

2022 RSENR Workload Guidelines

Preamble

Philosophy

The RSENR community is committed to mentor our students, develop new knowledge, and serve our communities. We seek a balance among these efforts that allows all faculty to achieve their individual career aspirations while at the same time ensuring that the school meets its academic and budgetary requirements. These workload guidelines provide a framework that will inform a conversation between faculty members and the school's leadership to distribute workload individually and collectively so that we achieve our common goals.

Working Principles:

Workload will be determined following guidance in the current CBA and will be balanced to further the career aspirations of individual faculty while meeting the collective needs of the school.

- Workload guidelines provide clarity around how workloads are calculated as part of faculty FTE's, ensuring transparency in final decisions guiding course loads, and equity across all faculty in supporting the educational mission of the school. These guidelines serve as the basis for individual workload discussion each year and do not preclude adjustments to final workload assignments.
- As a "department-less" unit, RSENR faculty bring a diversity of disciplinary approaches, instructional best-practices and scholarship activities. As such, we are sensitive to individual circumstances and how these may be addressed to ensure the success of our faculty, programs and students.
- The responsibility to teach required courses (program or core) is shared and is the highest priority. Elective courses provide important diversity but are a secondary priority.
- All faculty should have the opportunity to offer Graduate, Honors, Service Learning, and other innovative pedagogies that align with undergraduate and graduate instructional needs.
- Assessment of course equivalents for any given course must be rooted in enrollment to ensure faculty workload adequately captures the changes in enrollment over time.
- Undergraduate course equivalencies should be informed by our student enrollment needs and available staffing. We will continue to use the historical formula, **1 CE = 135 SCH** (e.g., 34 students in 4 credit course, or 45 students in 3 credit standard lecture course). CE for any given course will be capped at 2.0 to reflect the additional UTA and GTA support provided to instructors of large courses. Note: Actual SCH/CE relationships will be adjusted to account for larger and incentivized courses such as Service Learning and Honors courses.
- Graduate course offerings should recognize of the higher level of instruction required. We will continue to employ the historical formula for graduate courses of 1 CE = 60 SCH (e.g., 20 students in a 3 credit course).

- Everyone has a responsibility to serve the School through participation on at least one school or university committee, which will be reflected in some service assignment.
- Service outside of the School and the University are important to the professional development of faculty and is encouraged.
- The “typical”, initial distribution of Teaching, Scholarship, and Service workload for TT faculty is 40:40:20 and for Lecturers is 96:0:4.
- Research and Extension faculty are expected to cover the majority of their effort from internal and external sponsored sources. Unless otherwise restricted, research and extension faculty will be supported at 5% FTE Service workload to participate in RSENR governance and develop new proposals. They may also have teaching and/or service effort incorporated into their workload, determined on an annual basis.
- All faculty should incorporate DEI work into yearly workload planning and the annual review process.
- Workload and Annual Reviews should use the same format and metrics, and should complement each other for streamlined planning and evaluation.

Workload Guidelines Review and Revision:

All units are required under the negotiated terms of Article 16.15 of the Collective Bargaining Agreement (CBA), ratified on 05/10/2021, to develop workload guidelines, including course equivalencies for all credit-bearing instructional activities to which faculty may be assigned. For any weighting changes to the typical percentage of effort allocations as part of an overall unit workload review, the unit faculty must be consulted.

The faculty and Associate Dean(s) shall review and may revise such equivalencies at any time but the review will happen at least every three years. Proposed changes will be sent to the Dean and Provost for review in the fall (deadlines may vary).

Upon approval by the Dean and Provost, these guidelines shall be distributed to faculty and posted electronically, and also sent to the Union, and shall be implemented the immediately subsequent academic year.

Changes from the previous RSENR Workload Guidelines are outlined in [Appendix C](#).

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2022 RSENR Workload Guidelines

This guidance outlines calculations of workload effort for Teaching, Advising, Scholarship and Service. In aggregate, effort among these categories should match the total FTE for all faculty.

Workload Process

- Each **March**, faculty are required to submit a draft Workload A form to the Dean's Administrative Assistant who will schedule a Workload and Annual Review meeting with the Associate Dean(s) in **March or April** of each year.
- During the scheduled workload and annual review meetings, faculty and the Associate Dean(s) will consult to determine a final workload plan for the coming year that is based on curricular, advising, service and research needs of the school.
 - Faculty may propose preferred courses and advising assignments to fill their FTE requirements. However, per CBA guidelines, the Associate Dean(s) are responsible for determining the final workload assignment of all faculty.
 - Any deviations from the standard 40:40:20 teaching/scholarship/service model (Tenure-Track Faculty), 96:0:4 (Lecturers) and 0:95:5 (Research and Extension Faculty) must receive prior approval from RSENR Associate Deans.
- Workload plans will be finalized no later than **June 1** of each year.
- Nothing shall preclude the Associate Dean(s) from modifying the work expectations or schedules as may be necessary prior to or during the academic year or its equivalent provided they first discuss such changes with the faculty member, and provided the changes are not arbitrary or capricious. In addition, the faculty member may request to adjust the workload plan at any time; such requested changes will go into effect with the Dean's approval.

