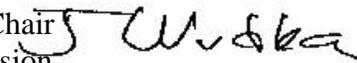




May 5, 2015

To: Marylynn Yates, Dean
College of Natural & Agricultural Sciences

From: Jose Wudka, Chair 
Riverside Division

Re: **Draft CNAS Teaching Policy**

Dear Marylynn,

It came to my attention that the CNAS administration is in the process of creating a teaching policy for the College of Natural and Agricultural Sciences, of which a draft has been distributed to the departments. This policy draft raised concerns among some faculty, and in response to those concerns I asked several of the committees of the Senate to review the draft policy and provide recommendations.

The reviewers recognized that the College needs a clear and fair teaching policy and could benefit from having a good semi-quantitative, standardized and transparent measure of teaching activities to ensure a balanced teaching load. Among the potential benefits, such a policy could specify the average teaching expectations for a department and its faculty, it could provide a transparent way of balancing teaching loads with mentoring and service or administrative duties, and it could give increased flexibility to the chairs when assigning teaching duties.

There were also a variety of concerns raised about the current draft, which are summarized below. Council readily recognizes that this policy is not finalized, so the summary (and the full reviewer reports attached) are provided in the in the hope that they will be useful in developing a final policy. The Senate will be happy to help in this process.

Concerns and suggestions

Motivation and consultation process

- It would be useful for the document to articulate the goals of this policy, and the concerns it aims to alleviate (e.g. balance teaching loads, decrease student/faculty ratios, allocating teaching resources evenly, reduce workload in impacted

majors/programs, etc.) . In order to meet transparency goals, the final document should also describe the parameters used to develop it, and the manner in which the proposed procedures meet the articulated needs.

- Before the final policy is adopted we suggest it undergoes departmental consultation (e.g. in the form of an interdepartmental committee), allowing chairs to propose modifications and to vet the final document. This will ensure that the policy is sensitive to departmental needs and structure, and be mindful of the chairs' responsibilities. Such a review can also address concerns that the current format is overly complex and difficult to implement, and will help avoid unintended consequences. Through this consultation the final policy will be easier to adopt and implement and will increase the speed at which its goals are met.

Regarding the use of a quantitative measure

- If the final policy retains the use of course multipliers, then it should also contain an explanation of the rationale behind the specific values chosen. In addition we suggest that:
 - The final numbers should be calculated using a 2-year running average, taking care to include the effects of sabbatical and other leaves of absence.
 - The data used to create the final policy should be reviewed and errors eliminated.
 - The model should be modified to avoid penalizing faculty teaching small classes that might be needed programmatically, or whose size is limited because by factors out of the instructor/departmental control (e.g. TA and room-size limitations). Ignoring this can affect negatively teaching initiatives and provide a disincentive for teaching honors (and graduate) courses. The workload in small classes is not necessarily reduced (they are often redrafted for each offering and receive no TA support.), and this should be taken into consideration when designing the corresponding weight factors.
 - Course buy-outs should not be counted negatively.
 - Teaching relief for department chairs should be defined in terms of a fractional reduction of the teaching load, rather than by a number of courses
 - Proper credit be given for all service activities (e.g. heavy-load Senate committees, institute directors, etc.); but care should be exercised to exclude double-dipping (e.g. faculty responsible for large courses should not get credit both for teaching the course and for TA mentoring; service credit should not be included when compensated monetarily or through course release, etc.).

Also,

- The use of hard cut-off enrollment numbers can be problematic as the course credit can then change significantly with insignificant changes in enrollment.
- The course weights cannot be based on course numbering alone (e.g. 240 courses are lecture-based in Physics & Astronomy, but in Biochemistry

are used for lab-group meetings and journal clubs, while in Botany & Plant Sciences they are used for summer seminars).

