

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
TEACHING ASSIGNMENTS POLICY

1. All course assignments are subject to departmental needs and obligations to staff its courses.
2. The standard course assignment for fully active faculty with a 1.0 appointment in EEB is two courses (or curricular equivalents thereof) per year. This teaching effort can be calculated as a two year average.
3. Definition of courses (or curricular equivalents thereof) will be made by the Associate Chair for Curriculum and the Chair. All courses will be treated equivalently, with the following exceptions:
 - a) Courses with labs that do not have a lab coordinator and require substantial involvement in organizing and attending lab sections (regardless of GSI participation) count as 1.5 curricular equivalents.
 - b) Medium size courses (100-199) will be considered as counting 1.25 courses towards the expected teaching effort, while large courses (≥ 200 students) will count 1.50 courses.
 - c) Small, seminar-style courses will be considered as counting 0.5 courses towards the expected teaching effort, if and only if the course involves substantive preparation by the faculty member (e.g., preparation of a syllabus and reading lists, extensive consultation with students on course material, grading of written material or student presentations). Small, seminar-style courses that do not meet this criterion, e.g., journal clubs that are offered for credit, will not be counted towards teaching effort, but considered as part of research activities.
 - d) Teaching in team-taught courses, where all faculty involved (regardless of home unit) are substantially engaged throughout the semester (e.g., attending regular planning sessions, lectures, prep sessions for GSI's), will count as an extra 0.25 courses towards the expected teaching effort. For example, a 3 credit course that involves 2 faculty engaged throughout the term in truly collaborative teaching, would count as 0.75 courses per faculty member rather than 0.5 courses.
4. Faculty who have made extraordinary contributions in research and service may make a request to the Chair for reduction of their teaching.
5. The determination of equitable teaching effort will be made annually by the Chair on the advice of the Promotions & Merit Committee. Determination of equitable efforts will usually be made in April or May, when the Promotions & Merit Committee meets

to evaluate the faculty activity reports. Adjustments to teaching efforts will be made according to the weighting used by the Promotions & Merit Committee to evaluate the activity reports: 40% Teaching; 40% Research; 20% Service. Thus, the appropriate teaching effort of an individual who has published no papers and submitted no research proposals over the past 3 years and who does not serve on any departmental committees will be 5 courses or course equivalents/year. While all faculty are expected to counsel at least some students in our concentration program(s), exceptional participation in undergraduate counseling can be weighted as contributing to either teaching or service at the discretion of the Chair.

6. Once an equitable teaching effort has been determined, the Associate Chair for Curriculum will determine the teaching assignment, in consultation with the faculty member. Every attempt will be made to respond to individual wishes and preferences, but will be necessarily constrained by Departmental teaching needs and obligations.
7. The Promotions & Merit committee will use an adjusted weighting to evaluate individuals, who have teaching loads of more than two courses a year, for merit increases. For example an individual who has no research activity, but serves on departmental Committees will be evaluated according to the weighting: 80% teaching; 20% service.

Approved by EEB Faculty: April 21, 2008