

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY

TEACHING EXPECTATIONS POLICY

note: this policy replaces the EEB Teaching Assignments Policy from 2008 and the Determination of Equitable Teaching and Service Efforts Policy from 2009

1. All course assignments are subject to departmental needs and obligations to staff its courses. All faculty in the department are expected to contribute to the teaching mission of the department. The exact amount of teaching varies based on the type of faculty appointment (e.g., lecturer vs. tenure track faculty) and on the fraction of the appointment within EEB. The standard teaching effort in LSA is four courses per year for research-active faculty. However, in EEB and most other natural science departments, some of these expectations can be met through mentoring in research labs and grant writing and administration. As a result, the standard teaching effort for research active faculty with 1.0 FTE is 2 course-equivalents per year. Therefore, teaching expectations can be adjusted based on factors such as reduced research activity, as described in detail below. Faculty who are unsure of their current teaching expectations should contact the Chair or Associate Chair for Undergraduate Studies. Teaching effort can be calculated as a two-year average. For lecturers, a two-year average should only be used for a lecturer on a multi-year appointment and this should be done sparingly, with a goal of not having more than 3 CE per semester except in exceptional circumstances. Faculty who are on leave (e.g., sabbatical) for one semester will have their expected teaching halved during that year.
2. Definition of courses (or curricular equivalents thereof) will be made by the Associate Chair for Undergraduate Studies and the Chair, following these general guidelines:
 - a) Most 3-4 credit courses will be 1 course equivalent (CE); the exceptions are detailed in the following points.
 - b) 3-4 credit courses with 200 students or more will be 1.5 CE; those with 400 students or more will be 2.0 CE. The courses currently in these categories also have a course/lab coordinator who will also receive (separate) teaching credit for their contribution to these courses.
 - c) 3-4 credit courses with a laboratory with no course coordinator are 1.5 CE, provided the instructor regularly attends lab sections; as a result, the expectation is that instructors who receive 1.5 CE (rather than 1.0 CE) for a course with a laboratory will attend at least $\frac{3}{4}$ of the lab sections or, if the course involves field trips, $\frac{1}{2}$ of the lab sections in addition to field trips.
 - d) The Bio 173 lead instructor will receive 2.5 CE due to the combination of lecturing and serving as course coordinator simultaneously.
 - e) Serving as course coordinator for Bio 171 will be 1.0 CE. Serving as course coordinator for Bio 207 will be 0.5 CE.
 - f) 1-2 credit courses, including mini courses, will be 0.5 CE. These should not be co-taught except in exceptional circumstances. Journal clubs will not

receive course credit, but EEB 800 courses that involve substantive preparation (e.g., preparation of a syllabus and reading lists, development of course materials for lectures, labs, or discussion, grading of student work) can receive 0.5 CE if appropriate.

- g) When a course is co-taught, each of the instructors will receive half of the course equivalents. This will be the case for most courses, including EEB 410 (Senior Capstone). In exceptional cases, co-instructors may request additional course equivalencies for highly engaged co-teaching. Receiving additional CEs for highly engaged co-teaching requires that both instructors are present at all class sessions, plus an additional pedagogical need beyond that class presence.
- h) In some cases, instructors can receive additional CE for teaching a course for the first time. There will not be additional CE for teaching EEB 410 (Senior Capstone), a Tier 1 course that is 0.5 CE, or Tier 2 or 3 courses; see the “Info related to undergraduate studies” file on the [EEB Internal site](#) for a list of course tiers. For all other Tier 1 courses, an instructor will receive an additional 0.5 CE in the first semester teaching that course.

3. All faculty in the department are expected to contribute to the teaching mission of the department by teaching at least one Tier 1 or large enrollment (>100 students) course regularly. The expected frequency will vary based on the amount of teaching that is expected for different faculty (e.g., lecturers vs. tenure track faculty), and on the proportion of the appointment that is in EEB (e.g., 100% vs. 50%). The expectations listed in the following points can be met by teaching a course alone or with a co-instructor; for example, co-teaching the EEB capstone course would meet the Tier 1 course requirement. The expectations can also be met by serving as a course coordinator. These expectations do not apply in an academic year when a faculty member is on leave (e.g., sabbatical) for at least one semester.

- a) For faculty with 75-100% appointments in EEB:
 - i) Tenure track or tenured faculty (including curators) with ≤ 2 CE expected teaching:
 - 1) at least one Tier 1 or large enrollment course every other year;
 - 2) in addition, at least one course that is Tier 1, Tier 2, large enrollment, or that meets a lab requirement every other year. This could be the same course as taught in point (1) if that course is taught every year.
 - ii) Lecturers:
 - 1) at least one course that is Tier 1 and large enrollment per year;
 - 2) in addition, at least one course that is Tier 1 or large enrollment per year. This could be the same course as taught in point (1) if that course is taught every semester.
 - iii) Tenured faculty with teaching expectations > 2 CE (e.g., non-research active tenured faculty):
 - 1) at least one Tier 1 or large enrollment course every year;
 - 2) in addition, at least one other course that is Tier 1, Tier 2, large

enrollment, or that meets a lab requirement every other year.

- b) For faculty with <75% appointments:
 - i) Tenure track or tenured faculty (including curators) with ≤ 2 CE expected teaching:
 - 1) at least one Tier 1 or large enrollment course every other year;
 - ii) Lecturers:
 - 1) at least one course that is Tier 1 and large enrollment per year
 - iii) Tenured faculty with teaching expectations > 2 CE (e.g., non-research active tenured faculty):
 - 1) at least one Tier 1 or large enrollment course every year.

4. Faculty who have made extraordinary contributions in research and service may make a request to the Chair for reduction of their teaching; granting of such reductions will depend on teaching needs in the department.

5. For tenured faculty, the determination of equitable teaching effort will be made annually by the Chair on the advice of the Promotions & Merit Committee. 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. 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 (currently 40% Teaching; 40% Research; 20% Service).

The following factors can increase the expected teaching effort:

- a) Mentoring is important on multiple levels, including graduate and undergraduate students, postdoctoral fellows and interns. Expected teaching effort can also be increased for faculty who do not make substantive contributions in mentoring over the most recent three years; such faculty 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.
- b) 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.
- c) 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 substantive publication per year (averaged over the most recent three years) will have an increased effort of 1 course equivalent per year.

- d) Expected teaching effort can also be increased for faculty who do not serve on departmental committees.
- e) The Promotions & Merit committee will use an adjusted weighting to evaluate individuals with 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.

6. Once an equitable teaching effort has been determined, the Associate Chair for Undergraduate Studies will determine the teaching assignment, in consultation with the faculty member.

*This document replaces the Teaching Assignments Policy, which had the following approval:
Approved by EEB Faculty: April 21, 2008*

This document also replaces the Determination of Equitable Teaching and Service Efforts document, which had the following approvals:

Approved Executive Committee: March 30, 2009

Approved by EEB Faculty: April 20, 2009

Approved by EEB Faculty: March 7, 2024