

<h1>CEMS</h1> <p>Formerly School of Engineering</p>	<p>School of Engineering</p>
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
October 18, 2012 (Department Review)	October 18, 2012 (Department Review)	October 18, 2012 (Department Review)	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

Current Departments:

Mathematics & Statistics: 54040

Computer Science: 54050

Civil & Environmental Engineering: 54030

Electrical & Biomedical Engineering: 54020

Mechanical Engineering: 54010

Course Equivalency Guidelines

School of Engineering

10/18/2012

The School of Engineering (SoE) offers professional degrees in 4 separate engineering disciplines that must each satisfy the requirements of the *Accreditation Board for Engineering and Technology* (ABET). Accordingly, the SoE faculty have curricular responsibilities that are more extensive than those facing faculty in most other degree programs. These extra responsibilities include offering engineering design courses, which at the senior level entails solving real engineering problems in a team-based project that frequently involves interactions with local industries and municipalities. Mentoring a senior design project is usually a significant undertaking for a faculty member, although this varies considerably depending on the nature of the project. These factors, together with the additional responsibilities of supervising graduate students, honors theses, and independent studies, mean that it is essentially impossible to devise a universal formula for determining a faculty member's workload in the SoE. In the past, workloads have been determined by the SoE Director in consultation with each individual faculty member and with the Head of the engineering program to which the faculty member contributes. The same approach will be taken in the future. That is, workloads will be developed in a consultative manner taking into account the specific nature and amount of the work involved in an individual's set of tasks, whether there is any TA and/or grader support available, and the magnitude of the faculty member's teaching commitments over the prior 3 years. In particular, to the degree possible, the workloads of research productive faculty will be commensurate with those of engineering faculty at other research intensive universities. Instructional credit for these activities will be explicitly defined in terms of %FTE on the workload form.

With regard to the specific issue of large enrollment classes, any class with large enrollment and/or that involves intense preparation will be considered an increased load as decided by the SoE Director in consultation with the faculty member concerned and the relevant Program Head.

With regard to the specific issue of selection and instruction of courses designated as on-line, selection of courses will largely be determined by the faculty offering the course, in consultation with and with approval of the Director. The Director will not assign an instructor to teach in an on-line format without the instructor's consent, and a faculty member may not offer a course in an on-line format without the Director's consent. All faculty offering on-line instruction must first receive training in on-line teaching, at University Expense, prior to delivering on-line instruction. When possible, student feedback and performance from sections taught in an on-line format will be compared to student feedback and performance in sections of the same course taught in face-to-face format. This will be used as a basis for determining the most appropriate format for future offerings of the course, to ensure high quality and effective course offerings.

CEMS

Computer Science

54050

Art. 16.15	Art. 16.17	Art. 16.18	Notes
N/A	September 18, 2012 (Department Review)	September 18, 2012 (Department Review)	
Not submitted	Provost Approved	Provost Approved	

Additional Info:

Approved G. Nunley

As approved by the Computer Science Faculty on 9/18/2012.

CS Department Policies Regarding CBA 16.17, 16.18

16.17 and 16.18: Course Equivalency Guidelines for instructional activities of supervising theses and dissertations; independent studies, reading and research; internships; and instruction in large enrollment classes.

Definition of a CEA: A 3-credit Computer Science course that has previously been taught by the instructor, with normal enrollments and adequate teaching assistant support consistent with past departmental practices and the demands of the course, is normally expected to account for approximately 12% of a normal annual 2-semester workload (i.e., 24% of a normal weekly workload); we define this to be worth 3 Course Equivalency Activities (CEAs). I.e., one CEA is defined to be roughly equivalent to 1 credit of instruction, accounting for 4% of a normal annual workload.

CEAs for courses that justifiably require significantly more or less than 4% effort per credit of instruction due to factors such as very large or very small enrollments, laboratories, new preparations or significant revisions, or the amount of teaching assistant support, may be modified accordingly.

CEA points for instructional activities outside of normal course assignments (including supervising projects, theses, dissertations, independent studies, readings and research, SEED projects, internships, or service learning supervision) will be assigned based on the amount of time per week, and therefore percent effort, the activity is expected to actually require. CEA points will only be assigned for instructional activities for which a student is registered.

The process for determining the CEA points for the instructional activities mentioned above will be as follows: 1) prior to the onset of the activity, the faculty member and Chair will agree on the appropriateness of the activity and the number of CEA points that should be awarded for the activity, based on an estimate of faculty time commitment that is reasonable for the activity in question and consistent with prior departmental CEA point valuation of similar activities, 2) should the resulting activity end up requiring justifiably more or less faculty time than initially estimated, the CEA point valuation may be adjusted after the conclusion of the activity, 3) an ongoing record of all CEA points awarded by the Department will be maintained and shared with the faculty to encourage fairness and consistency in CEA point designations over the years and over different Chairs.

CEMS

Mathematics & Statistics

54040

Art. 16.15	Art. 16.17	Art. 16.18	Notes
October 11, 2012 (Department Review)	October 11, 2012 (Department Review)	October 11, 2012 (Department Review)	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:



Memo To: Faculty of the Department of Mathematics and Statistics
From: Jim Burgmeier, Chair
Subject: Policy addressing Article 16.15 of the Collective Bargaining Agreement for Mathematics faculty
Date: October 11, 2012

1. **Course Equivalencies.** The Department guidelines for achieving the qualifying description of "excellent" in teaching include
 - Takes on additional teaching responsibilities when the need or opportunity arises (e.g., supervises independent study and practicum courses, student research projects, TAP, URECA students, etc).
 - Supervises honors theses, masters theses or doctoral dissertations.
 - Supervises student projects or presentations, including accompanying students to conferences.

