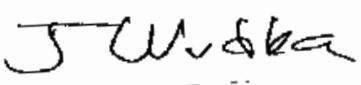




December 9, 2014

To: Linda Walling, Academic Personnel  
Ken Baerenklau, Educational Policy  
Jennifer Hughes, Faculty Welfare  
David Lo, Graduate Council  
Mike Allen, Research  
Sarjeet Gill, CNAS Executive Committee

From: Jose Wudka, Chair   
Riverside Division ~~Academic Senate~~

Re: Review of CNAS Teaching Policy

The College of Natural and Agricultural Sciences has recently proposed a teaching policy that has caused concern in certain parts of the College. Though the Senate has not been asked to opine I believe we would be remiss in our charge if we ignore this development. In addition, the fact that the policy has not been finalized provides the opportunity to affect the final outcome. I am therefore requesting that your committee review the policy and provide an opinion to Executive Council. Council will then discuss the issue and provide a document to the administration.

Please note that the intent of this review is to provide a constructive evaluation for the draft policy, listing pitfalls and, whenever possible, providing remedies or alternatives.

In preparation to this review I requested asked all College department chairs to provide comments and opinions they felt would be useful to you in your deliberations. I'm attaching their responses.

Lastly let me note that the documents make reference to IR and OR faculty lines, concepts that might not be familiar to all members of your committee. I am therefore providing a brief description of these terms in the attached packet.

Please provide your evaluation by January 4, 2015

# CNAS

## **CNAS Dept 1**

### **(1) What effects has the new plan had on your department?**

The new teaching policy has had no effect on the Department up to this point. The majority of the faculty in the department already teach above the expectation for AES faculty (1.5 courses per year) owing to the severe loss of faculty over the past 7 years. Currently, most faculty are teaching two lecture courses per year, and taking on additional seminar-type courses at the undergraduate and graduate level. Both of the CE faculty in the department teach 1 to 1.5 courses per year which is at or above the expectation for these faculty.

### **(2) What changes (if any) has your department adopted in response to the new plan?**

The Department of \_\_\_\_\_ has adopted no changes in response to the new teaching policy. The department already meets its teaching obligations under the new teaching plan.

### **(3) What are the advantages and disadvantages you perceive with the new plan?**

Advantages – The Department of \_\_\_\_\_ supports the reduction of teaching load for extra duties associated with administration, committee service and mentoring efforts. We also support the use of class size in computing teaching effort. And lastly, we support the idea of a quantitative metric that would make evaluation of teaching more consistent across the college and make certain faculty more accountable.

Disadvantages - The Department \_\_\_\_\_ disagrees with several aspects of the new teaching policy and finds them counterproductive to undergraduate and graduate education. Most significantly, teaching of graduate courses is greatly under-valued and will discourage faculty from providing courses necessary to support a growing graduate student enrollment. The assignment of credit for classes of varying sizes in the teaching plan seems arbitrary and the plan has not articulated how the multipliers were developed. It does not seem as if the multipliers were based solely on faculty effort and we suspect that other, unstated factors might have been considered. We question, for example, why teaching a large lecture course, supported by multiple teaching assistants, can be worth 2.5 to 3 times more than a graduate course? Similarly, why should a typical upper division elective course, with 25-49 students, be worth half the amount of a large lecture course? In the case of the upper division course, the instructor is leading the lecture and discussion sections with no assistance, while TAs handle the discussion sections in the large lecture. It is likely that there are written assignments and essay/short answer questions to grade on tests in the upper division course, while a class with 400+ students will have scantron tests and very little written work to grade because of logistics. Before the new teaching plan is adopted, details regarding the development of the weighting factors should be released and evaluated by the faculty. Similarly, the amount of teaching credits for TA management seem arbitrary and no justification is given for the varying levels of supplementary credit awarded for administrative and committee service.

**(4) Any other items you believe will be of relevance to this evaluation.**

The Department supports the idea of a quantitative teaching plan for CNAS, however we feel that the plan should be based on clearly defined and articulated criteria and that all weighting factors should be justified quantitatively. Furthermore, evaluation of individual faculty's teaching load and performance should continue to rest primarily within the department.

**CNAS Dept 2**

**(1) What effects has the new plan had on your department?**

At this point, the effects have been minimal as we were identified as a Department that was in compliance (my word) with the policy. However, there has been significant angst going forward with regard to any particular individual's contributions and how those contributions are calculated. .

**(2) What changes (if any) has your department adopted in response to the new plan?**

Other than to correct errors in the calculations, the Department has not made any changes. Some discussion has been had about the potential to add additional seminar courses to our offerings.

