

Proposal for a Fair and Equitable Teaching Load

Natural Sciences Workload Committee 2005-2006 Academic Year

1 Introduction and Philosophy

Faculty workload is comprised of teaching, research and service. At UC Merced, we are delivering new and continuously developing curricula, building our research laboratories, developing lively research programs, and participating in numerous administrative duties essential to the success of our campus. The Natural Sciences faculty members understand that these tasks are important responsibilities and we recognize that our current overall workload is extremely heavy. However, there is also an unspoken understanding that these responsibilities were expected when each faculty member decided to join UC Merced. Currently, our team of faculty simply must participate in additional work to ensure the development and success of this new campus.

Given this environment, it is important to provide faculty members guidelines to assess and document their workload. The charge of the Natural Sciences Workload Committee (NSWC), whose members include Boaz Ilan, David F. Kelley, Arnold D. Kim (chair), Jennifer O. Manilay, and David Ojcius, is to develop a policy that ensures a fair and equitable load for faculty instructional activities. The objective of this policy is to ensure the support and delivery of our graduate and undergraduate academic programs. Moreover, it is meant to provide public accountability to the UCOP, to ensure that workload is divided equitably amongst all faculty members, but can also be used for faculty self-assessment in managing teaching and research responsibilities. Faculty instructional activities are not limited to classroom teaching. They include also activities that are important for student learning outside the classroom, such as student advising and training graduate students.

In this document, we propose a simple point system to provide a quantitative measure of a faculty member's workload. However, we have included also provisions for individual faculty members to assess their workload in more detail.

As mentioned above, the charge of the NSWC is to determine the load for faculty instructional activities. As such, the policy presented considers only this aspect of the total workload comprised of teaching, research and service. The service component of our workload is not measured by this point system.

The NSWC acknowledges the inherent difficulty in having a fair and balanced teaching load across all of the disciplines in the school, and that what we have written is our best effort to do so.

We respectfully present this policy as a working document for full faculty review.

2 Proposal for Guidelines

The NSWC has separated faculty instructional activities into two categories: 1) classroom teaching activities and 2) additional instructional activities. The workload must be comprised of effort in both categories.

Classroom teaching activities include the following UC Faculty Instructional Activity Types:

- i. Lecture plus supplementary activity*
- ii. Laboratory – skills/techniques*
- iii. Fieldwork – skills/techniques*
- iv. Lecture*

Additional instructional activities include the following UC Faculty Instructional Activity Types:

- i. Fieldwork – research*
- ii. Laboratory – research*
- iii. Individualized instruction*
- iv. Practicum*
- v. Practicum – teaching*
- vi. Project*
- vii. Seminar*
- viii. Seminar – topical*
- ix. Tutorial*

In what follows, we propose a faculty instructional load consisting of guidelines for classroom teaching and other faculty instructional activities. These guidelines are meant to apply to all research-active, ladder-rank faculty members in the School of Natural Sciences. The guidelines for classroom teaching are straight-forward. The guidelines for other faculty instructional activities require more flexibility, so we propose two different options for reporting effort in that category.

Our objectives here are two-fold: 1) we must develop a means to ensure the support and delivery of our curricula and 2) we must develop a fair and equitable teaching load that respects the time and effort needed to sustain active research programs.

In attempting to reach these two objectives, the NSWC has strived to ensure that the teaching loads proposed below are comparable to those at other UC campuses and other universities.

2.1 Classroom Teaching Activities

For classroom teaching activities, we propose that:

Each faculty teaches two courses each academic year, and that over a four-to-six year cycle, classroom teaching is comprised of an appropriate balance of lower division, upper division and graduate courses.

With this proposal, we suggest a balance of teaching lower division courses, upper division courses and graduate courses to support and deliver all of our curricula. The NSWC recommends a six year cycle at full build-out, but realizes the need for flexibility during this time of transition and growth.

In addition, we propose that a newly hired junior faculty member teach only one course for the first academic year of their appointment. We propose this release to provide new junior faculty an opportunity to acclimate to the new position and develop his or her research program.

2.2 Other Faculty Instructional Activities

To allow for sufficient flexibility in reporting effort in other faculty instructional activities, we propose two options: 1) a simple point system and 2) a more comprehensive report.

2.2.1 Point System

We propose a simple point system to account for other faculty instructional activities. If an individual chooses to use this point system, he or she is able to state clearly his or her efforts in other faculty instructional activities for a particular academic year. In the table below, we propose the following point values for other faculty instructional activities each semester.

Faculty Instructional Activity	UC Activity Type	Points
Freshman Seminar	Seminar - topical	3
Directed independent study	Practicum	3
TA training and advising	Practicum – teaching	2
Leading a research-based seminar	Seminar – research/creative development	2
Leading a journal club	Seminar – topical	2
Research student training in the lab/field	Laboratory/Fieldwork – research	3

Research student advising	Conference	4
Outreach/recruitment participation	Tutorial	2
Leading a supplemental workshop	Tutorial	2

Over one academic year, we propose that an individual faculty member accrues no less than 10 points and no more than 15 points. In doing so, one will have justified his or her effort in other faculty instructional activities for one academic year. We propose these point barriers to 1) ensure a sufficient effort in other faculty instructional activities and 2) to limit the exchange of extra work in one year for work release in another year.

2.2.2 Alternate Reporting Method

The point system described in Section 2.2.1 gives guidance only for a few, typical faculty instructional activities. At UC Merced, faculty members are participating in a number of non-traditional activities such as development of innovative curricula and program building. To allow for flexibility in the reporting of other faculty instructional activities, we propose an alternative method for reporting activities not taken into account by the point system.

This alternative reporting method must provide the following information.

1. A brief description of the activity or activities.
2. The UC Faculty Instructional Activity Type in which the activity falls.
3. An itemized list of the effort (in hours) of
 - a. Student-contact
 - b. Preparation
 - c. Grading
 - d. Administration
 - e. A justification of the effort put forth being equivalent or exceeding accruing 10 points using the point system.

3 Workload Reporting Form

To facilitate the reporting of workload each academic year and over a four-to-six year cycle, the NSWC has prepared a Workload Reporting Form. This form is intended to

assist faculty in reporting their faculty instructional activities. A sample of this form appears in the appendix of this proposal.

Appendix -- Sample Workload Reporting Form

NS Workload Reporting Form

Name	
Academic Year	

Classroom Teaching Activities

	Course	Semester	Units	Enrollments	Instructional Type	Level
1						
2						

Other Instructional Activities

Choose Reporting Option

Point System

	Activity Description	Instructional Type	Points
1			
2			

Point Total

Comprehensive Reporting

Please provide a brief description of other faculty instructional activities you have done this year.

Please give the number of hours per week spent in the following categories.

Student-Contact
Preparation
Grading
Administration
Total

Please write a justification below for why this effort is equivalent or exceeds earning 10 points using the point system.