

March 9, 2022

College of Education and Social Services Statement of Principle for Equivalency Guidelines

The College of Education and Social Services is fully committed to ensuring transparency and equity in the workloads of faculty. These guidelines are provided to assist faculty and chairs in meeting this goal and to accurately represent faculty efforts in meeting their workload obligations. The faculty of the College of Education and Social Services (CESS) fully embrace the central mission of the Academy. As such, CESS faculty members are committed to the core activities that comprise faculty work: teaching, advising, scholarship and service.

Article 16.15 of the UA contract (May 10, 2021-June 30, 2024) states:

“The faculty and the Chair in each department or equivalent unit shall develop course equivalencies for all credit-bearing instructional activities to which faculty may be assigned. This shall include, but not be limited to course instruction, regardless of the mode of delivery (i.e., lecture, discussion, laboratory, studio, online, hybrid, etc.) or size of the class (i.e., seminar, medium-size lecture, large enrollment, etc.); and supervision of theses and dissertations, independent studies, reading and research, and supervision of internships.”

THESES AND INDEPENDENT WORK GUIDELINES (Ref CBA Article 16.12)

Supervision or advising of theses and/or independent studies that are part of a credit-bearing course or for which faculty are receiving compensation cannot be counted twice.

Any activity that is not supervisory/advising in nature, for example, chairing student committees, serving on student committees, reading comprehensive exams, reviewing portfolios, or engaging in professional service to one’s scholarly associations is already covered in the Workload Policy for CESS.

Recognizing differential demands in supervision/advising of student theses and dissertations, the Department Chair retains the right to provide course releases to mitigate inequities that may emerge in workload. The following equivalency guidelines are therefore established for theses, dissertations, and independent work:

- *Independent Study*: 15 3-credit sections of Independent Study must be completed before a faculty member is eligible for a one 3-credit course equivalency. All Independent Studies (including undergraduate research) must be pre-approved by the Chair, using approved departmental procedures. Faculty will be responsible for documenting Independent Study sections approved and taught, and must include this information in discussions with the Chair during the annual performance review. Timing of release is scheduled in consultation with the department Chair.
- *Undergraduate and master’s theses*: 10 theses must be completed before the major advisor is eligible for a one 3-credit course equivalency. (Undergraduate and master’s theses are equated because of the amount of work it takes to supervise undergraduates.) Faculty will be responsible for documenting all theses advised and must include this

information in discussions with the Chair during the annual performance review. Timing of release is scheduled in consultation with the department Chair.

- *Dissertation*: 5 dissertations must be completed before the major dissertation advisor for the graduate student is eligible for a one 3-credit course equivalency. Instances where faculty receive a course release for dissertation advising (e.g., a release resulting from grant funding) will not count toward the 5 dissertations required for eligibility for one 3-credit course release. Faculty will share plans for dissertation advising and provide documentation of advising with Chairs during the annual performance review. Note that this criteria does not apply to being an external chair of a dissertation committee or service as an academic advisor, which are both covered by workload components of service and advising respectively.
- *Doctoral Dissertation Committee Methodologists*: A faculty member who serves as a Doctoral Dissertation committee member and research methodologist in committees where they are not the student's dissertation adviser or chair of the committee, is eligible for one 3-credit course release for every 10 dissertations completed. Their role in the committee must be verified by the student's dissertation adviser. Course releases are available after the dissertations are complete and students have graduated. Timing of the course release is scheduled in consultation with the department Chair.

Note: The tabulation of the course equivalencies listed above is backdated to take effect from Spring 2020.

ONLINE COURSE PROPOSED GUIDELINES (Ref CBA Article 16.16)

Article 16.16 states that, "each department or equivalent shall have guidelines for the selection and instruction of online courses." Article 16.16 does not address graduate or teaching assistant allocation, so it is not part of these guidelines.

All courses offered under the same number should meet the same curricular standards, regardless of the mode of delivery (face-to-face/classroom, online, hybrid, etc.) as decided by the program or department. There shall be no special considerations for assigning credit hours to online and hybrid courses than the same in-person courses.

Selection of a delivery mode for a course should be based on pedagogical and student access considerations and not on faculty convenience or administrative convenience. Faculty members should have input in determining whether a course on their load is appropriate for online delivery. The Department Chair will consult with the Faculty member, at the annual review / workload meeting, about the appropriate mode of delivery for courses on their workload for the following year.

Faculty requests to offer a course using an online or hybrid delivery mode on load should be vetted by the Department Chair as part of the annual workload meeting. Faculty proposing to offer an online/hybrid course or those required to teach online/hybrid courses will also be required to provide evidence of having received online teaching training provided by CTL prior to the beginning of the class, and certification in online instruction is highly regarded.

Under UVM's Intellectual Property Policy (see sections § 2.3.4 and § 2.3.5), "unless the materials have been developed under a separate agreement for additional compensation, online course materials, like materials for traditional courses developed by faculty members, remain

their own intellectual property.” Except as expressly set forth in §2.4 of this Policy, “Intellectual Property developed by University faculty and staff within the scope of their employment is owned by the University to the extent permitted by law.” In instances when a faculty member ceases to teach a course before the end of the semester/summer session,..... the University has the authority to provide the faculty member’s instructional materials to another instructor to ensure that there is course continuity.”

Context: Course equivalency refers to if the course “counts” on workload as 1 or more/less courses. Teaching allocation time is 11% across the academic year for a 3 cr hour course or approximately 150 hours of faculty time. The student experience for a 3 cr hour course = the equivalency of 3 hours direct contact + 6 hours outside assignment weekly for 15 weeks. This is a UVM guideline.

CESS COURSE LOAD: Standard course loads are 4 course equivalents (CEs) per academic year for a full-time tenured/tenure track faculty member and 8 course equivalents (CEs) per academic year for a full-time lecturer.