**(3) What are the advantages and disadvantages you perceive with the new plan?**

A. Advantages:

1. At the department level, such a policy can be useful to semi-quantitatively assure a reasonable and balanced teaching load for faculty within the Department. The policy allows some flexibility to allow individuals to teach what they prefer while simultaneously providing the Chair a mechanism to ensure that all individuals significantly contribute to the teaching mission. When necessary the policy can be used to demonstrate an individual's strength or weakness when it comes to teaching load. This assumes that a Chair is willing to step up and enforce some type of equitable teaching load across a department's faculty. Fortunately, or unfortunately, should a Chair not choose to implement this policy, the policy allows the Dean to directly identify those whose load is light. I am not convinced that the policy does a better job than what my Department already has in place (all faculty must teach 1.5 lecture-based classes per year with a minimum student FTE equivalent to their IR appointment).

B. Disadvantages:

1. The thing is complicated as hell, and errors and misinterpretations can only be caught and corrected if the Chair takes the time to seriously gather, crosscheck, and verify the data and ensure the accuracy of the model. The current analysis performed by the Dean's office was rife with substantial errors.

**(4) Any other items you believe will be of relevance to this evaluation.**

*(perhaps the most important issues are found here).*

A. How were the teaching targets determined for IR and IR/OR faculty? The explanations in the documents provided by CNAS are not clear as to the origin of these numbers (3 classes for 100% IR faculty, 1.5 classes for IR/OR or IR/CE faculty). Are there an adequate number of classes of a given size that are available for individual faculty to meet these targets? No analysis of what is offered vs. what faculty FTE are available to teach has been performed. Before we set individual teaching loads, should we not know what the total available potential loads within each

department are? Simply taking averages across the entire College does not account for variation between Departments in the classes available for a given faculty member to teach. In many areas there is an imbalance in classes available to teach and faculty qualified to teach those courses. There needs to be a comprehensive analysis of this to determine where teaching resources need to be directed so the Chairs can make the appropriate teaching assignments (within and across Departments).

B. As noted above, this proposed policy has increased the number of courses per faculty member to 3.0 (up from 2.0) for all 100% IR faculty members with the exception of those individuals in Mathematics and Statistics whose load has been set to 4.0. IR/OR faculty members have a proportionally lower number of classes to teach per faculty member (1.5—a number that further exacerbates the teaching load differences between IR faculty and IR/OR faculty). These target numbers apparently originate from pages 19-20 of the 2008 Annual Report to the Legislature concerning Faculty Instructional Activities. No data is provided in that report to justify these numbers. Indeed Table 8 of this document states that the numbers come from an assessment survey of Departmental Chairs across the system. The definition of what constitutes a course within this assessment is unclear (is it lecture-based, a seminar, a lab, a discussion, research, etc.?). Thus, it is entirely unclear exactly how the target numbers were determined? Are we simply using a nearly decade old report to the Legislature, which includes a survey summary table, as guide to set faculty teaching loads? And again, if we are to teach 3 courses per individual, are there enough courses distributed in the right departments for all faculty members to achieve this goal? No analysis has been provided to suggest that this is even possible. Finally, has this level of course load been approved by the Chancellor/EVC as per University policy? Has proper consultation with the relevant Senate committees been conducted in the setting of course load in this manner?

C. I really question the wisdom of categorizing Seminars as real classes. The model equates the efforts placed into running seminar classes as the same as the effort placed into teaching a full 10-week lecture-based class. ***The consequences of doing this are profound with respect to meeting an individual's target responsibilities.*** The current model suggests that one may teach a 2-unit seminar to 1 student every quarter and “harvest” the same teaching credits as teaching a 10-week, 4-unit lecture-based class taught to 49 students. Additionally, under such a scenario, the instructor of the seminar class will receive credit for teaching 3 classes, while the instructor of the 10-week lecture-based class will receive credit for only teaching 1 class. Allowing seminars to count the same as lecture-based classes provides a strong disincentive for faculty to participate in lecture-based classes. Consequently, I suggest that seminars (at least at the graduate level) be categorized as mentoring activities and their contributions to the teaching load be calculated in a different manner than normal lecture-based teaching.

D. The proposed policy calls for a teaching expectation for individuals holding 100% Cooperative Extension and partial Cooperative Extension/OR appointments. These individuals do not hold teaching appointments and have no teaching responsibilities or expectations (per their job descriptions). Indeed they are at risk of penalization in merits and promotions if they do teach classes. Furthermore, including them in an overall Department's teaching expectation is a serious error and simply inflates that expectation. Similarly, teaching load expectations for CE/IR faculty are not clear. Those with this appointment were told at the time of appointment,

that their teaching expectation per year would be 1.0 lecture-based class per year plus graduate training, etc. Consequently we suggest their target should be less than that of an OR/IR faculty member.