Teaching

Each spring, the Associate Dean for Academic Affairs will publish a list of all core and essential courses to be offered in the coming year with their expected total CE based on the following calculations. A current list of CE for regularly offered RSENR courses included in [Appendix A](#). Faculty will include the most recently published CE in their Workload A Form ([Appendix B](#)).

The equivalencies among student credit hours (SCH), course equivalents (CE) and teaching FTE are calculated through two components: one part formulaic and one part special credit. CE's will be rounded to the nearest 0.5 to determine aggregate teaching effort.

- **Base CE Formula** (Unchanged from previous WLG):
 - **Undergraduate courses** $CE = SCH/135$ with a maximum Base CE of 2 for any individual course.
 - **Graduate courses (3xx-level)** $CE = SCH / 60$
- **Supplemental CE:** An additional **0.5 CE** will be added to the Base CE formula for any incentivized course. This includes (but is not limited to) Service Learning, Honors College, and field intensive lab courses led by faculty.

- **Course Release:** Faculty teaching a course for the first time, or with significant curricular changes, will receive an additional **0.5 CE**. No more than 1 course release may be applied in any given academic year.

Additional Considerations

- Full time faculty will not be asked to deliver more than one independent course “prep” for each 10% FTE in their workload (e.g. a 40:40:20 faculty member will have no more than 4 individual courses in any given year and a Lecturer will have no more than 8 individual courses in any given year)
- Courses that are co-taught will have the CE (and any supplemental CE) split based on the relative contributions of each faculty member. The proportional CE split must be determined before the course begins.
- Relationships between course equivalents (CE) and percent effort (FTE) are as follows:
 - 1 CE = 8% FTE for all full time Tenure Track Faculty (max 4 individual course preps)
 - 1CE = 10% FTE for all full time Research Faculty. Per the Provost’s Office, the maximum teaching FTE allowable for Research Faculty is 33% FTE.
 - 1 CE = 12% FTE for all full time Lecturers (max 8 individual course preps)
 - Note that additional FTE is awarded based on advising activities, are calculated separately.
- All faculty may “buy-out” CE, up to 2 CE, given the availability of alternate instructors. To ensure we can staff all of our courses and meet our collective SCH targets, and advising loads may not fall below 3 CE. The buy-out amount is based on the faculty salary and FTE defined above for each CE.
- Enrollment in all courses should meet at least 75% of the enrollment targets unless prior approval is given to allow low enrollment. Courses may be cancelled, and workloads reassigned to match student demand per CBA guidelines. Impacted faculty may revise their assigned teaching workload in other semesters to make up for any deficit in teaching/advising FTE or, based on needs, additional advising, service or special project assignments will be used to round out FTE.
- Faculty may propose to take on specific course assignments, in consultation with Program Directors and the Associate Dean. However, per CBA guidelines, final faculty teaching assignments are determined by the Associate Dean(s) in order to meet programmatic needs, e.g., staffing required courses. In addition, courses that do not meet enrollment targets as noted above may be offered less frequently and affected faculty will be asked to take on other teaching assignments to ensure they are able to meet their teaching/advising FTE and that the school is able to meet its programmatic obligations.

Advising and Mentoring

All full time faculty are expected to contribute to advising and mentoring, which can be achieved in a variety of ways, including undergraduate academic advising (required), graduate student advising/mentoring, Honors College thesis advising/mentoring, and internships. To the degree possible, advisors will be assigned undergraduate advisees within the advisor's programmatic area. However, to ensure that all students are adequately advised, some faculty may be asked to advise students in other programs where their expertise aligns with student focus areas (e.g. concentrations).

Advising effort will be included as a component of teaching workload, calculated directly as *cumulative FTE* based on activities *in the current year* as follows:

- **Undergraduate Major Program advising:** 1% FTE for every 6 undergraduate students advised over the course of the AY. Typical undergraduate advising loads fall between 30 and 48 students (5-8% FTE).
- **Graduate advising (Primary advising):** 1% FTE for each RSENr MS or PhD student directly mentored during the period in which they have full time enrollment.
- **Graduate advising (Professional Track):** 1% FTE for every 3 MS or PhD students directly mentored during their capstone / project / research work (replaces the inclusion of credit bearing capstone / project / research courses in teaching FTE calculations).
- **Graduate advising (committee member):** 1% FTE for every 5 MS or PhD active student committees.
- **Honors College Thesis:** 1% FTE for every 2 Honors College students in their senior year.
- **Direct supervision of undergraduate internship/independent study/independent research/capstone:** 1% FTE for every 6 students directly mentored and supervised. When faculty serve as a secondary advisor for experiences primarily supervised by others, faculty will receive 1% FTE for every 10 students advised. Note that this replaces the inclusion of credit bearing capstone / project / research / teaching assistant courses in teaching FTE calculations.

