

College Policy on Teaching Loads (Revised October 2007)

Pursuant to the authority granted in the section 2.7 of *The Faculty Handbook*, department chairs have the authority to determine specific teaching assignments for the faculty of their respective departments. In doing so, the chairs must bear in mind the limits of departmental resources and be responsive to program needs and student enrollment demands. The chair should also be guided by the principle of departmental collegiality.

For purposes of counting courses for teaching load accounting, these guidelines ordinarily apply:

- 1) A typical four-unit or five-unit course counts as one course.
- 2) A two-unit course counts as half a course.
- 3) Teaching load weights for labs, clinical, ensemble, and performance courses are to be negotiated between the chair and the dean on a departmental basis.
- 4) In consultation with the dean's office, departments may allocate teaching credits for internship coordinators only if the annual enrollment is sustained at 10 or more. The dean's office will work with individual departments to devise the best method of re-allocating teaching assignments when an internship enrollment target is not met. In addition, to maintain program quality and continuity, only continuing faculty should be assigned to administer internship programs.
- 5) While practicum, directed readings, independent study courses, and thesis direction do not count as courses for teaching load purposes, chairs, with approval from the dean, may make adjustments for faculty teaching large numbers of practicum, directed readings, independent study, and/or thesis students.
- 6) While courses with low enrollments (typically less than ten) generally do not count for teaching load accounting purposes, chairs may make adjustments for faculty teaching large numbers of students in their other courses or for other departmental needs.
- 7) For term faculty in their last year of appointment, if one of their Spring quarter courses is under enrolled, with the permission of the associate dean supervising that department, the dean's office will have discretion to allow the faculty member to teach the under enrolled course or be assigned to teach another course, or to do service to the College or department.

These guidelines are rough approximations and do not supersede individual appointments or arrangements approved by the chair and dean's office.

Summary of Current Practices for Faculty Assignments and Course Releases

(Revised October 2006)

The College of Arts and Sciences presently has a number of protocols related to faculty teaching assignments. They have been developed in the interest of equity, prudent allocation of resources, and to ensure high quality teaching and scholarship across the College as a whole. The summary below is intended to capture current practices for reductions in teaching for full-time faculty in the College.

Tenured and Tenure-Track Faculty Teaching Reduction for Scholarly/Creative Activity: All faculty of the College are expected to maintain their scholarly and creative vitality. To support faculty efforts in this area, the College in 1991-92 standardized the practice of a one-course reduction for faculty actively engaged in scholarly or creative activity. Recognizing that their strengths at certain points in their careers are more in the direction of teaching or service, some tenured faculty in the College regularly teach seven courses and/or have adjusted the relative weights of the three faculty annual evaluation categories. If a faculty member is not actively engaged in scholarly or creative activity, he or she will be expected to teach seven courses as determined by the dean

Department Chair and Program Director Course Releases: Faculty appointed to various program level administrative roles may be granted course releases and/or stipends during their terms of service by the provost, with the recommendation of the dean and approval of the provost. Department chairs may assign these course releases to other faculty for chair administrative service with the approval of the dean. Funds to support course releases for faculty engaged in College and University level service are usually obtained from that administrative unit. (Evaluation of such work is discussed in paragraph 5 of Points of Operational Consensus in this document.

Overload/Supplemental Assignment: The supplemental pay for an overload course will not be paid until the faculty has exceeded the contractual teaching load. For example, if a Senior Lecturer will exceed the 7 course teaching load in spring quarter, the supplemental pay will be initiated and paid during spring quarter when that 8th course is taught.

Personal Leaves (without Pay) Please refer to the Faculty Handbook section 3.7.3 and the University Faculty Personnel Policies and Procedures Manual. For partial leaves, teaching and scholarship responsibilities will be negotiated with the chair, dean and provost.

Phased-Retirement Program: Section 3.5.1.3 of the *Faculty Handbook* provides for phased retirement for tenured faculty and Senior Lecturers. The program agrees to a permanent reduction in teaching loads and specifies a binding date for full retirement, typically no later than five years after entering the phased retirement program. Faculty interested in phased retirement should consult with Senior Associate Provost Amy Shachter as early as possible. Unless it is addressed in the Phased Retirement Agreement, the dean shall have the final decision as to whether a formal evaluation must be completed during this period.

Conversion of Course Release to Stipend. It is the policy of the College that converting a course release to a stipend requires dean approval. The reason for the policy is that such an arrangement constitutes a teaching overload. The course release is given to the faculty member to serve in an administrative capacity to address the extra workload of the assignment (the need for time to do the project.) Thus, a normal six-course load (for research-active faculty) would be reduced to a five-course load to allow for the added assignment. If the faculty member has this contract and then wants to teach another course and receive compensation, then it is technically a teaching overload situation. The dean

would want to know if the teaching overload might adversely affect the faculty member's performance in teaching, scholarship, and other service obligations.

Therefore, any faculty who want to convert a course release to a stipend must submit a written request with appropriate rationale to the dean. The dean will consult with the department chair and then determine whether or not to grant the request.

Externally Funded Release Time: Occasionally faculty obtain funding through an outside source, e.g., a private foundation or government agency, to conduct research, training, service, etc. The sponsor funds the project through grants, contracts, or gifts to the University. Typically these funds cover equipment, operating expenses, personnel (salary and benefits), and institutional overhead. Proposals for funded projects of any kind must be reviewed and approved in advance by the chair, dean, Sponsored Projects, and provost. Reimbursements to the College are based on projected commitments of effort (time). In preparing proposals, reimbursements for faculty should assume - based on the time-use studies cited below - that during the academic-year a full time College faculty member with a six course teaching load is engaged 60% in teaching and advising, 20% in scholarly or creative activity, and 20% in academic service. Normally, the course release portion for sponsored activity is not approved unless the sponsoring agency provides funds in proportion to the faculty member's salary and benefits to reimburse the College and department for the lost teaching.

