

## SCHOOL OF LIFE SCIENCES

### GUIDELINES CONCERNING EXPECTED TEACHING LOADS AND COURSE ASSIGNMENTS

#### APPROVED BY EXECUTIVE COMMITTEE: ...

1. **Most faculty members will commit 40% of his or her annual workload to teaching**, that is, activities that support the educational mission of the School of Life Sciences. Teaching the equivalent of one course per semester, as outlined below, satisfies this commitment. Deviations from a 40% commitment to teaching may be negotiated. Consistent with ASU's expectation that all faculty members participate in teaching and scientific research, the allowable minimum commitment to classroom teaching is 10% of one's annual workload. Here are some **examples of conditions under which a faculty member's annual commitment to teaching may deviate from 40% of their workload**.
  - a. A faculty member who maintains a less active research program contributes to the SoLS mission by devoting a higher proportion of workload to teaching.
  - b. A faculty member whose research program is well above the SoLS average, in terms of productivity, important contributions to science, and external funding success, negotiates a lower teaching commitment.
  - c. A faculty member whose service effort to SoLS, ASU, and/or national/international scientific organizations is well above the SoLS average, in terms of importance and time allocation, negotiates a lower teaching commitment.
  - d. Under special arrangements or as a condition of his or her hire, a faculty member negotiates with the Director of SoLS a zero-load semester.
  - e. Any discussions of adjustments to the basic 40% load must be conducted with one's Faculty leader in consultation with the Associate Director of Undergraduate Programs, and ultimately the adjustment must be approved by the Director of SoLS.
  
2. In the School of Life Sciences, for faculty members with a productive and visible program of scholarly research, a **40% annual commitment to teaching will be satisfied by two activities**.
  - a. Twenty percent will be covered by teaching the equivalent of one course per semester each year as described in (3) below.
  - b. Twenty percent will be covered by **contributions to the SoLS educational mission to mentor and train students in research**. These contributions include but are not restricted to:
    - (i) formal and informal mentoring of undergraduate, graduate, and postdoctoral students;
    - (ii) leading journal clubs, lab meetings, and other regularly scheduled activities that educate our students in scholarship, and
    - (iii) managing training programs for undergraduate, graduate and postdoctoral students.
  
3. Courses vary considerably in student credit hours and student contact hours, so the differing demands that they place on a faculty member will be taken into consideration in deciding if a faculty member's contributions to a course in a given semester constitute the equivalent of one

course. In order to meet the educational mission of SoLS and distribute the teaching load equitably, **it is expected that, over the long term, faculty members will have a balance of teaching assignments consisting of a mixture of lower division, upper division and graduate courses.**

Teaching assignments will be adjusted so that the number of courses he or she teaches in a year reflects this balance, as well as the 40% commitment to teaching. **Flexibility in evaluating teaching assignments is essential; the following examples are the equivalent of one course:**

- a. Providing half the lectures and management of grading for the lecture section of a large (> ~150 – 200 students) lower or upper division course.
- b. Providing half the lectures, management of grading, and oversight of labs, TAs, and lab coordinator for a mid-large sized (>100 students) course with labs.
- c. Providing half the lectures, management of grading, and oversight of TAs for a mid-large sized (>100 students) writing-intensive course
- d. Responsibility for all aspects of a medium-sized (50-200 students) upper division lecture course.
- e. Responsibility for all aspects of a small upper division course (20-50 students) with a lab, including TA and lab coordinator supervision (if applicable).
- f. Responsibility for all aspects of a small (20-50 students), upper division, writing-intensive course.
- g. Responsibility for all aspects of a small 3 credit hour graduate course (a maximum of one per academic year). Participating in graduate education by delivering lectures in graduate courses is recognized as part of one's 40% teaching commitment. However, delivering a fraction of total lectures in team-taught graduate courses does not count as a full course load. (Further clarification expected through discussion with Grad and UG ADs with Faculty Leaders)

4. Classroom teaching efforts for faculty members will support the educational mission of SoLS.

**The top priorities in course assignments are to offer:**

- a. Lower and upper division core courses necessary to fulfill degree requirement for our majors and concentrations
- b. Graduate courses that serve as core requirements for our graduate students
- c. Lower division, large-enrollment service courses
- d. Upper division core electives formally designated to fulfill degree requirement in our majors and concentrations
- e. Graduate courses that serve as formal electives to fulfill requirements for graduate programs

5. **Faculty members are encouraged to develop new and innovative courses that strengthen our curriculum.** Faculty with 40% teaching distribution:

- a. Should not expect to teach these special courses more frequently than once every other year; and
- b. Will have the opportunity to offer special courses only after the top priority courses have faculty members assigned to teach them