

## ARTS DIVISION LADDER-RANK FACULTY WORKLOAD POLICY June 2016

The overarching instructional workload policy of UC Santa Cruz, and consequently of the Arts Division and its departments, is that the normal teaching load for each regular ladder rank faculty member is five regularly-scheduled 5-unit courses, or their equivalent, per year in residence. This is referred to as the "Five Course Equivalent Policy."

It is the policy of the Arts Division that each faculty member must teach a course workload, which fairly distributes their efforts between large lecture and smaller enrollment courses, and lower-division, upper-division, and graduate instruction.

It is also the policy of the Arts Division that each faculty member should have an aggregate enrollment generally comparable to that of colleagues within the department.

Each department may establish internal policies consistent with the policy of the campus and division. Department policies are subject to approval by the division. Divisional policy, in turn, is subject to university and campus policy.

Department chairs have the authority and responsibility to assign courses to meet the needs of the curriculum by making faculty teaching assignments on the basis of department and divisional policy, applied equitably across ladder rank faculty in the unit. Chairs should exercise oversight in determining the number, value, and use of course equivalencies in place of regularly scheduled courses. Course release is not a faculty entitlement and is approved only within the context of the department's responsibility to ensure that students can make normal progress towards degree.

### Course Equivalencies

Course equivalencies, which might be whole or fractional, acknowledge faculty contributions to instructional activity beyond those represented by regularly scheduled courses.

The Arts Division policy is that a fractional course equivalency is assigned to all ladder rank faculty members in the departments in the Arts for instructional obligations including, but not limited to:

- supervising individual studies courses, group studies, and independent student projects;
- mentoring and supervising graduate student instructors, teaching assistants and tutors;
- serving on graduate student qualifying exams or thesis/dissertation committees;
- developing new courses and revising the curriculum, as needed.

This standing equivalency is a privilege and is granted differentially to departments in the Arts based on enrollments and student credit hours, among other factors.

A full course equivalency is appropriately assigned to a ladder rank faculty member who regularly makes substantial, documented contributions to graduate mentoring and supervision.

*Other principles for course equivalencies:*

- a) Courses offered for less than five units: The instructor receives prorated course credit based on the number of units assigned to the course (each unit is equal to 20% of a five-credit standard – e.g., a two-unit course is equal to 40% of a standard course and the instructor receives credit for teaching .40 courses in the course audits and workload reporting.
- b) Individual / group instrumental instruction: In conformity with national professional standards, nine hours per week of scheduled lessons for one quarter is considered equivalent to a 5-unit course.
- c) Large musical ensembles and major theatrical productions: The demands of conducting or directing major public performances may warrant equivalency.
- d) New course preparation: New course preparation or revision is considered a normal expectation of faculty teaching responsibilities and does not generally warrant equivalency. However, in exceptional cases, curricular emergencies within the department may demand that a faculty member teach in an unfamiliar area, requiring additional preparation, which may warrant equivalency.
- e) Concurrent sections: If an instructor teaches more than one section of the same course in the same quarter, each additional section may count as equivalent to half a 5-unit course.

*Note: Chairs should use concurrent section scheduling judiciously, based upon pedagogical justification. If there is capacity in the classroom or another classroom can be used for scheduling with greater capacity, it is more advisable to increase the size of the class rather than adding an additional section.*

- f) Other discretionary equivalencies: Special circumstances may arise which, while not falling under any of the above headings, are clearly deserving of consideration for course equivalency. In such cases, the chair should consult with the dean before assigning the equivalency.

Note that "equivalencies" can be for less than a full 5-unit course. Regular assignment of a fractional equivalency may be realized as a full course release in alternate years.

#### Course Release for Administrative Service

Course release as a form of compensation should be used judiciously, especially for departmental and administrative service. Alternative forms of compensation should be also considered, such as assignment of small enrollment courses, summer salary, or stipends.

Administrative course release can be granted to faculty for service above and beyond normal service expectations. This includes course releases granted for service on certain Academic Senate committees, service as department chair, program director, or college provost. The amount of course release depends upon the complexity of the service and is usually governed by campus and/or divisional policy. Course release for service on CAP, CPB, or CEP is determined by the Academic Senate and carries the expectation that departments will receive course replacement funds. College provosts are generally granted release from two courses.

Service as department chair carries one course release, with course replacement funds provided as part of the department's regular budget. The Arts Division has a practice of supporting advancement of Associate Professors who serve as department chair by offering an additional course release or research funds, as the curriculum and resources allow.

Department chairs may assign full course release or fractional course equivalencies for departmental service, with the understanding that the department is able to meet expectations for student enrollments and curricular offerings without course replacement funds. Department chairs must report on such assignments as part of the curriculum and leave planning process.