Additional Considerations

- Undergraduate minor advising will be calculated as a part of the service component of workloads for Program Directors.
- Faculty may elect to take on advising and mentoring duties up to 10% FTE. Flexibility will be encouraged to meet advising needs across programs and balance teaching FTE for individual faculty.
- Faculty whose teaching plus advising workload falls below the typical 40% FTE will be asked to take on additional teaching, advising and/or service duties to meet the 40% FTE threshold.

Scholarship

A faculty member with a typical 9-month appointment and 40% allocation to research is supported by the RSENR to engage in scholarship nominally for 3.6 months per academic year. It is recognized that faculty may devote more time to scholarship, but the expectation is that Tenure Track Faculty will typically devote 40% FTE to research, scholarship, or creative activities.

This is a substantial investment by the RSENR in each faculty member and so RSENR has a keen interest in the benefits of that investment for the individual, the School, the University, and the communities that support us. As such, support of research should be viewed as a partnership between the faculty member and the RSENR.

For the purposes of annual review and workload determination for Tenure Track Faculty the primary focus should be to justify the continued allocation of 40% FTE to research and scholarship. The initial premise will be that this allocation should continue. It is incumbent on the faculty member to explain how they have utilized the investment made by RSENR. It is important to note that the focus here is *not* on the value of a particular activity or product created by one person *versus* those created by another. It is virtually impossible to do that given the diverse interests and capabilities of the faculty of the RSENR. Rather, the focus is on the way that each faculty member has utilized the research investment by the RSENR to create impacts that are consistent with our land-grant, community-oriented mission.

With this in mind, each faculty member should use the *Scholarship/Research/Creative Activity* section of the required Workload Form A ([Appendix B](#)) to identify a set of “primary” scholarly activities in which they will engage, with specific products or outcomes expected during the upcoming year. For each activity/product, the following information should be supplied on the form:

1. A brief description of the scholarly activity,
2. A clear description of the products, outcomes or benchmarks that that the faculty member expects to be able to deliver in the coming year and that can be used to indicate achievement during annual reviews. Examples could include but are not limited to: publication of a peer-reviewed paper, book, editorial product or significant media piece, submission of large/collaborative proposals, completion of a complex data collection, experiment or field trial, metadata analysis, workshop/conference delivery, etc.
3. An approximate estimate of the percent effort invested by the faculty member in the scholarly activity,
4. The specific role / responsibilities / contributions of the faculty member to the scholarly activity or product delivery, and
5. The impact of the activity on the advancement of scholarship in the faculty member’s field and/or the benefits to society (local, regional, national, international communities).

It is only necessary for the faculty member to quantify a sufficient number of *primary* scholarly activities, products, or yearly outcomes expected to be completed during the specified year. Basic guidelines include completion of one scholarly activity, product, or outcome for each 10% FTE devoted to scholarship. However, percent FTE can be adjusted to match estimated effort

contributions that vary across products. *More emphasis will be placed on the quality (impact) of scholarly contributions than on the quantity (number).*

Relation to Annual Review: The final approved Workload Form A from the previous year will be used as the basis for discussion for annual performance reviews. Successful completion of the primary scholarly activities, products, or outcomes (or reasonable substitutes) will serve as the basis for “meeting (or not meeting) expectations”. While it is understood that some proposed scholarly activities, products, or outcomes may not come to fruition, we encourage faculty to focus on primary activities that are likely to be completed successfully. At annual performance review, faculty will have an opportunity to provide a list of additional activities, products, or outcomes in which they engaged. This additional evidence may serve as the basis for “exceeding” expectations.

Faculty should note that [Conflicts of Interest and Conflicts of Commitment](#) are being scrutinized closely, especially for international involvements. Faculty with such commitments are advised to pay close attention to university-level reporting requirements.

Service

A faculty member with a 9-month appointment and a typical 20% allocation to Service is supported nominally for 1.8 months to engage in service that benefits RSENR, the profession, the community, as well as the individual. It is recognized that faculty may devote more effort to service, but the expectation is that Tenure Track faculty will typically devote 20% FTE to service, which will include service to the school and University.

For lecturers and non-tenure track faculty, service effort may differ based on university and school service assignments, but should be at least 4% to allow for participation in RSENR governance and decision making.

