

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

DETERMINATION OF EQUITABLE TEACHING AND SERVICE EFFORTS

The standard teaching effort in LSA is four courses per year for research-active faculty. However, in EEB and most other natural science departments, the standard teaching effort for faculty with 1.0 FTE is 2 course-equivalents per year. LSA justifies this lower effort because of more intense graduate student mentoring and grant administration in the natural sciences. Therefore, the “equitable teaching effort” for EEB faculty must take into account graduate student mentoring and grant administration activities.

Mentoring is important on multiple levels, including graduate and undergraduate students, postdoctoral fellows and interns. Faculty who do not make substantive contributions in mentoring graduate or undergraduate students over the most recent three years will have an increased effort of 1 course equivalent per year. “Substantive contributions” are defined flexibly to enable compensatory mentoring among multiple levels, but more than one or two mentees total is generally expected.

Grant administration is recognized as a time-consuming activity, independent of the research it enables. Faculty who do not have at least one active peer-reviewed, externally-sponsored grant or a submitted proposal (within the last year) will have an increased effort of 1 course equivalent per year. Faculty who have submitted such proposals at least annually but have not received any funding for an extended period of time will have an increased effort of 1 course equivalent per year until they are awarded funding.

Research activity, including publications, is expected of all faculty in EEB, regardless of graduate student mentoring and grant administration. Independent of student mentoring and grant administration, faculty without an average of at least one publication per year (averaged over the most recent three years) will have an increased effort of 1 course equivalent per year.

The Department understands that assistant professors require some time to obtain funding and accumulate students in their laboratory and therefore these rules do not apply to untenured faculty.

These rules will be implemented flexibly, with the intent of promoting equitable expected efforts in teaching and service among faculty. Faculty who have made extraordinary contributions in one area may request the Chair to reduce their teaching or service effort; granting of such reductions will depend on teaching and service needs in the department.

The Promotions and Merit Committee will make a recommendation to the Chair on equitable teaching effort during their annual review of Faculty Activity Reports. The Chair will consult with the Associate Chairs and the Executive Committee before making a final decision. Decisions may be appealed to the Executive Committee. The PMC and the Chair

are also responsible for definitions of mentoring, grants and publications for purposes of determining equitable teaching effort.

Approved Executive Committee: March 30, 2009
Approved by EEB Faculty: April 20, 2009