

Department of Biomedical & Health Sciences
Guidelines for Workload effort for Teaching Activities

Submitted by Eyal Amiel, in collaboration with BHSC faculty
Approved by CNHS Dean's Office, February 8, 2022
Office of the Provost – Received and approved 02.11.22

I. One 3-credit lecture course (= 1 course equivalent, 1 CE). This equates to .33 CE per credit.
4-credit courses with lab 1.33CE

II. New course development/modality changes:

- a) Standard effort for developing a new course: 0.5 CE
- b) Standard effort for converting a course from one modality to another OR Major Course Revision: 0.25 CE

III. Large class:

- a. asynchronous (online): courses larger than 30 students- 0.1 CE should be added to the standard 1.0 CE for every 10 additional students.
- b. synchronous (in person or remote): >50 students:
 - 51-75: 1.25 CE
 - 76-100: 1.5 CE
 - 101-125: 1.75
 - 126-150: 2.0

IV. Workload effort will be counted for non-practicum teaching/mentoring activities that include fulfilling the primary faculty mentor role for thesis, dissertation, independent study, credit-based individualized research or clinical mentoring that results in a project/product.

- Students must be registered for the activity via course/credit registration
- Workload effort does not apply to supervision of students engaged in non-UVM activities.
- CE to be assigned with each workload
 - Undergraduate research/thesis –.1 CE per student or per project per semester
 - M.S. thesis–.2 CE per student or per project per semester
 - Doctoral dissertation - .1 or .25 CE per student per semester

V. **Clinical Practicums/Service Learning/Clinical Courses**

- a. Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc.
 - a. Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc. This applies to course coordination that is separate from teaching. Course teaching is still assigned as above in I-III
 - a. Administrative workload for the administrative component(s), will be assigned based on time studies/faculty experience with respect to the amount of effort allotted to these administrative components.
- b. Clinical teaching, practicums, clinical supervision:

- b. Effort will be based on the amount of effort each role takes – including preparation, instructional time, grading/feedback, and other coordination tasks that aren't largely administrative.
- c. These percent effort levels will have to be determined within each program in the department because there is a great deal of variation from program to program.

VI. The following department-specific courses have been assigned adjusted CE values based on the discipline-specific nature of the work that exceeds standard instructional expectations.

Specific BHSC Courses with Adjusted CE	CE
MLS 262 (4-credit with lab)	1 for lecture, 1 for lab
BHSC 282 (1 credit lab)	0.5
BHCS 244 (1 credit lab)	0.5
HSCI 280 (Capstone)	1.5

Department of Communication Sciences and Disorders
Guidelines for Workload effort for Teaching Activities

Submitted by Michael Cannizzaro, in collaboration with CSD faculty.
Reviewed and approved by the CNHS Dean's office on. 02.08.2022
Office of the Provost – received and approved 02.11.22

I. One 3-credit lecture course (= 1 course equivalent, 1 CE). This equates to .33 CE per credit.

II. New course development/modality changes:

- a) Standard effort for developing a new course: 0.5 CE in addition to the typical workload assigned for the course
- b) Standard effort for converting a course from one modality to another: 0.25 CE in addition to the typical workload assigned for the course

III. Large class:

- a. asynchronous (online): courses larger than 30 students- 0.1 CE should be added to the standard 1.0 CE for every 10 additional students.
- b. synchronous (in person or remote): >50 students:
 - 51-75: 1.25 CE
 - 76-100: 1.5 CE
 - 101-125: 1.75
 - 126-150: 2.0
 - >150: to be determined on a case by case basis

IV. Workload effort will be counted for non-practicum teaching/mentoring activities that include fulfilling the primary faculty mentor role for thesis, dissertation, independent study, credit-based individualized research or clinical mentoring that results in a project/product. Credit will be assigned per student, per academic year while students are registered for credit bearing research activities listed above.

