CEMS Guidelines for Online Instruction

This guide addresses the following, specifically in the context of online instruction:

- Workload assignments
- Training of faculty
- Course equivalencies
- Course evaluations
- Teaching assistant support
- Exceptions to any of the above for mixed in-person/online instruction

Policies annotated with (*) are consistent with current guidelines for in-person instruction. For those items, the intent of this document is to reaffirm that those same guidelines and procedures be used for online instruction.

In the event any guideline annotated with (*) is inconsistent with, or becomes inconsistent with, (due to future policy changes) the in-person instruction guideline, the in-person instruction guideline overrules this document.

(*) Workload assignments: Workload assignments for in-person, online, or hybrid instruction will be determined per section 16.1 of the CBA.

Training of faculty: In accordance with the CBA, all faculty offering online instruction must first receive training in online teaching, at University Expense, prior to delivering online instruction. In some cases, if a faculty member has demonstrated skills in online instruction using UVM formats, the Chair or Dean can provide an exemption.

(*) Course equivalencies: The course equivalencies for online courses during the academic year are the same as for courses taught in person as determined by the Course Equivalency Guidelines and as approved by the Dean and the Provost.

Course evaluations: If appropriate, student feedback and performance from sections taught in an online format may be compared to student feedback and performance in sections of the same course taught in face-to-face format as a means to help the faculty improve their online teaching practices, and not as a comparison for RPT purposes. The evaluations from the first two semesters teaching a new course in an online format will not be used for any negative RPT actions.

(*) Teaching assistant support: For purely online instruction, teaching assistant support is allocated in the same way as in-person instruction when resources allow.

Exceptions to the above for mixed in-person/online instruction: There may be cases for which we include non-degree or part time graduate students living remotely into an otherwise face-to-face course. In such cases, the total number of students should not exceed the course equivalency guidelines and those non-degree or part time graduate students will need to participate synchronously. The additional effort and preparation required to build and deliver both online and face to face content is expected to vary by course, and the faculty member and Chair will work together to develop reasonable expectations during workload assignments. In addition, if the number of non-degree or part time graduate students is greater or equal to than the minimum enrollment requirement for a new section, the online section will be broken out as a separate course equivalency. In the case of remote student participation in a face-to-face course, when possible, either supplemental undergraduate or graduate teaching assistance should be provided to support the students participating remotely in the course. Also, when possible, tech support will be provided for courses which mix remote participation and traditional in-person instruction.