

UCSC Department Instructional Workload Policy Guidelines February 2008

Department workload policies describe teaching expectations presented in the context of the department's overall mission. Guided by the overarching UCSC Principles for Department Instructional Workload Policy,¹ department policies are expected to address at least each element described below.

- 1) **Workload Overview** - To reflect the reality that teaching in a research university is only one part of a faculty member's overall workload, this section should be a brief, straightforward description that conveys the faculty's broad educational responsibilities in the context of UC's tripartite mission of teaching, research, and service.

EXAMPLE:

Faculty in the Department of _____ are committed to teaching excellence and recognize that ladder faculty are responsible for implementing the curricular goals established by the department. (provide a description of scale – of demand and size of degree programs and of service teaching responsibilities) Formal instruction – including classroom teaching, supervision of apprentice instructional personnel, and advising of graduate and undergraduate students – is one element of faculty responsibility. Research and related scholarly activities along with service, including administrative responsibilities and other service to the university or community, are the other elements of faculty responsibilities.

A core responsibility of _____ Department faculty is to teach both undergraduate and graduate students. Teaching extends beyond classroom instruction to include directed study and research programs. The purpose of the undergraduate program is to teach the students the ___(provide specifics for the discipline)___ tools of the field and to prepare them for graduate work or a lifetime of learning and employment. At the graduate level, the programs impart advanced skills and research training.

The research and instructional activities of each faculty member are inextricably entwined, with one enriching the other. Involving students in research is an essential part of the educational process.

- 2) **Instructional Workload Policy**
 - a) **Annual department courseload.** Identify the standard, annual department course load. This should be based upon formally structured, unit conferring lectures, seminars, studios, labs, etc.
 - b) **Additional teaching responsibilities.** Describe how teaching responsibilities beyond formally structured courses are assigned or considered, including:

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- i. **Other scheduled courses.** Courses not part of the annual department course load. They might include Freshman Seminars, Honors Sections, Student Directed Seminars, Field Study, TA Practica, Research Team Meetings, and similar teaching situations specific to the discipline.
 - ii. **Directed Individual Study.** Generally, these courses are numbered 99, 195-199, 297-299.
- c) **Course Release.** Describe when course release is approved, including the types of responsibilities for which it will be provided and the numbers of courses that will be released. Include administrative positions or Senate responsibilities for which course release is approved.²
- d) **Teaching or other UCSC responsibilities outside the department.** Describe how the department manages alternative teaching assignments vis-à-vis the standard, annual course load within the department. In growing numbers, UCSC faculty are involved in interdisciplinary activities, including teaching cross-listed courses, teaching courses in interdisciplinary degree programs or for other departments, holding multi-unit appointments, serving as Center directors or interdisciplinary degree program chairs, etc.
- e) **Buyouts from Extramural Funds.** The department's policy on allowing individual faculty to use extramural funds to buyout their standard course teaching load (usually to devote an additional time to research) should be described in terms of cost and frequency.
- f) **Non-teaching Term.** State whether stacking courses to produce a quarter in which no formal courses are taught is permitted. If so, policies should reinforce that this does not relieve faculty, who are obligated to have a significant presence on campus³ (APM 025), of their other university duties during this time period (i.e., advising students, departmental and university service, etc.). Not having formal teaching obligations in a term is *not* a leave of absence; faculty are Subject to the same residency requirements as in quarters in which they teach scheduled courses (APM 245⁴).
- g) **Sabbatical.** State the number of courses faculty taking partial year sabbaticals must teach in the remaining term(s).
- h) **Research/Creative/Scholarly inactivity.** State if the department modifies teaching loads for faculty members who are less active in their research/creative/scholarly activities, and if so how.

² University policy on modified duties for accommodating child-rearing responsibilities is in APM 760-2 - <http://www.ucop.edu/acadv/acadvpers/apm/sec5-pdf.html>

³ APM 025 states "a faculty member is obligated to have a significant presence on campus, to meet classes, to keep office hours, to hold examinations as scheduled, to be accessible to students and staff, to be available to interact with University colleagues, and to share service responsibilities throughout every quarter or semester of active duty."

⁴ APM 245 states "the chair may approve a leave of absence with pay for seven calendar days or less for attendance at a professional meeting or for the conduct of University business without submitting a leave of absence form." The implication here is that the professor cannot be away from campus even for a week without official approval. Unless a faculty member is on an approved leave of absence, he/she is expected to conduct all regular duties and to be on campus for office hours, graduate student instruction, graduate student committees, writing student evaluations, departmental and other committee meetings, and regularly assigned service obligations, for example.

- i) **Student level.** Describe how ladder faculty teaching commitment is expressed in the assignment of teaching responsibilities by student level, such as:
 - i. Class level, i.e., Lower Division, Upper Division, or Graduate
 - ii. Graduate student exams, committee membership, supervision of theses and dissertations.

- 3) **Course Scheduling** - Department chairs have the authority and responsibility for managing unit resources, establishing class schedules, and making teaching assignments.⁵ State how the department manages course scheduling to balance faculty teaching preferences and leave patterns with the following broader institutional needs:
 - a) Student access to required major courses
 - b) Student demand and need (General Education, or courses needed for other majors).

⁵ APM 245 Appendix A.