ENROLLMENT STANDARD:

1. **Standard lecture and discussion** course enrollments of 35 are considered standard for 1-2-credit courses across departments by CESS (35-70 student credit hours).
2. **Standard lecture and discussion** courses enrollments of 30 are considered standard for 3-credit courses (90 student credit hours)
3. **Standard lecture and discussion** courses enrollments of 25 are considered standard for 4-credit courses across departments by CESS (100 student credit hrs.).

*Exceptions may only be made by Chairs based on accreditation stipulations about course maximum numbers, requirements for licensure and supervision, and other department level specifications at the Chair’s discretion.

PRACTICUM AND INTERNSHIP ENROLLMENT GUIDELINES

DEPARTMENT OF COUNSELING, HUMAN DEVELOPEMENT & FAMILY SCIENCE:

1. A 1-Course equivalency for Counseling practicum. 6:1 student faculty ratio (3cr). Courses designated as “practicum” require justification and Chair approval. CACREP Accreditation enrollment limits for graduate programs apply.
2. A 1-Course equivalency for Counseling internship, Counseling Laboratory and Group Counseling. 12:1 student faculty ratio (3cr). Courses designated as “internship” require justification and Chair approval. CACREP Accreditation enrollment limits for graduate programs apply.
3. A 1-Course equivalency for Advanced Group Course with two clinical labs. 16:1 student faculty ratio (3cr).

4. A 1-Course equivalency for HDFS internship and Senior Capstone Course of 15 students (3 cr); 16-22, 1.5 Course Equivalency; 23-30, 2 Course equivalency. Courses designated internship require justification and Chair approval.

DEPARTMENT OF EDUCATION:

1. A 1-Course equivalency for practicum courses. 15:1 student faculty ratio (3cr) or 11:1 (4 cr). State licensure requirements for professional programs apply. Courses designated practicum require justification and Chair approval.
2. A 1-Course equivalency for Student teaching internship of 12-15 student cr hrs. 5:1 student faculty ratio (requires supervision every 10 days with written feedback; participation at clinical supervisor meetings; and all program assessments completed in TK20)
3. Service learning, supervised internships, (< 12 student credit hours) require individual approvals in consultation with the business office.

DEPARTMENT OF SOCIAL WORK:

1. A 1-Course equivalency for Social Work Specialized Practice (Concentration) Year Field Practicum and Foundation Year Field Practicum, 15:1 student faculty ratio (3cr). Courses designated practicum require justification and Chair approval.
2. A 1-Course equivalency for Field Experience I/II. 15:1 student faculty ratio (3cr). Courses designated Field experience require justification and Chair approval.
3. Service learning, supervised practicum/field experience (< 12 student credit hours) require individual approvals in consultation with the business office.

LARGE ENROLLMENT CLASS GUIDELINES (Ref CBA Article 16.15)

CHAIR DISCRETION: The guidelines below are meant to aid chairs from all departments in determining equivalencies for large classes. Final determinations will be specified through the workload process. The Department Chair retains the right to provide GTA/TA support for courses to mitigate inequities that may emerge in workload and to ensure a quality experience for students. Additionally, the Chair retains the right to increase a course equivalency or provide TA support for other reasons, including the nature of the course, high impact practices used in a course, the amount of field work supervision associated with courses, and the actual workload involved in preparing and teaching the course. Timely requests for GTA/TA support are the responsibility of the instructor/program depending on the department protocol for GTA/TA requests. Requests for GTA/TA support for the academic year must be made by April 15th of the previous academic year. For example, GTA/TA support requests for AY2022-2023 are due by April 15, 2022. The course equivalency must be used within 2 years of a faculty member's receipt of a course equivalency credit granted as outlined below. The timing of the use of the course equivalency within the 2-year window will be at the discretion of the Department Chair.

*Note that all courses are assigned a 1 Course equivalency on the workload and then if the course is overenrolled, the instructor receives an additional "banked" credit to be used within two years. The only exception is courses that are traditionally overenrolled, or have been overenrolled within the last two years. In such cases, the equivalency can be applied at the time of annual workload review. If the aforementioned courses do not meet the enrollment numbers

required to meet the credit articulated in the workload, then the workload shall be revised to reflect the actual course equivalency.

1. A 0.25-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 31 -50 at the completion of the Add/Drop period.
2. A 0.5-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 51-74 at the completion of the Add/Drop period. Faculty can also request 10 hours per week of TA support. Rejection of TA support will not lead to an increase in course equivalency.
3. A 0.75-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 75 -99 at the completion of the Add/Drop period. Faculty can also request 10 hours per week of TA support. Rejection of TA support will not lead to an increase in course equivalency.
4. A 1-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 100-150 at the completion of the Add/Drop period. Faculty can also request 20 hours per week of TA support. Rejection of TA support will not lead to an increase in course equivalency.
5. A 1.5-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 151-200 at the completion of the Add/Drop period. Faculty can also request 30 hours per week of TA support. Rejection of TA support will not lead to increase in course equivalency.
6. A 2-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments at 201-299 at the completion of the Add/Drop period. Faculty can also request 30 hours per week of TA support. Rejection of TA support will not lead to an increase in course equivalency.

*Note that co-teaching results in the course equivalency being divided by 2 and shared equally by course instructors.

Notes: This document, revised on March 9, 2022, will replace previous documents dated February 2020 and December 2012. Faculty in all Departments provided input into the document's revisions via written comments and discussions held during formal and informal meetings held in October and November of 2021, and January/February 2022. In 2012, separate equivalency documents were created for each of the Departments. In 2020, as is the case in the current 2022 documents, the guidelines apply to the college as a whole.