undergraduate Honors Thesis), or an existing Math/Stat course with a special section assigned for independent study purposes. The faculty member will ask the chair to create these sections as needed.
4. Independent study courses have no course equivalence but are classified as supplemental work and shall be accommodated as outlined in the Collective Bargaining Agreement: by adjusting the workload of the faculty member.
 - Graduate: IS courses will count towards the research workload or advising of graduate students.

- Undergraduate: IS courses must be approved by the Dean. If necessary for a student to graduate, such courses can result in reduced advising or service load.
5. MS/PhD theses have no course equivalency but count towards advising or research and can result in adjusted teaching workload per the department's variable workload guidelines.
 6. Senior/honors thesis supervision for TT faculty are considered part of scholarship. For NTT faculty, they have a 0.1 course equivalency and must be approved by the Dean.
 7. NTT faculty who mentor the teaching of a new math GTA in their first semester (by the GTA shadowing the mentor in the entire semester and attending each class, and by the mentor designing a well-defined gradual increase in responsibilities for the GTA, culminating in the GTA giving supervised lectures toward the end of the semester) will receive 1 credit of overload per GTA for their mentoring efforts.
 8. Faculty who teach more than 700 student credit hours (SCH) on load calculated after the add drop date in a single semester, will be provided with a one-course equivalency typically applied in the following semester. SCH associated with off load (overload) courses in a given term will not be considered toward the 700 SCH threshold. Only SCH associated with the on-load courses will contribute.
 9. In the CBA Section 16.4.b, we interpret "(8) courses a year for two (2) consecutive academic years" to mean "(8) course equivalencies a year for two (2) consecutive academic years", and "they will be assigned no more than seven (7) courses" to mean "they will be assigned no more than seven (7) course equivalencies on load".