- All faculty are expected to engage in the governance and decision making of the school, including regular attendance at faculty business meetings and retreats and service on RSENR and University committees.
- Service for Program Director compensation may include some component of service FTE, based on the complexity of the program and special charges assigned during the academic year.
- All faculty are encouraged to serve on university, local, state, regional, national, and international committees within their professional sphere.

Faculty in the RSENR are deeply committed to positive change. In regards to service, faculty should be aware of UVM’s policy on “[Political Engagement, Advocacy, and Campaign Related Activities](#).”

Each faculty member should use the *Service* section of the required Workload Form A to identify a set of *primary* service activities in which they will engage that collectively sum to their expected service FTE. For each service activity, the following information should be supplied in

the *Service* section of the Workload Form A:

1. A brief description of the service activity. This could be service on a committee, directing a program, serving as journal editor, etc.
2. The specific contributions of the faculty member to the service activity, and
3. A reasonable, approximate estimate of the effort invested by the faculty member in the service activity; e.g. 2 h of preparatory and meeting time every month is about 1% FTE.

Note that it is only necessary for the faculty member to quantify a sufficient number of primary service activities that cumulatively sum to 20% effort (1.8 months). Faculty are welcome to provide a list of additional activities in which they are engaged. However, annual reviews and recommendations for merit pay increases (when these are available) will be based on the primary service activities and products. Additional, voluntary service activities may not be used to offset teaching, advising, or scholarship.

In some cases it may be difficult to determine whether an activity should be identified as research/scholarship or as service. In these cases it is up to the faculty member to use their best judgement, while ensuring that effort is not double counted across workload categories. The Dean or Associate Dean may recommend that an activity claimed as research should be claimed as service or vice versa. In any such case the focus should be on what is in the best professional interest of the faculty member as well as the strategic interests of the RSEN.

Administration

Some faculty may have an allocation of FTE to Administration or some other special category. The teaching, advising, research/scholarship, and service allocations will be adjusted to accommodate special allocations. This does not include service as Program Director of a curricular program or internal organization, which are counted under service.

Note that formal Administrative assignments pull faculty out of the collective bargaining unit.

Adjustments to the Standard Teaching:Scholarship:Service Model

As a faculty member's career progresses, adjustments to the initial 40:40:20 (TT Faculty) or 96:0:4 (Lecturers) or 0:95:5 (Research Faculty) effort allocation model may be warranted. Changes in FTE allocation may be requested or suggested for individual faculty. Consideration will be on a case-by-case basis during Annual Review and Workload discussions each year.

Increases in Research FTE: Faculty may request to increase their FTE assigned to research/scholarship FTE. Any adjustments must be "bought out" in increments of 1 CE up to a limit of 2 CE. Some exceptions to the standard allocation may also be made for early career scientists and tenure track faculty to support their continued professional advancement. Advising FTE may not be bought out.

Decreases in Research FTE: In individual situations where a continued allocation of 40% FTE research does not seem justified based on yearly annual reviews, a decrease in research/scholarship FTE may be warranted. In these cases, individuals may be asked to increase FTE in teaching/advising and/or service. As long as a faculty member continues to dedicate some identifiable effort and demonstrate annual products/outcomes in scholarship, the allocation to research/scholarship will never fall below 10%, to preserve the ability of TT faculty to engage in some level of scholarship. Note that some limitations to FTE distributions may apply to Research Faculty positions (e.g. Research Faculty may not teach more than 33% FTE).

Diversity, Equity and Inclusion Efforts

During the fall of 2020, the IDEA Committee met to work on ways to implement faculty work around diversity, equity, and inclusion into workload planning, annual review process and the RSENR RPT guidelines. This does not specifically add required effort onto faculty workloads, but serves to help faculty identify ways that DEI efforts can be integrated into the work they are already doing.

As a result of these conversations, the following process will be employed to encourage faculty to plan for DEI professional development and integration efforts as a component of their teaching, research and service activities. In the future the RSENR IDEA Committee may develop guideline to quantify DEI efforts as a more formal component of service workload activities.

Workload Planning Discussions in support of DEI

We suggest that at the beginning of each academic year, faculty should develop their own individual plans to integrate DEI work into their teaching, research, and service, and that they outline their professional development needs. The IDEA committee recommends that:

- 1) Faculty develop these plans in a group setting so that there is an opportunity for conversation, sharing, and modifications based on these conversations. This could happen at a retreat or a special T/R meeting at the beginning of the semester.
- 2) Faculty include their plans in Workload A Documentation for discussion during workload planning.
- 3) The IDEA Committee will help Faculty identify colleagues to work in pairs or trios as “diversity and equity buddies” over the course of the year to talk about their progress in meeting their goals.

Examples of previous DEI efforts that faculty have incorporated into their Teaching, Research and Scholarship are included in [Appendix D](#).

