

<h1>CNHS</h1>	Nursing 56010
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
August, 2012 (Department Review)	August, 2012 (Department Review)	August, 2012 (Department Review)	Provost Approved

Additional Info:

**College of Nursing & Health Sciences
Department of Nursing (DON)
Guidelines for Workload Effort for Teaching Activities**

Submitted by Rosemary Dale, Chair, in collaboration with the DON faculty

Reviewed May 2012 & August 2012, Dean's Office

Guidelines for the selection and instruction of on-line courses

- A faculty member or chair can propose development of an on-line course or conversion of a course to an on-line format.
- Rationale/feasibility will be provided in writing to the DON curriculum committee (Bac Ed/Grad Ed) who will review the proposal, make a recommendation, and bring it to the full faculty for a vote.
- Rationale/feasibility will include faculty who are available and willing to teach the course.
- The first time that a faculty member teaches an on-line course, additional one-time course equivalents may be assigned to the faculty member's workload.

Equivalency standards related to class size

On campus classes:

- 1-40 students: 1 course equivalent
- 41-80 students: 1.25 course equivalents
- 81 or more students: 1.5 course equivalents

For On-line Courses:

- Up to 30 students: 1 course equivalent
- More than 30 students: 1.5 course equivalents

Additional Course Equivalents: A faculty can receive additional credit (0.5 course equivalent) for directing and participating in a travel course.

Equivalency standards for instructional credit

- 3% of teaching will be allocated for general academic advising (approx. 30 hrs/academic year) and being a member of a graduate student's research committee
- In addition, course equivalents are assigned as follows for supervision (as the primary advisory) of graduate student projects, theses, dissertations, independent studies, & honor's theses, and based on the number of credits that a student registers for:
 - 1 credit = 0.05 course equivalent (1/2 hr/wk)
 - 2 credits = 0.1 course equivalent (1 hr/wk)
 - 3 credits = 0.15 course equivalent (1.5 hr/wk)
- URECA! grants awarded to students will be worth a total of 0.1 course equivalent for the primary advisor

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NOTE: The DON has removed 2% from the advising load. It had been at 5%, but faculty members feel that 3% is more accurate representation of the amount of time spent. That comes to approximately 2% for each of 20 faculty members, or 40%, a teaching load of 4 course equivalents that can be removed from the aggregate faculty course load.

We have recommended adding 13.5 course equivalents to cover large class size, on-line course start up and project and thesis advising. When corrected for the decreased advising the total is an increase of 8.25 course equivalents requiring additional resources that currently don't exist.

<h1>CNHS</h1>	Rehabilitation and Movement Sciences 56020
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
August, 2012 (Department Review)	August, 2012 (Department Review)	August, 2012 (Department Review)	Provost Approved

Additional Info:

**College of Nursing & Health Sciences
Department of Rehabilitation & Movement Science
Guidelines for Workload Effort for Teaching Activities**

Submitted by Diane Jette, Chair, in collaboration with the RMS faculty

Reviewed May 2012 & August 2012, Dean's Office

Equivalency standards related to class size

- Large face-to-face courses are defined as more than 50 students
 - 0.1 course equivalents will be added for every 10 additional students OR add one TA for up to 100 students & 2 TAs for more than 100
- Large on-line courses are defined as more than 30 students
 - 0.1 course equivalents will be added for every 10 additional students OR add one TA for up to 60 on-line students & 2 TAs or more than 60 on-line students

Equivalency standards for instructional credit

Course equivalents for thesis, dissertation, honors project, and independent study will be awarded as follows:

- In order to be counted the faculty member must be the primary advisor or committee chair.
- Students must be registered for the activity via course/credit registration or formal designation, e.g., honors thesis, URECA recipient for each semester for which workload effort is applied.
- Workload effort does not apply to work done by research assistants unless they are completing activities as indicated in the previous bullet.
- These activities do not include student practicum experiences.
- Workload effort does not apply to supervision of students engaged in these activities outside of UVM.
- During any such designated semester, faculty will earn 0.1 course equivalents per project.
- The effort equivalents for any project are awarded only when a project is completed and may be applied to reduction in workload when the faculty member has accumulated enough for one full course release.
- The chair and faculty member will plan the timing of any course release together to assure department teaching needs are met.
- Based on department teaching needs in required courses, the chair may request faculty limit their engagement in these activities.

Courses taught for the first time will be awarded 0.3 course equivalents.

NOTE: The RMS department is currently managing their course equivalents within their current resources as they have already been assigning similar credits to their faculty in their

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current workloads. The ability to do this would change if there was an increase in their enrollment numbers without an increase in resources.

