

To: Vice Provost Catherine P. Koshland
From: Todd Dawson, Associate Chair, IB
Re: Department of Integrative Biology (IB) policy on faculty instructional workload
Date: 7 November 2006

With regard to your request and in accordance with the guidelines and requirements highlighted in your 29 September, 2006 letter, I have provided you with the following information about our principles and policies for the standard instructional workload in the Department of Integrative Biology:

1. Principles used to assign teaching loads:

- A. The standard instructional workload for Integrative Biology (IB) faculty with full-time appointments is 2.5 courses over a two-year period. These 2.5 courses are generally divided into two course types: undergraduate-level lecture and/or lecture-lab courses (one per year) and graduate-level seminar-discussions (one over two years).
- B. Graduate-level seminar-discussion courses (typically 200-level) are regarded as counting as a “half-course”, or 0.5 of the standard instructional workload. IB considers 200 level courses as "graduate" teaching even if undergraduates are enrolled. Only one such course is counted towards the standard instructional workload. Such courses typically involve 2-3 hours of student contact per week (office hours do not count).
- C. Graduate-level “training” courses (300 and 400 level) are regarded as counting as a “half-course”, or 0.5 of the standard instructional workload. Only one such course is counted towards a standard instructional workload. Such courses typically involve 3-4 hours of student contact per week and commonly only meet for 6-8 weeks during any one semester (office hours do not count).
- D. Courses that serve as “core material” (entry-level background and/or prerequisite courses for 1st and 2nd year students) or “electives” (i.e., upper level, 3rd or 4th year courses) within the broad undergraduate curriculum are regarded as counting towards a “whole-course”, or 1.0 of the standard instructional workload (office hours do not count). Courses that convene for more than the standard 2.5 to 3.5 hours per week (see “E” below) are also regarded as counting towards a “whole-course”, or 1.0 of the standard instructional workload (office hours do not count).
- E. Because of common participation by many faculty in joint teaching and therefore the teaching effort shared, a “whole” or “normal” course workload is defined as 35 to 49 lecture hours per course per semester (2.5 to 3.5 hours per week for a normal 14 week semester). For large courses with enrollments that exceed ca. 200 students, faculty who teach 50% of the course can count this effort as a “whole-course”, or 1.0 of the standard

instructional workload. Jointly-taught field courses that require faculty to spend all day for 4 weeks (minimum) or more with the students can count this effort as a “whole-course”, or 1.0 of the standard instructional workload.

- F. Graduate-level research courses (IB 298 and 299) do not count towards the standard instructional workload.

2. Specific workload policies – in general:

- G. No teaching credit is given for faculty sitting on qualifying examinations and thesis review committees for graduate students, or for presenting research to new graduate students (but see “S” below).
- H. Freshman seminars do not count towards the standard instructional workload since they provide additional financial compensation to a full-time faculty salary.
- I. Cross-listed courses count the same as IB-only courses.
- J. Faculty with joint appointments in other departments on campus who teach courses in those departments can apply this to their standard instructional workload in line with the “percent time” appointment they hold in that department.
- K. Adjunct faculty are asked to teach at least one-third of the normal load (10 - 15 hours). This effort is generally reflected by a without-salary appointment, but may be compensated depending on circumstances and the nature of the appointment. Higher teaching loads are normally reflected in a paid appointment at an appropriate percentage.
- L. Faculty who are less active in research and service, as determined by merit and promotion reviews, can be asked to teach more than others by the department chair, co-chair or academic program chair. In general we equalize the teaching-research-service workload of faculty.

3. Specific workload policies – for new junior faculty:

- M. New faculty are not required to teach any course in their first year and will not carry the full instructional workload until year three.
- N. Team-taught “core” or “elective” undergraduate courses that include new faculty in the first three years of their appointments are considered as counting for 1.0 course of the standard instructional workload if they teach at least one-third (5 weeks) of the course.

4. Specific workload policies – regarding release time, buyouts, etc.:

- O. Release time (also called teaching relief) for faculty who serve as chair, associate or co-chair, dean, associate or assistant dean, or in the capacity as an academic senate committee chairman will be approved by the department chairman and/or co-chairman. In general, teaching relief for administrative service as follows: 100% relief is given for the Dean of Biological Sciences (currently Dean Owen) and the Vice Chancellor for Research (currently VC Burnside). 50% relief is given for the IB chairman or 25% relief each for both chairman and co-chairman.

- P. Release time for faculty who serve as paid program directors (those who receive 25% or more of their salary to run a program) will be decided on a case-by-case basis with the individual faculty and the department chairman and/or co-chairman (since duties vary widely). This will be reviewed and if acceptable renewed on a bi-annual basis.
- Q. Release time for new tenured faculty and/or retention cases will be decided on a case by case basis with the individual faculty and the department chairman and/or co-chairman. This will be reviewed and if acceptable renewed on a bi-annual basis.
- R. Release time for granted academic leaves-of-absence is standard policy (e.g., no teaching is required while on leave) but should be discussed and approved prior to the leave with the department chairman and/or co-chairman. This will be reviewed and if acceptable renewed on an annual basis.
- S. Undergraduate advising and graduate student supervision on thesis and dissertation committees is not counted as part of the “standard instructional workload” but instead as “service”. The department values this form of service and will explicitly highlight “advising” for undergraduate theses and graduate committees when writing merit and promotion cases. Faculty who provide these types of service will be given relief from other department committees so as to equalize the teaching-research-service workload.
- T. No teaching relief is given for service in State or Federal agencies or professional organizations (i.e. outside of the university) such as editorial boards, study sections, organizing scientific meetings, or duties as officers in professional societies.
- U. The policy on what qualifies, as an acceptable “buyout” from the standard instructional workload for research or other purposes will be decided upon by the entire faculty and put to a vote. No such policy currently exists. Once one has been drafted and agreed upon each new case will be discussed with the individual faculty and the department chairman and/or co-chairman.

If you have any questions please do not hesitate to contact me.

Sincerely yours,

Todd Dawson

Todd E. Dawson,
Professor and Co-Chair