Effective in the 2009-10 academic-year, for sponsored projects, faculty salaries will be determined following standard policies for most federal awards unless 1) sponsor terms and condition restrict salary levels, 2) a funding limit imposed by the sponsor results in the need to use quarterly part time rates for course releases, or 3) an exception is approved by the Associate Provost for Research Initiatives.

For summer salary, faculty salaries will be calculated as 1/9 of the annual salary and mandated benefits for each month of summer salary unless otherwise limited by the terms and conditions of a sponsor.

During the academic-year, one course release will be calculated as 10% of the annual salary and full benefits unless otherwise limited by the terms and conditions of a sponsor. One course release is based on a standard quarter course of five units. The salary equivalent for a release for a semester, course of less than five units or more than five units would be determined by multiplying 10% of the annual salary and benefits by an appropriate factor (1.5 for a semester course, 0.6 for a three-unit course, 0.4 for a two-unit course, and 0.2 for a one-unit course). {Note: in the College one standard course is typically 4 or 5 units.}

We can thus use as a general rule, a sum equal to 10% of the faculty member's base salary and benefits for each course release charged to the sponsoring foundation or agency. (Note: this applies to course releases only and not to service and research responsibilities.)

**College Guidelines on Overloads for Faculty
Receiving Course Releases for Service**
(Established June 2008)

In the College of Arts and Sciences, we have many faculty who give generously of their time and talent for the benefit of important University and College endeavors over and above the normal faculty service expectations, e.g., Core committees, WASC, chairs of departments or programs, Centers of Distinction. For many of these service commitments, the University or College provides one or more course releases. The purpose for providing these course releases is to help the faculty member maintain scholarship or creative activity while providing this temporary extra service.

Therefore, it is important for faculty who receive a course release for service to be mindful of this reasoning if they are subsequently asked to teach an overload. As such, faculty who receive a course release for service should consult with the entity that is providing the course release *and the dean* before agreeing to teach an overload course. The dean must approve in advance any overload teaching for faculty who receive a course release for service.

Guideline on Adjustment of Scholarship Course Releases

(January 17, 2007, revised October 2008)

The College has a teaching-scholar model for our regular tenure-stream faculty. The standard annual teaching load for tenure-stream faculty in the college is seven courses, and there is a standard, one course release for scholarship or creative work for faculty who are engaged in active scholarly or creative work. The dean is committed to support tenured faculty who find themselves temporarily unable to meet the research/creative activity expectations of the teaching-scholar model during a particular phase of their career. In fact, these are rare occurrences. The dean is cognizant that each case is unique and that there is no “one size fits all” solution. The guideline below describes existing practices between the dean and such faculty colleagues. Even as the College seeks to make reasonable allowances for faculty members who become temporarily inactive in their scholarly or creative agendas, we affirm that the teaching-scholar model remains the norm for tenure-stream faculty.

In a conversation with the dean, the dean and tenured faculty member who is not engaged in active scholarly or creative work will agree that the faculty member will teach the full seven-course load. This will happen within or at the end of an evaluation cycle. The weightings will be adjusted for evaluative purposes within the given cycle (and reflected proportionally in the next evaluation) or at the outset of a new cycle to give more importance to teaching and/or service. For example, the weightings could look like those of a Senior Lecturer: 70% teaching, 15% scholarship/creative activity, and 15% service. This scheme will be revisited by the faculty member and the dean annually.

Faculty Salaries in Externally Sponsored Projects

(July 9, 2009)

Proposed Practice

For sponsored projects, faculty salaries will be determined following standard policies for most federal awards unless 1) sponsor terms and condition restrict salary levels, 2) a funding limit imposed by the sponsor results in the need to use quarterly part time rates for course releases, or 3) an exception is approved by the Associate Provost for Research Initiatives.

For summer salary, faculty salaries will be calculated as 1/9 of the annual salary and mandated benefits for each month of summer salary unless otherwise limited by the terms and conditions of a sponsor.

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Current Practice

Generally, the policy has been 10% salary and benefits for each course release. However, in practice, the quarterly adjunct lecturer faculty salary rate, the current course equivalence rate, or 10% salary and benefits have been used.

Rationale

There is a need for a clear, fair, standard practice across all programs. The need to standardize is prompted by recent changes implemented by the National Science Foundation (NSF). Effective January 1, 2009, NSF changed its policy regarding faculty salary. Previously, NSF would fund up to two months of summer salary (2/9th academic-year salary), but no academic-year salary unless the faculty had a less than 100% FTE appointment or was on sabbatical receiving less than full pay. The policy is now two months of salary (2/9th) during each project year. This means that salary can be budgeted to cover course releases in addition to/instead of summer salary as long as the total salary requested by each faculty member does not exceed 2/9th academic-year salary. Since we have current NSF awards in the College and all the Schools except Law, a standard practice is essential for fairness across all programs.

In addition, moving to a rate based on the nine-month academic-year salary will bring our practice in line with standards for government and other sponsors. By aligning with standard practices, our proposals will be easier for reviewers and program officers to understand.

Finally, the cost reimbursement to the University is for the time and effort of the faculty member on the sponsored project. Using a simple quarterly adjunct lecturer replacement rate does not accurately compensate the University for time and effort on a sponsored project. Using 10% of salary and benefits (one month of time and effort) for a course equivalent provides more reasonable compensation to the University.