- The model should take into account the faculty FTE/student ratio when calculating teaching load

Concerning mentoring & supervision we suggest that

- Mentoring activities in departments be reviewed, and appropriate credit be given to those not covered by 197/199 courses.
- Proper credit be given to graduate courses and graduate student training/mentoring (even if the faculty involved is not the major professor), especially for students in the first 2 years of the program. Similarly, proper credit should be awarded for serving in departmental graduate committees.
- Credit should be given for postdoc mentoring.
- Credit for TA supervision should be based on number of TA's supervised, not number of labs or discussion sessions.
- Seminars should be grouped with mentoring activities and not with lecture classes.

Issues connected with OR appointments

- The final policy should contain an explanation of how the teaching targets for IR and OR appointments were determined (ensuring that the requirements are consistent with UC regulations), and how the teaching load difference (if retained) furthers the goals of the policy. Comparisons to other AES campuses would be useful
- We suggest modifying the provision that reduces teaching-load by half for faculty whose appointment contains an OR component (in the extreme case, faculty with even an infinitesimal OR component would have a teaching load of 1.5 courses/year, compared with 3 course/year for faculty with no OR component); else the different teaching requirements can lead to a caste system, negatively impacting morale and productivity

Personnel issues

- The potential implications of using this policy in the merit and promotion process needs addressing for several reasons:
 - The evaluation of teaching activities would be problematic absent a clear and convincing justification for the teaching credit multipliers
 - The policy provides teaching credit for certain types of service, thus mixing these two components of the evaluation.
- The policy opens the possibility of shifting the assessment of teaching load from the department chair to the dean's office, with the consequent loss of flexibility, diminishing of the chair's authority and restricting departmental input. If this is not the intent, appropriate guarantees should be included in the final policy.

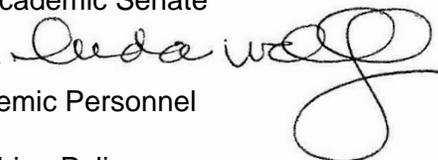
cc: Paul D'Anieri, Provost & Executive Vice Chancellor
Sarjeet Gill, Chair of the CNAS Executive Committee

UC RIVERSIDE | **Academic Senate**
UNIVERSITY OF CALIFORNIA
COMMITTEE ON ACADEMIC PERSONNEL

January 12, 2015

To: Jose Wudka, Chair
Riverside Division Academic Senate

From: Linda Walling, Chair
Committee on Academic Personnel



Re: Draft of CNAS Teaching Policy

At your request CAP has reviewed the May 2014 draft of the College of Natural and Agricultural Sciences' teaching policy document and the responses from six of the CNAS departments. CAP thought that Senate evaluation of the CNAS Teaching Policy was premature. As this Teaching Policy was a draft sent to CNAS Departments for comments, the College has not had the opportunity to respond to departmental concerns and adapt the policy accordingly. It would have been more appropriate for the Senate to evaluate the final, revised CNAS Teaching Policy. Never-the-less, CAP provides the following comments.

- (1) The teaching policy document was not preceded by the formal rationale that was needed for the fair evaluation of this draft document. It is not clear if this policy was being developed to rectify current or past imbalances in teaching loads and prevent imbalances in the future, create a more inclusive evaluation of CNAS faculty contributions to the UCR teaching enterprise, or both. While not provided to CAP, some members were aware of a Teaching Load Policy Report of 2012 that provided some of this rationale.
- (2) The rationales for weighting each of the teaching contributions, and the particular weights assigned, were not sufficiently iterated. Without clear justifications, faculty buy-in will likely be more difficult to obtain. While Chairs of departments may feel in the loop, there is anecdotal evidence that the faculty-at-large are less informed about the need for the teaching policy.
- (3) Several CAP members indicated that the proposed CNAS teaching policy document was developed (in part) as a mechanism for the college to equitably allocate teaching resources to departments. However, due to the lack of rationale for the policy, this premise is not clear. CAP believes that due to the detailed data that is being collected for each individual CNAS faculty member, CNAS faculty have rightfully expressed concern that the CNAS policy may be used to evaluate individual faculty member performance in the future. This might be exacerbated at the time when a change in CNAS leadership occurs and institutional memory is clouded or lost.
- (4) There is deep concern that only six of CNAS' 13 departments provided comments regarding the policy draft. One must presume that the silent departments have no objections to implementing the draft policy without further revision. If this is not the case, CAP recommends that the Chairs of the "silent" departments provide their written

comments for transparency and improvement of the policy to the Deans office for consideration.