The following questions may help you address your DEI Workload Planning:

- *What are your goals/strategic priorities for integrating DEI into your teaching and advising? Please include specific outcomes and objectives. (Possible areas to consider include syllabi, course content, intercultural facilitation skills/practices, and capacity to address challenging conversations in the classroom).*
- *What are your goals/strategic priorities for integrating DEI into your research? Please include specific outcomes and objectives. (Possible areas to consider are lab policies and practices, recruitment activities, and outreach/application of research results).*
- *What are your goals/strategic priorities for integrating DEI into your service work? Please include specific outcomes and objectives. (Consider your work in RSEN, at UVM, within the community, and with your professional organizations).*
- *What professional development activities will you need to integrate DEI activities into your work? Please include specific outcomes and objectives.*
- *What additional support do you need to achieve your goals?*
- *What are the obstacles to meeting these goals/outcomes?*

Appendix A: AY 2022/2023 Course Equivalents for regularly offered courses

Program	#	Course	Credits	Enrollment	SCH	Suppl	AY 22/23 Final CE	Notes
ENSC	1	Intro Esci	3	120	360		2.0	Varies by semester enrollment
ENSC	9	Orient to Esci	1	125	125		1.0	
ENSC	130	Global Environ. Assesmt	3	120	360	0.5	2.5	lab supp
ENSC	160	Pollutant Mvmt	4	120	480	0.5	2.5	with lab (2 with lec only)
ENSC	201	Recovry & Restor Altered Ecosys	4	75	300	0.5	2.5	lab supp
ENSC	202	Appld Envir Assess Analysis	4	75	300		2.0	
ENSC	274	SU:Climate Chg: Sci & Percept	3	45	135		1.0	
ENSC	new	Climate Change	3	120	360		2.0	
ENVS	1	Intro to Environ. Studies	4	250	1000	0.5	2.5	lab supp
ENVS	2	D2:SU:International Env Studies	4	220	880	0.5	2.5	lab supp
ENVS	101	Academic Planning Wrkshp	1	75	75		0.5	
ENVS	165	Enviro Literature, Arts, Media	3	45	135		1.0	
ENVS	181	Environ. Justice	3	45	135		1.0	
ENVS	188	SU:Sustainability Science	3	75	225		1.5	
ENVS	201	Research Methods	3	45	135	0.5	1.5	HCOL supp
ENVS	204	Climate, Forest, Community	3	25	75	0.5	1.0	SL supp
ENVS	237	Human Ecology in the Arctic	3	45	135		1.0	
ENVS	237	Women Health Env	3	45	135		1.0	
ENVS	294	SL: Environmental Education	3	45	135		1.0	
FOR	1	Forest Conservation	3	50	150		1.0	
FOR	21	Dendrology	4	90	360	0.5	2.5	lab supp
FOR	95	Intro to Forestry and Wildlife	1	50	50		0.5	

FOR	111	Nat Res Ecol and Assessmt	4	75	300	0.5	2.5	lab supp
FOR	112	SL:Nat Res Ecol & Assessment 2	4	50	200	0.5	2.0	lab supp
FOR	122	Forest Ecosystem Analysis*	4	20	80	0.5	1.0	lab supp
FOR	223	Multi-Resource Silviculture	4	30	120	0.5	1.5	lab supp
FOR	233	Management of Forest Woodlots1	3	30	90		0.5	
FOR	272	Sustain Mgmt Forest Ecosys	4	30	120	0.5	1.5	lab supp
GEOL	7	Earth Hazards	3	200	600		2.0	
HCOL	0xx		3	25	75	0.5	1.0	HCOL
HCOL	1xx		3	25	75	0.5	1.0	HCOL
MLS	311	Leadership for Sustainability	3	20	60		1.0	
MLS	312	Power, Privilege and catalyzing change	3	20	60		1.0	
MLS	388	Ecological Leadership Seminar	3	20	60		1.0	
MLS	389	Ecological Leadership Practicum	3	20	60		1.0	
NR	16	Ecological Citizenship	3	70	210		1.5	
NR	21	Speaking and Listening	3	75	225		1.5	
NR	61	Place Based Education	3	45	135		1.0	
NR	102	SU:Water as a Natural Resource	3	45	135		1.0	
NR	107	Human Health and Envir.	3	75	210		1.5	
NR	140	Applied Environ Statistics	4	70	280	0.5	2.5	lab supp
NR	141	Intro to Ecological Economics	3	50	150		1.0	
NR	142	Intro to Environ. Policy	3	50	150		1.0	
NR	143	Intro to Geog Info Systems	3	120	360	0.5	2.5	lab supp
NR	146	Remote Sensing of Natural Res	3	60	180	0.5	2.0	