Consequently, some activity in these areas is expected of every faculty member. Workload effort for these activities may be reflected in the percentage devoted to advising, including graduate students. Nonetheless, these activities may warrant recognition as a **Course Equivalency Activity** (CEA) by the faculty member, defined to be any of the following:

- Giving a reading course or independent study course to fewer than five students;
- Supervising to completion an undergraduate, Master's or PhD thesis;
- Other activities which the chair agrees are worthy of CEA designation.

Each CEA will normally be equivalent to one-third of a course. There are two situations where CEA credit could be given:

- A. If the faculty member knows they will be engaged in course equivalency activities when the workload plans are completed, then those activities will appear on that work form.
- B. After the faculty member's teaching loads for a year have been established, they may agree to engage in a CEA. In this case, the workload form will be modified to reflect the CEA.

No unofficial courses will count -- that is, the student(s) must register for a Math X93, X94, X95, HON 288, 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.

2. **Large Sections.** The departmental guidelines for course equivalencies for large sections will be those established by the College. The current policy is: *teaching sections with more than 80 students will be counted as equivalent to teaching two courses.*
3. **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 the instructor's consent, and a faculty member may not offer a course in an on-line format without the Chair's consent. This includes Continuing education courses. In accordance with the CBA, all faculty offering on-line instruction must first receive training in on-line teaching, at University expense, prior to delivering on-line instruction. When possible, student feedback and performance from sections taught in an on-line format will be compared to student feedback and performance in sections of the same course taught in face-to-face format. These data will be used as a basis for determining the most appropriate format for future offerings of the course, to ensure high quality and effective course offerings.

These guidelines will be revisited annually during the fall semester.



Memo To: Statistics Faculty of the Department of Mathematics and Statistics
From: Jeff Buzas, Director
Subject: Course Equivalency Guidelines for Statistics Instructors
Date: September 6th, 2012

The Department guidelines for achieving the qualifying description of “excellent” in teaching include

- Takes on additional teaching responsibilities when the need or opportunity arises (e.g., supervises independent study and practicum courses, student research projects, TAP, URECA students, etc).
- Supervises honors theses, masters theses or doctoral dissertations.
- Supervises student projects or presentations, including accompanying students to conferences.

Consequently, some activity in these areas is expected of every faculty member. Workload effort for these activities must be reflected in the percentage devoted to teaching and advising, including for graduate students. Nonetheless, these activities may warrant recognition as a *Course Equivalency Activity* (CEA) by the faculty member, defined to be any of the following (Article 16.17 of the CBA).

- Giving a reading course or independent study course to fewer than five students;
- Supervising to completion an undergraduate or Master’s thesis or practicum;

Each CEA will normally be equivalent to one-third of a course. However, based on considerations of the specific work involved (determined in consultation with the faculty member), more-intensive activities may count as more than one-third of a course and less-intensive activities may count less than one third of a course.

There are two situations where CEA credit could be given:

- A. If the faculty member knows they will be engaged in course equivalency activities when the workload plans are completed, then those activities will appear on that workload form.
- B. After the faculty member’s teaching loads for a year have been established, they may agree to engage in a CEA. In this case, the workload form will be modified to reflect the CEA.

No unofficial courses will count -- that is, the student(s) must register for a Stat X81, X91, X93, X94, X95, HON 288, or an existing Stat course with a special section assigned for independent study purposes. The faculty member will ask the statistics director to create these sections as needed.

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Memo To: Statistics Faculty of the Department of Mathematics and Statistics
From: Jeff Buzas, Director
Subject: Large section enrollment policy for Statistics to address CBA section 16.18
Date: December 7th, 2012

A large enrollment course is defined as a course with at least 80 students. Selection of courses to be delivered in large enrollment format will be determined by the faculty offering the course, in consultation with and with approval of the Director of Statistics. The Director will not assign an instructor to teach a large enrollment course without the instructor's consent, and a faculty member may not offer a large enrollment course without the Director's consent. A large enrollment course will count as two courses on the faculty workload. When possible, student feedback and performance from large enrollment sections will be compared to student feedback and performance in sections of the same course taught with a standard number of students. This will be used as a basis for determining the most appropriate format for future offerings of the course, to ensure high quality and effective course offerings.

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Memo To: Statistics Faculty of the Department of Mathematics and Statistics
From: Jeff Buzas, Director
Subject: Online Course Policy for Statistics to address CBA section 16.15
Date: September 21st, 2012

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 Director of Statistics. The Director will not assign an instructor to teach in an on-line format without the instructor's consent, and a faculty member may not offer a course in an on-line format without the Director's consent. In accordance with the CBA, all faculty offering on-line instruction must first receive training in on-line teaching, at University expense, prior to delivering on-line instruction. When possible, student feedback and performance from sections taught in an on-line format will be compared to student feedback and performance in sections of the same course taught in face-to-face format. This will be used as a basis for determining the most appropriate format for future offerings of the course, to ensure high quality and effective course offerings.