E. The basis for the numbers found in the credit multiplier table is not clear. Where did these numbers come from? Given the numbers found in the credit multiplier table, once again, are there enough classes of adequate size across the disciplines to provide faculty a reasonable expectation of achieving their target teaching credits? The explanations in the documents provided by CNAS are inadequate in this regard. Finally, formal graduate student classroom lecture based instruction does not receive adequate credit. A different multiplier should be used for graduate lecture-based classes.

F. Credit given for graduate student mentoring is inadequate. Simply taking the sum of 299 and 297 units and then dividing by 72 does not allow for mentoring efforts while the student is taking formal classes, summers, etc. (i.e. when a student is fully engaged but not taking 299/297 units). Why not instead simply count graduate student-quarters that are supervised. Or, even more simply, use the number of graduate students that a faculty member is supervising. Perhaps provide, 0.5 credits per graduate student per year. If somebody supervises 2 graduate students that would be the equivalent of teaching a 2 unit class to 10 people (=1.0 unit) per quarter.

G. There is no credit provided for post-doctoral supervision. There probably should be. The Senate should weigh in on this as whether or not this should be counted as part of one's teaching efforts. Some faculty consider training staff research associates, lab assistants, etc. as part of their teaching efforts (although Entomology does not). Should the efforts directed at training employees be considered teaching?

H. TA supervision credit is somewhat unclear as to how it is allocated. I suggest that if credit is given for TA supervision, it should be based on the number of TA's (humans) supervised and not the number of lab or discussion sections. Different departments assign different number of sections to an individual TA.

I. The inclusion of Academic Senate service as teaching credit probably should not be performed. All of the Academic Senate positions indicated are already compensated either through a formal course release or through financial compensation. There is no need for providing some type of credit *again* with respect to these positions.

J. At the time of its release, the policy had not been reviewed by CAP, Grad Council, Faculty Welfare, Education Policy, Planning & Budget, or the CNAS Executive Committee. I would think that all of these committees should have been consulted on setting teaching load expectations? This raises an important question, "Does the Dean have complete authority on this without consultation?" My understanding from the APM is that the Chancellor/EVC has the authority to set teaching load and that this process is a consultative one.

K. Before enforcing any new policy, a two year (minimal) running average should be used to account for all of the courses that are offered in alternate years and to account for sabbatical

leaves. Taking a two-year average will reduce much of the annual variation in individual faculty members' loads.

### **CNAS Dept 3**

**(1) What effects has the new plan had on your department?**

No effect so far on our department because the CNAS teaching model yielded a target level below our current department average.

**(2) What changes (if any) has your department adopted in response to the new plan?**

No change so far since it does not require any increase in our teaching load.

**(3) What are the advantages and disadvantages you perceive with the new plan?**

Given the wide disparity of normative teaching loads in different CNAS departments there is a need for a clear, fair, and justified college teaching load policy. Possible disadvantages may result if the policy does not adequately define clear, fair, and justified policies.

**(4) Any other items you believe will be of relevance to this evaluation.**

- How to fairly determine the teaching equivalent of UG research courses 197/199 (e.g. how many students/units equates to one lecture course? 72 seems too large).

- Cross listed courses are best 'credited' to the instructor's dept.

- Teaching relief for department chairs would more fairly be defined as a fractional reduction in their normal load, rather than a fixed course due to the disparity in normative teaching across CNAS depts.

- How to determine the teaching equivalent associated with grad student mentoring and instruction? How many students generate a workload equivalent to teaching a lecture class?

- How to determine the teaching load for IR & OR split appointments? Averaged over departments? Strictly proportional? Is there a minimum level of teaching needed for any IR faculty regardless of the fractional amount?

### **CNAS Dept 4**

A large issue which concerns faculty is that the guidelines will eventually be applied to individual faculty during the merit and promotion process. The CNAS documents state clearly that these teaching expectations are applied at the department level, not at the individual faculty member level. However, many faculty are concerned that this is a "slippery slope" and that these guidelines will eventually affect reviews of individual faculty members. Our current department teaching policy is that all faculty having OR/IR split appointments should teach an average of 1.5 regular lecture courses (generally 6 units) per year unless they have a major administrative appointment. The proposed CNAS guidelines do not necessarily require more teaching than this, but the proposal to award teaching credit based on enrollment means that those faculty who teach

smaller classes will contribute less than 6 units to the departmental average. Many faculty members feel that they have been teaching the expected amount, but now it is not enough.