NR	153	Intro to Environ. Policy	3	45	135		1.0	
NR	199	Honors Seminar	1	30	30	0.5	0.5	HCOL
NR	220	Landscape Ecology	3	45	135		1.0	
NR	228	Ecosystems Ecology	3	45	135		1.0	
NR	242	Adv Geospatial Techniques	3	45	135		1.0	
NR	243	GIS Practicum	3	25	75	0.5	1.0	lab supp
NR	250	Limnology	4	44	176	0.5	1.5	lab supp
NR	254	Advanced Nat Res Policy	3	45	135		1.0	
NR	264	SL: C Ross Env Publ Serv Pract	3	22	66	0.5	1.0	SL supp
NR	280	Stream Ecology	4	45	176	0.5	1.5	lab supp
NR	288	Ecol Design and Living Tech	3	50	150	0.5	1.5	lab supp
NR	289	Advanced Ecological Design	3	25	75	0.5	1.0	lab supp
NR	293	Environmental Law	3	45	135		1.0	
NR	306	Envisioning a Sustainable Future	3	20	60		1.0	
NR	341	Ecological Economics Theory	3	20	60		1.0	
NR	352	Ecological Economics in Practice VT	3	20	60		1.0	
NR	342	Ecosystem Services	3	20	60		1.0	
NR	395	Applied Ecology, Envi & Society	3	20	60		1.0	
NR Core	1	Nat. Hist. and Human Ecology	4	220	880	0.5	2.5	lab supp
NR Core	2	Natural Hist & Human Ecology 2	4	220	880	0.5	2.5	lab supp
NR Core	6	D1:Race & Culture in NR	3	25	75		0.5	0.5 Facilitator, 1.0 lead
NR Core	9	VT: Natural & Cultural Hst	4	88	352	0.5	2.5	lab supp
NR Core	95	Critical Refl. And Dial	1	25	25	0.5	0.5	
NR Core	103	Ecology, Ecosys., Environ.	3	135	405		2.0	Varies by semester enrollment

NR Core	104	Social Proc. and the Environ.	3	135	405		2.0	Varies by semester enrollment
NR Core	205	Ecosystem Mgt: Intg Sci, Soc, Pol	3	90	270		2.0	Varies by semester enrollment
NR Core	206	Env Prob Solv and Impact Assess	4	90	360	0.5	2.5	SL supp
PRT	10	Intr Sustainable Rec and Tour.	3	75	225		1.5	
PRT	50	Tourism Planning	3	75	225		1.5	
PRT	120	Parks & Protected Areas	3	75	225		1.5	
PRT	138	Landscape Arch for Parks	4	35	140	0.5	1.5	lab supp
PRT	149	Wilderness Edu. And Leadership	3	45	135		1.0	
PRT	157	Ski Area Management	4	30	120		1.0	
PRT	158	Resort Mgmt and Marketing	3	45	135		1.0	
PRT	230	Ecotourism	3	45	135		1.0	
PRT	235	Outdoor Recreation Planning	3	70	210		1.5	
PRT	255	Environ. Interpretation	3	45	135		1.0	
PRT	258	Entrepreneurship Rec&Tourism	3	50	150		1.0	
WFB	74	SU: Wildlife Conservation	3	75	235		1.5	
WFB	117	Scientific Writing and Interpr	3	60	180		1.5	
WFB	130	Ornithology	3	75	225		1.5	
WFB	131	Field Ornithology	2	45	90	0.5	1.0	lab supp
WFB	141	Field Herpetology	4	45	180	0.5	2.0	lab supp
WFB	161	Fisheries Biology and Techniques	4	45	180	0.5	2.0	lab supp
WFB	174	Prin. Of Wildlife Mgmt	3	75	225		1.5	
WFB	195	Fisheries Biology	3	45	135		1.0	
WFB	224	Conservation Biology	4	75	300	0.5	2.5	lab supp
WFB	232	Ichthyology	3	75	225		1.5	
WFB	261	Fisheries Management	3	45	135		1.0	

WFB	275	Wildlife Behavior	3	75	225		1.5	
WFB	283	Terrestrial Wildlife	4	45	180	0.5	2.0	lab supp
WFB	new	New WFB techniques / methods course	3	50	150	0.5	1.5	lab supp

2. Academic Advising i.e., Advising students about their program of academic study and assisting them in course and program selection.

Advising Role	# Students	1%FTE Equivalent	%FTE
Undergraduate Advisees		6	
Graduate Advising Primary		1	
Graduate Advising Professional (MLS)		3	
Graduate/Honors Committee Membership		5	
Honors College Primary Theses		2	
Undergraduate Capstone/Thesis/Internship		6	
Total Advising FTE			

Advisers may not take on advising and mentoring duties that exceed 10%FTE without prior approval during workload planning.

Inclusion of students in Advising FTE reporting precludes inclusion of research/internship/project/capstone courses listed under instruction.