Chairs, in consultation with the dean, may assign newly appointed faculty course release as part of their start up arrangements to allow them to adapt their courses to the department's curriculum and the campus calendar. Equivalency in this category has traditionally been limited to a maximum of two courses.

#### Extramurally funded course buyouts

Under campus policy, it is possible for an extramurally funded research grant to buyout a faculty member's time for course release in support of the research project. The buyout rate is 15% of the faculty member's annual salary per course. Course buyouts are subject to approval by the department chair and the dean. The guiding principle of the division in endorsing such release is that the replacement must be of the same caliber as the loss. This is an exceptional occurrence. Grant applications incorporating buyout provisions must have prior approval of the department and the division.

#### General Principles for Faculty Course Loads

In general, course release is limited to one course per year; the minimum teaching load for faculty not serving as chair or in an administrative post is three scheduled courses.

In general, the expectation is that faculty will be assigned a scheduled course in each quarter they are in residence. Unless on research leave or other approved leave of absence, faculty are in residence and are expected to participate in department business and meet with students (hold office hours), even if they are not assigned a scheduled course.

Faculty may request that their courses be assigned to produce a term in which they have no scheduled course assignment in order to focus on research and creative activities or other special projects. Such non-teaching quarters in residence are exceptional and subordinate to the constraints of the department's curriculum and leave plan. Requests must be made in writing to the chair during the fall quarter of the previous year as part of the annual curriculum and leave planning cycle. Approval depends upon the department's curricular needs and must be balanced with the sabbatical and leave requests of other faculty.

Requests for non-teaching terms are subject to approval on a case-by-case basis. While there is no departmental limit on the number of faculty who may hold a non-teaching term in any given year, such arrangements may not interfere with the department's need to ensure that required

courses are staffed and course offerings are balanced through the year. Not all requests can be accommodated and priority will be given to requests from non-tenured faculty.

Non-teaching terms are not leaves; faculty are expected to have significant presence on campus<sup>1</sup> during the quarter, attend to regular administrative and service duties, and to conform to campus and divisional policies. Absence from campus of greater than seven days must be requested and approved by the dean.<sup>2</sup>

As a general rule, course release is not granted to allow for expanded research involvement.

As a general rule, a course that is shared between two faculty members will only be counted as half a course towards the five-course equivalent. Exceptions may be considered if both faculty members participate in all class sessions and enrollments are sufficiently large to warrant commitment of two course assignments. This is up to the discretion of the department chair and must be documented in the curriculum and leave plan cover letter for that academic year.

As a general rule, faculty are expected to attend all scheduled class sessions. Norms for the Arts Division are a minimum of three and a half hours of classroom instruction per week for lecture and seminar classes, and a minimum of five and a half hours per week for studio/lab/ensemble classes. Absences must be reported to the chair as soon as possible – at least by the date instruction is affected. Extended absences must have prior approval in accordance with existing policy.

As a general rule, leaves result in the reduction of teaching assignments by considering them the “lightest” teaching quarter. For example, for a faculty member with a 4-course/1-equivalency workload, a one-quarter leave would reduce the assignment by one course, with three courses expected over the remaining two quarters of the academic year. A two-quarter leave would reduce the annual load by two courses with two courses expected in the remaining one quarter of the academic year. Three quarters of contiguous leave reduces course load by four courses.

Faculty course workload is managed and monitored in the following ways:

Departments develop policies, which conform to the divisional policy and are approved by the division. In the absence of department policy, the divisional policy prevails.

Department chairs are empowered to assign faculty course workload in accordance with and within the limits of department and divisional policy.

The Arts Division asks each department chair to propose course assignments annually through the submission of curriculum and leave plans. For each regular faculty member, any equivalency or course release granted must be noted and explained in writing. Some equivalencies (e.g., department chair and major Senate committee service) will require only cursory explanation. Where chairs are using discretion, more detailed justification will need to be presented.

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<sup>1</sup> 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.”

<sup>2</sup> 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 campus office of Planning and Budget accumulates regular faculty teaching workload information every year and makes it available to the departments and divisions every fall quarter in a document called the course audit (<http://planning.ucsc.edu/irps/crseaudits.asp>). Course audits are reviewed to ensure that each faculty member's previously projected course workload corresponds with his/her actual workload. Discrepancies noted by the division are referred back to the chair for explanation.

A faculty member with a reduced course workload, which was not approved, may be required to make up the deficiency. Faculty who teach overloads in a given year may be compensated by a commensurate reduction in assignments in the following year if the budget and curriculum plan allows.

Course workloads that exceed or fail to meet departmental and divisional policy expectations are documented by the chair and dean in the course of faculty personnel evaluation letters. In addition to the negative impact on teaching evaluation in the personnel process, faculty members who fail to comply with course workload policies may be denied sabbatical leave.