

CHASS Policies on Teaching and Research

Teaching Assignments and Faculty Teaching Loads [CHASS Dean's Office Revised 2/2/2016 Revised 10/12/2016]

General Principles

It is the chair's responsibility to develop a teaching schedule that meets the department's curriculum. This includes ensuring that enough seats are offered to meet the demand of majors and of students seeking to fulfill breadth requirements, including contributions to interdisciplinary programs such as CHASS Connect, various minors and the honors program. The Dean's office will provide information regarding past seat offerings and targets for current enrollment to help chairs with this planning. Each department should take steps to balance teaching loads across lower level, upper level and graduate courses. The schedule should include a range of courses across both prime (9am-3pm) and non-prime (7am-9am;3pm-10 pm) times, as well as a reasonable balance of MWF and TR classes. All faculty are expected to teach as needed on a MWF or TR teaching schedule.

Teaching Load

The teaching load in CHASS is four (4) courses per year.

Chairs are relieved of two (2) courses per academic year.

Graduate Advisors are relieved of one (1) course per academic year.

All other course releases must be requested from and approved by the Dean.

The department Chair should keep a record of all course releases including the reason, funding source, quarter, etc. Releases need to be clearly accounted for in Academic Personnel files, the Temporary Academic Support request, and all other accounts of teaching assignments. Chairs should be able to explain how the department is meeting the workload associated with released courses. Course releases should be approved by the Dean. Chairs should not give discretionary course releases without the approval from the Dean's Office.

Guidelines on counting teaching load

For an assignment to count toward the four-course workload, it must resemble a regularly scheduled class of four or more units, in which student work is evaluated for grade or credit. Course assignments that primarily involve coordination (for example, of student internships) are recognized as a service contribution rather than course workload credit. Faculty contributions to teaching are broader than the number of courses taught. Forms of teaching listed below that do not count toward the required four-course load, can and should be recognized in the academic personnel process as valuable contributions to the curriculum.

Courses must meet minimum thresholds for enrollment:

12 students in a lower-level course;

8 in an upper level course;

4 in a graduate course.

Courses not meeting this threshold may still be offered, but it will not count toward the faculty member's teaching load.

Only one teaching credit can be assigned per course. Team taught classes count as a .5 course (assuming two instructors).

Courses that *do not* count toward a faculty member's teaching load:

1. Courses that allow undergraduate or graduate students to work independently under the supervision of a faculty member (190, 198, 199, 290, 291, etc.) and the 300 and 400 series professional development courses for graduate students.

For curricular reasons, a department may run one of these courses, for example the teaching practicums 301/302, as a regularly scheduled course with a syllabus, significant enrollment, and substantial faculty oversight of student work that is, in substance and structure, equivalent to the responsibilities of teaching a regular class. The department, in consultation with the Dean, may decide to count that course as part of the teaching load. It should be a matter of department policy and not an individual faculty member's choice to run the class as such.

2. Large enrollment courses.

3. A discussion section of a lecture class (including an Honors section).

4. Supervision of graduate students on examination or dissertation committees

5. 2 unit courses

In some disciplines, 2 unit courses may have a critical role in curriculum (ensembles in Music, for example). In this case, the Department, in consultation with the Dean's office, should formulate a policy for partial workload credit.

Bunching

Faculty members may request to spread their four-course load over two rather than three quarters. Such assignments are at the discretion of the Chair and not a faculty right. The ability of the department to offer the needed range of courses in each quarter is the first priority.

Faculty members are expected to be available to students and staff, and to meet all service obligations to the department and the campus during a non-teaching quarter in which they are not on leave.

Under University policy, any faculty member who is away from campus for more than seven calendar days must file a leave request, if not already on approved leave.

Course Buy-outs

Course buy-outs are to be used to expand time available for research and other scholarly duties.

No more than two releases are to be taken within one year. Requests for more than two are by exception and will only be allowed in the most extenuating circumstances.

The Department Chair must approve the buy-out and the faculty member must agree to buy out the course following the department policy.

The buy-out will come from non-Senate extramural grant funds. Startup (Initial Complement) funds may not be used.

Course releases will not be granted by the Dean for Editorial service for Journals. A course buy-out may be taken if it is fully funded by the Journal and approved by the Department Chair.

During the teaching quarter that is reduced, faculty are expected to be present on campus to fulfill all other regular obligations.

Sabbaticals

Sabbaticals are at the discretion of the Chair, who must make sure they can mount the department's or program's curriculum while the faculty member is on leave.

In addition to releasing a faculty member from all other duties:

One quarter of sabbatical leave within an academic year equates to one course release.

Two quarters of sabbatical leave within an academic year equates to three course releases.

Three quarters of sabbatical leave within an academic year equates to four course releases.

For sabbaticals in residence:

Each quarter of a sabbatical in residence equates to one course release.

A full year of a sabbatical in residence equates to four course releases.

Faculty are obligated to return to teach an equivalent of the time they were on any kind of sabbatical.

Research

Fellowship Policy

CHASS encourages faculty members to pursue distinguished fellowships and offers material support for those who receive such awards. Fellowships provide a variety of resources that allow a faculty member to focus intensely on a major project. These include release from teaching and service obligations that may enable archival and other site-specific research, or participation in residential research groups that allow collaboration among scholars from across the country or around the world. All of these activities are vital to the production of knowledge that is the heart of University research. As such, fellowship support is one of the most important investments the College makes in faculty research, particularly in the Humanities. The CHASS policy is designed to clarify institutional support for fellowships and the responsibilities of faculty who are released from teaching and service while on research leave funded in part through outside fellowships. Extramural grants may be considered as long as the granting agency allows the faculty member to be on leave to focus on major research project.

- 1) CHASS will supplement the fellowship funding that a faculty member receives from the granting agency, up to the amount necessary to make the faculty member whole. The fellowship must be large enough so as to fund replacement lecturers so that no teaching would be lost. A year's fellowship must be worth at least \$25,000.
- 2) CHASS will not require that a faculty member be required to relinquish any of her/his accrued sabbatical credits in order to accept the fellowship.
- 3) Faculty are obligated to return to teach an equivalent of the time they had a fellowship.

Publishing Subvention Support

The CHASS Dean's office, with the support of Vice-Provost for Research and Development Mike Pazzani, has established an ongoing fund to support subventions for scholarly monographs. It is becoming more common for University presses to request subventions for scholarly monographs, payments to the press to offset the cost of publication. Faculty may also request support for the costs of image reproduction and rights, editing costs mandated by a publication contract, and other direct publication costs, including those for articles related to articles. Book subventions to university presses will have funding priority.

Eligible publications should be:

1. Written by a CHASS faculty member; joint authored works are eligible.
2. Be a monograph, not a collection of essays
3. Written for a specialized audience of scholars and researchers
4. Be peer-reviewed
5. Be published by a university or scholarly press

Faculty seeking subvention support should send a request to their Associate Dean and copy the CFAO, including a copy of a letter from the press requesting the subvention.

This fund will pay up to 75% of the subvention costs for junior faculty. Senior faculty may request up to 75% funding. Initially, these requests will be funded at 50% with supplemental funding offered in June as funding allows.

Departments are encouraged to contribute to the remaining subvention costs and to consider creating a fair and equitable means for doing so.