Please list names of graduate, honors college, capstone and internship students directly mentored as primary advisor.

Assignment Distribution – advising % _____

Total Teaching and Advising Assignment 1a, 1b and 2 (above) Distribution %* _____

Scholarship/ Research/Creative Activity

<i>Focus Area</i>	<i>Estimated %FTE</i>	<i>Key Products or Outcomes</i>	<i>Specific Role / Responsibilities</i>
Total	<i>Total Scholarship may not exceed 40% without prior approval.</i>		

Assignment Distribution %* _____

Community/University/Professional Service Activity (including Clinical Practice for Clinical Faculty that does not involve the instruction of students)

Note: List only service activities that are considered part of the assigned workload

<i>Service Type</i> (RSENr, UVM, commun., Professional)	<i>Service Description</i>	<i>Role - Contribution</i>	<i>Estimated hours/month</i>	<i>Estimated %FTE</i>
Total				

May not exceed 20% FTE (TT Faculty) or 4%FTE (Lecturers) without prior approval

Note that 1 hour of work per week (4 hrs/month) is approximately 2.5% Effort

Assignment Distribution %* _____

Administrative Assignment

Assignment Distribution %* _____

Equity and Inclusion (Planned Activities and Professional Development):

Please highlight 3 goals centered around integrating DEI into your teaching, research, service or professional development activities over the next year. Consider the following prompts for ideas:

- *What are your goals/strategic priorities for integrating DEI into your teaching and advising? Please include specific outcomes and objectives. (Possible areas to consider include syllabi, course content, intercultural facilitation skills/practices, and capacity to address challenging conversations in the classroom).*
- *What are your goals/strategic priorities for integrating DEI into your research? Please include specific outcomes and objectives. (Possible areas to consider are lab policies and practices, recruitment activities, and outreach/application of research results).*
- *What are your goals/strategic priorities for integrating DEI into your service work? Please include specific outcomes and objectives. (Consider your work in RSEN, at UVM, within the community, and with your professional organizations).*
- *What professional development activities will you need to integrate DEI activities into your work? Please include specific outcomes and objectives.*
- *What additional support do you need to achieve your goals?*
- *What are the obstacles to meeting these goals/outcomes?*

Other Expectations or Plans (special leave, professional development, etc.)

Is overload or summer assignment anticipated? ___ Yes ___ No
If **yes**, please submit a Workload Plan Part B.

Total Assignment Distribution %* _____

**** Percentage of Assignment Distribution Must Total, But Not Exceed, 100%***

Faculty members are responsible for knowing the relevant guidelines and expectations for successfully achieving reappointments, promotions and tenure.

Appendix C: Changes from the 2012 RSENR Workload Guidelines

The following is a summary of changes to the previous version of RSENR Workload Guidelines:

- Process
 - It is now clearly stated that Workload Guidelines must be reviewed at least every three years (with options to review annually)
 - The process to review and update Workload Guidelines is now clearly outlined (Faculty discussion, Dean and Provost approval, posting and distribution to faculty)
 - Course equivalencies for specific course are now specified to be updated by the AD each year to reflect any changes in enrollment.
 - Workloads are now directly linked to subsequent annual review, in that goals, products and teaching efforts listed in the workload will be used to assess performance for the referenced year.
 - The process for faculty submission of draft workload forms is now included to clarify the process for submitting and finalizing workloads each year.

- Workload Components:
 - DEI has been specifically included in both workload planning and annual review. DEI development planning can be formally counted towards service FTE.
 - Advising / Mentoring activities are now cumulative in order to balance the assignment of undergraduate, graduate, honors, committee, and intern advising activities. Max advising FTE = 0.10. This advising effort is a current year aggregate of all activities, independent of the year of defense.
 - All full time faculty have a minimum of 0.04 FTE for service assignments to ensure contributions to the governance of the school.
 - Guidelines to ensure flexibility in allocation of teaching/scholarship/service are articulate for rare cases where the traditional allocation cannot be met.

- Course Equivalencies
 - NOTE: The formula used to determine CE for undergraduate courses reflects the historical SCH formula used as the base of the 2012 Workload Guidelines.
 - Faculty are now allowed to teach more than 1 graduate course each year based on a revised CE formula of 1 CE = 60 SCH.
 - Supplemental CE for incentivized courses is increased from 0.25 CE to 0.5 CE. What constitutes an incentivized course is suggested, but open for faculty discussion during workload assignments.
 - A maximum number of individual course “preps” is specified as 4 for TT faculty and 8 for lecturers.

- Percent effort associated with CE's for each faculty type is specified as:
 - TT Faculty 1 CE = 0.8FTE
 - Research Faculty / Associates 1 CE = 0.10 FTE
 - Lecturers / Senior Lecturers 1 CE =0.12 FTE
- A course “buy-out” option is detailed for TT faculty (up to 0.16 FTE)
- Minimum course enrollment is set at 75% of target enrollment.