- Students must be registered for the activity via course/credit registration
- Workload effort does not apply to supervision of students engaged in non-UVM activities.
 - Undergraduate research/thesis –.1 CE per student per academic year
 - M.S. thesis –.2 CE per student per academic year
 - Doctoral dissertation .1 - .25 CE per student per academic year

V. Clinical Practicums/Service Learning/Clinical Courses

- Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc. This applies to course coordination that is separate from teaching. Course teaching is still assigned as above in I-III
- Administrative workload for the administrative component(s), will be assigned based on time studies/faculty experience with respect to the amount of effort allotted to these administrative components.
- Clinical teaching, practicums, clinical supervision:

Formula for Clinical Supervision Workload Assignments

1.0 course equivalency:

- Quantified as 5-6 Full time treatment clients (1x per week each for 1 hour per client) and 1-2 diagnostic evaluations per month.
- If a supervisor has a reduced treatment client caseload, the # of diagnostic evaluations per month might increase or vice versa.

Example: if supervision is 3.0 on the workload document, that would be equivalent to 15-18 treatment clients per semester and 1-2 diagnostics per month.

These numbers are based on national data of supervisory loads for CSD clinical educators.

Department of Nursing Course Equivalencies (CEs) Guidelines
Department/Dean's Office Approved 01/12/2023
Office of the Provost Final Approval 02/27/2023

CLASSROOM INSTRUCTION per course

3 credit course = 1 CE

1CE = 10% of total workload for the academic year based on a 9-month contract

Teaching Modality	Current Course Equivalent	Proposed Course Equivalent	Examples/Rationale
*First time teaching course	+0.5 CE per course	+0.5 CE per course	*This additional 0.5 workload credit will be removed after the first semester and be replaced with additional workload.
UVM/Department Requested Modality Conversion	+0.25 CE per course	+0.25 CE per course	
UG Large class size: Asynchronous*	> 30 students +0.1CE/student	>40 students= +1CE	Asynchronous rationale: Research literature shows that there is a higher level of faculty engagement required in order to keep students engaged in asynchronous courses. Furthermore, there is more written work (e.g., Discussion Boards) to be reviewed in asynchronous classes. Finally, faculty report a much higher volume of emails than in synchronous classes (remote or in-person). Lowenthal, P. R., Nyland, R., Jung, E., Dunlap, J. C., & Kepka, J. (2019). Does class size matter? An exploration into faculty perceptions of teaching high-enrollment online courses. <i>American Journal of Distance Education, 33</i> (3), 152-168. For further information, see: Burch, B. (2019, August 20). Class size in online courses: What the research says. <i>Quality Matters, August 20, 2019</i> , NP.
UG Large class size: Synchronous (in person & remote)	51-75= +0.25 CE 76-100=+0.5 CE 101-125=+0.75 CE 126-150=+1 CE >150= case by case	75-99= +0.5 CE 100-125= + 1CE 126-150= +1.25 CE >150: +1.5 CE	Synchronous Rationale: <u>other units within UVM define large classes as >100 students and assign 2CE's.</u> Course with over 50 students may be granted TA's/Readers on a case by case basis.
Course Development Mentor	N/A	+0.25 CE per course	Is defined as mentoring new faculty member who is co-teaching the course, as defined by the vice chair in your established course.
Other Teaching Activities	N/A	0 CE	These tasks fall under clinical practice and should not be credited under "Other" Example: Epic training/E-Value training for faculty training or student training