- (5) While it appears that CNAS synthesized the departmental responses it did receive, it is not clear if the college is working on a revised teaching policy document to accommodate the concerns that were spelled out. CAP is concerned that engagement of faculty has been limited since the release of the draft policy and the call for responses. As iterated earlier, it would have been more valuable for the Senate to evaluate a revised teaching policy document rather than the May 2014 draft.
- (6) CAP recognizes that a transparent method to acknowledge teaching contributions and excellence is needed with the college and this policy will formalize processes that have remained largely informal. However, CAP suggests that the college clarify the use of courses or course-equivalents for the proposed teaching policy.
- (7) CAP was concerned about the fact that there were so many problems in the accurate collection of the vast amounts of data that drive this policy. It is acknowledged that the college is trying to be analytical and quantitative, but the cumbersome nature of recovery of accurate datasets seems like a major administrative drain and will lead to an inefficient and error-prone process. It is surprising in our high-technology era that UCR's databases are not more accurate, accessible and integrated; this is not a CNAS problem but a campus-wide problem that frustrates many initiatives to collect accurate campus data.
- (8) CAP discussed the complex nature of the teaching formula that is proposed. This is likely to lead to faculty confusion and may be demoralizing, especially to those faculty teaching upper-division and graduate classes with lower class numbers. Furthermore, it was not clear how the policy and its metrics will help the college to determine if teaching is being distributed fairly within the college and departments. Some CAP members thought that the blanket codification of UC faculty teaching does not belong in the UC and it is something that might be anticipated within the Cal State University system.
- (9) In alignment with comments from some departments, CAP is concerned that the value of small faculty-intensive upper-division and graduate-level classes may be eroded by the teaching policy metrics system. Furthermore, it appears that faculty who are teaching very large lower-division classes may be getting extra-teaching credit for some of the largest classes and that also counting extra time in TA mentoring for such courses "double dips" the system.
- (10) The rationale for increasing the life science teaching load of non-OR faculty to three classes (or class equivalents?) is not adequately justified within the policy document draft. Three decades ago, there was wide variation in the teaching loads of OR and IR faculty, with OR faculty teaching close to the percentage of their IR appointment. At that time, it was not uncommon to find IR faculty teaching three classes per year and OR faculty teaching one graduate-level class on alternate years. Since that time, life science faculty equilibrated their teaching loads with all faculty presumably teaching 1.5 classes annually. CAP voiced some concern regarding the return to "older" criteria. CAP recommends that teaching loads (classes not teaching equivalents) for IR and IR/OR faculty at UCB and UCD should be investigated and revealed to UCR faculty to enable fact-based discussions.
- (11) CAP discussed the fact that the mentoring of undergraduate research may not be completely captured by 197 and 199 classes. Many students volunteer or are paid by grants and perform research; these students might be "lost" with the current metrics.

- (12) The multipliers associated with mentoring of graduate students appear to be flawed, as recognized by some of the Chairs comments, with little credit given for students in their first two years when more coursework and less research credit is allocated. However, graduate students generally are getting more intense mentoring by their major professors in the formative years of their dissertation research. CAP suggests that students should be counted as unit metrics (i.e. a faculty member is a major professor for x students). This would better reflect faculty workload.
- (13) Finally in considering the CNAS teaching policy and collection of the data that support its deployment annually, CAP discussed the fact that CNAS cannot parse classes easily since each department uses class numbers for very distinct types of teaching. The best example is 240 classes, which in Physics is a lecture-based class, in Biochemistry reflects lab group meetings and journal clubs, and in Botany and Plant Sciences is a 2-U seminar class with intense and focused reading of the literature. Perhaps finding more uniform class designations that are adhered to by all departments in the college would enable the annual fact finding mission for establishing teaching contributions.