- Appendices
 - The Workload Guidelines now include a list of regularly offered RSENr courses with their expected CE based on target enrollment.
 - The Workload A Form has been modified to include pertinent information identified in the workload guidelines.

Appendix D: Examples of DEI efforts integrated into various workload components

The following is a subset of faculty work around DEI efforts aggregated from submitted Annual Review materials.

Teaching

- Include “Inclusive Classroom” language in all syllabi and refer back to it frequently, showing how we are enacting it
- Bring in more speakers who can address equity and racism in sustainability; in the past, speakers have been predominantly white, western professionals
- Contrast the concept of sustainability as derived from a western canon of environmentalism with one that is more inclusive and has greater emphasis on the equity “leg of the stool.”
- Select more readings drawn from a diversity of perspectives and epistemologies
- Provide ample opportunities for students to discuss issues of equity during class time
- Generate activities in which students can apply their knowledge about how they can be anti-racist in their personal and professional lives
- I will continue to revise course content to integrate more themes of water access and water equity, as well as discussion of the ecology of urban waters in an effort to deemphasize focus on ‘pristine’ natural systems that many do not have access to.
- I aim to reach out and begin to build connections with local indigenous leaders in the community with the long-term goal of integrating indigenous ways of knowing specific to Lake Champlain into our physical, chemical, and biological investigations of the lake.
- I think the key to building an inclusive and welcoming classroom is first, establishing community agreements for classroom interactions early, and re-visiting them throughout the semester.
- I find it important to have frequent reciprocal feedback and dialogue, regardless of the course topic. In my smaller courses, I solicit weekly reflection feedback asking students to tell me what worked this week, what they thought was less successful, and what could change. This has been extremely helpful to give all students a voice in the pace, structure, and classroom atmosphere of the course.
- I plan to conduct a full audit of my courses, which will include reviewing the reading materials to ensuring that they are inclusive, balanced in the perspectives offered, and open to ‘non-traditional’ content; inclusifying the syllabi; and incorporate diverse view points in the course (e.g., through guest speakers).
- Incorporated diversity, equity, and social justice into the learning outcomes for the proposed revisions to the Program Curriculum.
- In the fall term I also engaged with our undergraduate class XXX on “just transition” work through researching and writing policy briefs for Renew New England, a new coalition of racial, income, and environmental justice organizations.

Scholarship

- My lab group will highlight social justice, rather than looking only at ecological outcomes in our current research projects
- This spring my lab group has worked together to outline a statement of our collective values and community agreements, including specific actions that we as a lab aim to accomplish moving forward.
- Our Lab Meetings are working on a Code of Conduct and a mentoring plan to support our undergraduate students of color. Put this up on the web site.
- Seek out rfp's to programs that have a component focused on BIPOC considerations or diversity issues. These are becoming more common.
- I worked with my lab group to create a DEI centered "Code of Conduct", which we publish on our web page and revisit as needed and annually.
- My lab group began a lab reading/discussion group to read Ijeoma Oluo's So You Want to Talk About Race. We meet biweekly.
- Read "Making Black Scientists" together as a group and discussed it
- Lab retreat to brainstorm ways our lab could be active in advancing DEI in STEM disciplines.
- Formed partnership with Upward Bound to teach and mentor first generation under-represented high school students in VT.
- Submitted an NSF proposal My team's role in this proposal is to coordinate industry engagement in efforts to enhancing BIPOC participation in STEM professions.

Service

- I regularly bring DEI issues to the forefront of discussions in my service organizations.
- Encourage the external groups on which I serve to participate in equity training with Whole Communities.
- I actively promote underrepresented identities in the student clubs I engage with.
- I facilitated the founding of the Femmes in Forestry Club at UVM, which is designed to support female, trans, non-binary, and gender non-conforming individuals within the field of forestry. The club is a resource for undergraduate and graduate students to help recognize bias and discrimination against femmes in forestry, advocate for representation and change, and create an inclusive, supportive environment.

Professional Development

- I have participated in DEIJ training through my service role at The Nature Conservancy as part of an effort to re-envision how the organization engages in conservation.
- Participated in a training hosted by Tarrant Institute for Innovative Education, Gedakina, and Shelburne Farms: "Examining & de-colonizing the teaching practices around place-based education"
- Participated in a Gund-sponsored three hour workshop run by Dr. Carolyn Finney on Diversity, Equity and Inclusion on April 21, 2021.
- I took the 21 day DEIJ challenge <https://www.wintersgroup.com/21-day-challenge-for-%EF%BB%BFdiversity-equity-inclusion-and-justice/>