CLINICAL INSTRUCTION per course

Teaching Modality	Current Course Equivalent	Proposed Course Equivalent	Examples/Rationale
Lab Teaching	2 hour lab = .2 CE	NA	DON utilizes "clinical" as an overarching term for simulation, lab, and bedside care.
Clinical Course Lead	+0.25 CE per course	Up to +0.25 CE per course	If Co-leading a clinical course, the faculty will split the 0.25 CE allotment evenly. Additional responsibilities include securing adjunct clinical faculty, clinical faculty oversight, booking clinical sites, creating syllabi & course standards, set-up/synchronize online platform. (Currently captured under teaching-other)
Undergraduate Clinical/Simulation Lab	1 CE = 126 hrs	1 clinical credit = 0.4 CE 2 clinical credit = 0.8 CE 3 clinical credit = 1.2 CE	Hours, days and shifts vary per course across the curriculum. To provide consistency recommend defining clinical CEs by credit hour. 1 credit undergrad clinical = 42 hrs 2 credit undergrad clinical = 84 hrs 3 credit undergrad clinical = 126 hrs UG float med/surg, orientation of new clinical faculty
Faculty Liaison: Indirect oversight of UG Clinical Groups	N/A	0.5 CE per 8-12 students	Faculty may oversee multiple sections per semester. Thus, calculation of CE is based on student #. Example: senior practicum oversight, senior seminar, Public Health, grading Responsibilities include site visits, student evaluations, monitoring of student progress and initiation of academic improvement plan.
DEPN/DCNL Clinical/Simulation Lab	N/A	1 clinical credit = 0.6 CE 1.25 clinical credit = 0.75 CE 2 clinical credit = 1.2 CE 3 clinical credit = 1.7 CE 4 clinical credits = 2.4 CE	Grad hrs/credit vary from undergrad definition. Hours, days and shifts vary per course across the curriculum. To provide consistency clinical CEs are defined by credit hour. 1 credit grad clinical = 60 hrs 1.25 credit grad clinical = 75 hrs 2 credit grad clinical = 120 hrs 3 credit grad clinical = 180 hrs 4 credit grad clinical = 240 hrs
Oversight of Graduate Program Clinical	1CE per clinical group of 8 NP	1 CE per 7-9 DNP students	Faculty may oversee multiple sections per semester.

ADVISING-per 9 month contract

Teaching Modality	Current Course Equivalent	Proposed Course Equivalent	Examples/Rationale
Academic Advising	+0.5CE, 20-25 students	+0.5 CE up to 25 students	Graduate, Undergraduate, DEPN, DCNL
UVM Graduate Projects	+0.5 CE	+0.5 CE up to 3 students	Theses and projects (currently captured in Teaching-other)
Clinical Practice			
Clinical Practice	1CE/10%	1 CE 10%	

Department of Rehabilitation and Movement Science Course Equivalencies (CEs)
Guidelines for Workload effort for Teaching Activities
Department/Dean's Office Approved 01/12/2023
Office of the Provost Final Approval 02/24/2023

- I. One 3-credit lecture course (= 1 course equivalent, 1 CE). This equates to .33 CE per credit
- II. One 3-credit course with Lab (= 1 course equivalent, 1 CE). This equates to .33 per credit
- III. One 4-credit courses with lab (=1.33 course equivalents, 1.33 CE). This equates to .33 per credit and could be a course offered in either of the following formats:
 - a. 3 hours per week lecture, 2 hours per week lab
 - b. 2 hours per week lecture, 4 hours per week lab
- IV. New course development/modality changes:
 - a. Effort for developing a new course: 0.5 CE
 - b. Effort for converting a course from one modality to another (synchronous to asynchronous [online] OR vice versa): 0.25
- V. Large class:
 - a. asynchronous (online): courses larger than 30 students- 0.1 CE should be added to the standard 1.0 CE for every 10 additional students.
 - b. synchronous (in person or remote): >50 students:
 - 51-75: 1.25 CE
 - 76-100: 1.5 CE
 - 101-125: 1.75
 - 126-150: 2.0
 - >150: to be determined on a case-by-cases basis
- VI. Workload effort will be counted for non-practicum teaching/mentoring activities that include fulfilling the primary faculty mentor role for thesis, dissertation, independent study, credit-based individualized research or clinical mentoring that results in a project/product.
 - a. students must be registered for the activity via course/credit registration or formal designation, e.g., honors thesis, undergraduate research, graduate thesis/dissertation:
 - b. These activities do not include student practicum experiences:
 - c. Workload effort does not apply to supervision of non-UVM students engaged in these activities:
 - Undergraduate research/thesis –.1 per student or per project
 - M.S. thesis–.1-.2 CE per student or per project per semester
 - Doctoral dissertation - .1 or .25 CE per student per semester
- V. Clinical Practicums/Service Learning/Clinical Courses
 - a. Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc.:
 - Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc. This applies to course coordination that is separate from teaching. Course teaching is still assigned as above in I-III
 - Administrative workload for the administrative component(s), will be assigned based on time studies/faculty experience with respect to the amount of effort allotted to these administrative components
 - b. Clinical teaching, practicums, clinical supervision:
 - Effort will be based on the amount of effort each role takes – including preparation, instructional time, grading/feedback, and other coordination tasks that aren't largely administrative
 - These percent effort levels will be determined for each course as there is a large variation across programs within the department