January 9, 2015

To: Jose Wudka, Chair
Riverside Division

From: Ken Baerenklau, Chair
Committee on Educational Policy



Re: Review of CNAS Teaching Policy

CEP discussed the CNAS teaching policy at its meeting on January 9, 2015. Committee members raised many of the same concerns that were articulated in the comments from CNAS chairs that were provided to the committee. Concerns were expressed about the process by which the policy was developed, the proposed methodology for calculating teaching loads, and the implications of any significant changes in teaching load expectations. The conversation was generally negative. However, committee members also felt that we were asked to opine on a subject for which we had substantially incomplete information. Therefore, before we can provide specific responses to the proposed policy vis à vis undergraduate education, CEP requests the following additional information.

1. **Does a dean have the authority to unilaterally and without Senate consultation undertake the process of developing a college-wide teaching load policy?** Members generally doubt the authority of a dean to do this, particularly when there are potentially far-reaching curricular implications of such a policy, but some uncertainty remains. A definitive answer to this question is needed so that CEP may clearly understand our role in reviewing such a policy.
2. **What are the motivations and justifications for developing this policy?** Significant changes have been presented without any background information. CEP lacks an understanding of the specific problems this policy proposes to alleviate; of the process by which other candidate solutions were declined in favor of the proposed policy; and of the rationale for believing that the proposed policy will be successful. A better understanding of these issues is needed before we can properly evaluate the proposed policy.
3. **What is the exact methodology for calculating teaching loads in the proposed policy?** The documents provided to CEP included detailed comments on the policy from CNAS department chairs and a lengthy background document on system-wide instructional activities. The description of the policy was limited to slightly more than two pages of text and several tables with calculation results. The committee requests a more thorough presentation and explanation of the policy. Based on the documents received, we do not fully understand the mechanics of the policy and thus we are reluctant to offer specific feedback on it.



COMMITTEE ON FACULTY WELFARE

January 18, 2015

To: Jose Wudka
Riverside Division Academic Senate

From: Jennifer Hughes, Chair 
Committee on Faculty Welfare

Re: CNAS Teaching Policy

The Committee on Faculty Welfare discussed the proposed College of Natural and Agricultural Sciences' Teaching Policy and the responses from department chairs. Members expressed concern with the appropriateness of Dean's creating academic policy that influences programs as well as time to graduation. The Committee felt the policy as presented requires further study to produce factual details and a less complicated outcome that can be applied equitably across the college. The Committee recommends the policy be redrafted to allow flexibility for each department to assess teaching loads according to its own requirements and structure.

Although the Committee agrees with the concept that faculty should receive additional credit for teaching large classes, this compensation should not place faculty who teach smaller classes at a disadvantage by receiving very little or no credit. The campus might consider alternative ways to compensate teaching large classes as courses listed in Riverside's catalogue should not be worth less than one credit.

December 17, 2014

To: Jose Wudka, Chair
Riverside Division

From: David Lo, Chair
Graduate Council



RE: CNAS Teaching Load Policy

The Graduate Council discussed the implications of the proposed CNAS Teaching Load Policy. It was not immediately clear what problem is being addressed by this policy, as overburdened faculty are not going to find relief under this policy, and for those areas where enrollment is already low, additional teaching requirements will not generate additional courses for these underburdened faculty to teach. The implementation of this policy on merit file evaluation is also problematic, as the calculations for OR versus IR/OR or IR/CE appointments, the Calculated Credit Multiplier, differential credit for undergraduate versus graduate courses, and so on, are all provided without justification. The credit calculations proposed in the new teaching policy appear to be entirely arbitrary.

The arbitrary nature of the total enrollment multiplier is particularly troublesome because it directly devalues smaller enrollment courses; specifically, anything with <100 students does not receive full teaching credit. This seems very much out of the spirit for UCR, which has traditionally prided itself on offering many courses with relatively low enrollment compared with some of peer institutions. The enrollment multiplier would also be problematic in practice because if, for example, a single student were to drop from a course with an enrollment of 100 (often capped by the size of the available lecture room and/or the number of students allowed per Discussion section), then the amount of teaching credit would immediately drop. A perhaps more appropriate total enrollment multiplier would contain no penalization for smaller courses but just give some amount of additional credit for larger courses (e.g., as shown in the table).