<h1>CNHS</h1>	Biomedical & Health Sciences 56030
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
August, 2012 (Department Review)	August, 2012 (Department Review)	August, 2012 (Department Review)	Provost Approved

Additional Info:

**College of Nursing & Health Sciences
Department of Medical Laboratory & Radiation Sciences (MLRS)
Guidelines for Workload effort for Teaching Activities**

Submitted by Burt Wilcke, Chair, in collaboration with the MLRS faculty

Reviewed May 2012 & August 2012, Dean's Office

Guidelines for selection and instruction of on-line courses

A faculty member or chair can propose development of an on-line course or conversion of a course to an on-line format. Rationale/feasibility will be provided in writing to the department's curriculum committee who will review the proposal, make a recommendation, and bring it to the full faculty of the department or program for a vote. Rationale/feasibility will include faculty who are available and willing to teach the course.

The first time that a course is taught on-line, additional one-time course equivalents may be assigned to the faculty member's workload.

Equivalency standards related to class size

- Face-to-face courses with more than 50 students and on-line courses more than 30 students will result in the addition of 0.1 course equivalents for each 10 additional students.

Equivalency standards for instructional credit

Workload effort will be counted for teaching/mentoring activities that include fulfilling the primary faculty advisor role for *thesis, dissertation, honors project or independent study/research*. In order to be counted, the independent study must result in a project/product.

- Students must be registered for the activity via course/credit registration or formal designation e.g. honors student, URECA recipient, for each semester for which workload effort is applied.
- Workload effort does not apply to work done by research assistants.
- These activities do not include student practicum experiences.
- Workload effort does not apply to supervision of students engaged in these activities outside of UVM.
- During any such designated semester, faculty earn course equivalents as follows:
 - 0.15 course equivalents per student enrolled in Special Projects
 - 0.25 course equivalents per student enrolled in Undergraduate Research or the equivalent

Teaching a 3-credit course for the first time, will be awarded 0.3 course equivalents and 0.4 course equivalents will be awarded for a 4 credit course taught for the first time.

NOTE: The MLRS department believes they can manage their course equivalents within their current resources if their numbers stay the same as they have already been assigning similar credits to their faculty in their current workloads.

<h1>CNHS</h1>	<p>Communication Sciences & Disorders</p> <p>52120</p>
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
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Additional Info:

**College of Nursing & Health Sciences
Department of Communication Sciences & Disorders (CSD)
Guidelines for Workload Effort for Teaching Activities**

Submitted by Shelley Velleman, Chair, in collaboration with the CSD faculty

Reviewed May 2012 & August 2012, Dean's Office

Guidelines for selection and instruction of on-line courses

A faculty member or chair can propose development of an on-line course or conversion of a course to an on-line format. Rationale/feasibility will be provided in writing to the department's curriculum committee who will review the proposal, make a recommendation, and bring it to the full faculty of the department or program for a vote. Rationale/feasibility will include faculty who are available and willing to teach the course.

The first time that a course is taught on-line, additional one-time course equivalents may be assigned to the faculty member's workload.

Equivalency standards related to class size

- 1-50 students is a regular class size: 1.0 course equivalent.
- For face-to-face courses with more than 50 students, 0.1 course equivalent is added for every additional 10 students (e.g., 61 students → 1.1 course equivalent)
- When teaching a course for the first time, course equivalence is 1.5.
The following conditions apply:
 - Converting a face-to-face course to an online course counts as teaching the course for the first time.
 - Teaching a course for the first time after a hiatus of 5 years or more counts as a new course. (Credit may be given for a shorter hiatus at the discretion of the chair.)
- For on-line teaching, 0-20 students is typical; 20-40 is large (TA provided by CE). Compensation/TA assistance for larger classes above that will be as negotiated with CE.

Equivalency standards for instructional credit

- 0.2 course equivalent (total) for each thesis (senior honors thesis or MS thesis) or dissertation upon completion (regardless of the number of semesters that the student registers for "thesis") and
- 0.05 course equivalent per "nonthesis research" (research project not associated with a course) student, or "readings and research" (independent study) student per semester upon submission of a grade

The following conditions apply to both of the above:

- Student is registered for credits for the thesis/project/dissertation OR has a URECA grant or some other formal mentoring relationship
- RA's, TA's, and purely clinical internships do not count; academic internships (for which the student writes a paper or completes some other academic project) do count
- Faculty is chair/director/primary advisor of the thesis/dissertation/project; other committee members do not receive credit
- Course equivalencies are not accumulated until the project is completed.
- Course equivalencies are accumulated/"banked". Faculty and chair come to consensus about how/when they are to be "spent" to assure course coverage. Course equivalencies cannot be used until at least 1.0 course equivalents have been accumulated.
- When workload is discussed annually, Chair may request that faculty limit their engagement in these activities to assure course coverage.

NOTE: The CSD faculty and Chair have agreed that accumulated course equivalencies will be reported on the annual review and will be taken into consideration for merit as the department expects it will be difficult to meet the resource needs to award these additional course equivalents without new funds.