It was suggested that the teaching target levels for IR versus OR appointments would create a caste system that would be bad for morale and productivity. Although it is recognized OR faculty (and CE faculty) have additional responsibilities, the proposed reduction of teaching by 50% for an appointment that contains ANY OR component (e.g., only 10%) makes no sense. Given that IR faculty in the life sciences currently are expected to teach, on average, 1.5 courses

per year, their load would be doubled to three in the proposed policy, while those with any OR component would see their loads halved, thus creating a huge inequality.

It was also pointed out that no credit is offered for mentoring graduate students, whereas it is proposed to offer some credit for mentoring undergraduates who work with faculty (e.g., enrolled in 197, 199, 297 or 299). If teaching credit is to be given for mentoring students in research, then this should also be offered for graduate students, given the UC mission of graduate research and education.

Without an academic equivalent of a “time and motion study” these calculations essentially promote unequal incentives for certain types of work (e.g., graduate courses with smaller enrollments are disadvantaged versus undergraduate didactic courses; faculty with OR components to their appointment will have less incentive to contribute to graduate courses). Finally, we noted that the proposed policy indicates that some types of service are now to be counted towards teaching load, which mixes teaching with service, which is both inappropriate and likely to cause considerable confusion during merits and promotions.

January 6, 2015

To: Jose Wudka, Chair
Riverside Division

From: Michael Allen, Chair
Committee on Research



Re: **CNAS Teaching Load Policy**

The Committee on Research discussed the proposed CNAS teaching load policy and felt that the policy formulation process should have included a lot more faculty input right from the start, instead of developing a draft policy statement and then asking for feedback. Thus, the committee suggests that the administration communicate their goals to the various departments in the college, then form an interdepartmental committee to draft a policy that meets those goals while also being as beneficial as possible for the faculty, students, and the college. It does not appear that this proposal was vetted by the college departments or the CNAS Executive Committee. The Committee noted many concerns, but focused on those that largely affect research productivity and graduate education. Some of those items were:

The current balance sheet approach failed to account for sabbatical or other leaves. Furthermore, the Committee noted errors in the data of the proposal. Sabbatical and other medical leaves are not counted correctly and course buy-outs are being counted negatively.

The Committee on Research was extremely concerned by what is being proposed for IR/OR splits – is this even legal given that OR funds are intended for supporting the experiment station mission rather than the IR mission? Has University Counsel been consulted?

The Committee was troubled by the fact that the proposal devalues teaching courses with less than 100 students. Teaching these smaller courses still takes a substantial amount of the instructors' time, and these courses are crucial for the upper divisional mission and the training of graduate students. In fact, it is possible and even likely that it takes more faculty time and effort to teach a graduate course because it has to be current, i.e., it has to be extensively updated each time it is taught, and there is usually no TA support. Contrast this with a large and routine lower division course, which most instructors will

have taught numerous times before, which usually requires much less updating, and for which there is extensive TA support.

The Committee felt that the proposal did not give enough credit to graduate student mentoring or the teaching of 290 courses. Instead, the committee suggests that the number of graduate students each faculty member has should be counted. Mentoring graduate students effectively is often far more time consuming than teaching an undergraduate course, particularly for new graduate students. A good argument can also be made for giving credit for mentoring postdocs.

Teaching Assistants are offered for the large undergraduate courses to help lighten the load of the instructor. But it is extremely problematic that a faculty member is given more credit for supervising TA's than for training and supervising the people in their own lab.

The Committee would like to point out the chronic problem that UCR has had with obtaining fewer graduate students than considered optimal by UCOP, measured as a proportion of total students on campus. This proposal actively contradicts that goal of increasing UCR's percentage of graduate students by incentivizing the teaching of large, undergraduate courses, and disincentivizing the teaching of smaller but critical graduate-level courses and mentoring of graduate students.