1. Sabbaticals are listed but not considered in the calculations. This gives sabbaticants a negative value when they do not teach. The calculations need to pro-rate sabbaticals. Faculty are strongly reacting to negative numbers, so algorithms need to be developed to avoid these.
2. Most CE Specialists at UCR do not have IR appointments and therefore are not required to teach or supervise students; when our CE Specialists are engaged in mentoring and teaching it is a plus for the College. Consistent with this, in the scheme presented by the Dean's office, 100% CE appointments have a target of 0% teaching; this is appropriate. However, two additional appointment types need to be addressed. First, in the current model, IR/CE faculty in any ratio have a target at 50% of full IR level (same as IR/OR in any ratio), this is not viewed as appropriately aligned with CE duties which require off-campus outreach and complicate scheduling of formal teaching. Second, OR/CE faculty in any ratio have a target of 25% of full IR level; these faculty do not have IR appointments and therefore it is most appropriate that OR/CE faculty in any ratio should have a reduced target (we understand that a target of 0% is not possible). We hope these changes can be considered.
3. In the scheme presented by the Dean's office, teaching release credit is allowed for certain service appointments, but the list of service appointments for which teaching release credits is allowed should be expanded. In particular, the committee was concerned that no credit is given for directors of institutes and centers, or for chairs of some work-intensive Senate committees. Teaching release credit for these would need to be considered on an individual basis. A further complexity in implementation is that some service appointments (CAP etc.) provide faculty with either teaching release or other compensation and this needs to be handled appropriately for each case.
4. Credit is given for advising students as major professor, but some faculty have indicated that graduate student training and education is not sufficiently emphasized. Faculty in the sciences spend an immense amount of time mentoring their own students. In addition, faculty are not provided credit for serving on graduate student committees. Some of our faculty are on 30+ committees during a merit period, which requires a huge investment in time and effort. A formula should be developed to account for this important part of graduate training in our graduate programs; as graduate programs increase in size this will become a bigger time commitment for faculty. This formula would need to take account of service on graduate student committees of students, but also on committees of students in other departments, interdepartmental programs and even students in other colleges (such as BCOE). One suggestion may be to request students sign up for an advising course with committee members, so their contributions can be registered through the coursework system. The formula proposed by CNAS credits graduate student instruction based on units in 297, 299 and related courses for which students register. During their first two years, students are typically taking other courses and therefore register for fewer such units. However, many students need greater faculty guidance during this period than later in their career. We believe that a fairer system would simply assign a fixed teaching credit for each graduate student supervised.

5. We recommend that graduate courses have a higher multiplier than undergraduate courses to give instructors credit for the extra work and academic complexity that are associated with these classes. Graduate courses are more literature intensive and their content can be markedly different year to year allowing cutting-edge science to be presented. For this reason and the fact that instructors in graduate level courses are often grading intensive writing projects without the aid of TAs, the teaching load is more intense in graduate level classes and upper division undergraduate courses.
6. The credit multiplier for effect of class size hits a hot button for most faculty. We come from a culture where one 3-4 unit class is valued “1.0-teaching unit”. We appreciate the need to find a way to assess teaching using a quantitative method, but we provide a few comments regarding the multiplier that should be considered.
  - a. Faculty perception is important and therefore changing the scale might be beneficial to abate faculty concern. The first response of faculty to the multiplier is that it appears to devalue faculty teaching initiatives. For example the scheme presented by CNAS proposes that classes with an enrollment of 100 have a multiplier of 1.0. Faculty perceive this multiplier as devaluing small classes. A different scale might go a long way to faculty acceptance. It is semantics, but it might be important.
  - b. A continuous scale instead of a step scale would provide more incentive to teach classes at the appropriate size. For example, why should a faculty member opt to teach a class with 99 students when a class of 50 has an equal multiplier value? Teaching 50 students is considerably less work, faculty feel more engaged with students since you can know the names of 50 students, and teaching approaches change markedly in these smaller classes. We are also concerned that faculty will now “game the system” by opting to teach the smallest class in a multiplier class.
  - c. While we understand the need for teaching large classes, class sizes are often not determined by the class-size request of the instructor or the department. Class sizes are often determined by classroom and TAship availability. Therefore, the current model seems to reward large classes and devalue smaller classes, which may not be appropriate and does not consider these additional influencing factors.
  - d. A multiplier  $< 1$  for small courses implies that these are not as highly valued as courses of 100+. However, upper division and graduate courses should be small to deliver the quality curriculum that is needed for our undergraduates and graduate students. The current multiplier approach is unable to account for the necessity and value of smaller upper-division classes and provides no incentive to teach small disciplinary courses. Often small courses are important for student selection, specialization, and to provide sufficient courses for undergraduate students to graduate in four years. Many small classes are mandatory for majors. In addition, some small upper-division classes taught by faculty are very hands-on intensive (ie., within and outside of the classroom; units do not always reflect faculty creativity or time.

Another example is the professional development classes that are required by Graduate Division and are relatively small in size and dependent on the size of the cohort of first-year students in an individual graduate program. These classes will



never reach the “1.0 multiplier level” of 99 students and faculty participation is necessarily intensive in these classes. Perhaps exceptions to the multiplier rule need to be made. \_\_\_\_\_ students consider the \_\_\_\_\_ Core classes ( \_\_\_\_\_ ) “invaluable”.

7. On the positive side, the current model stresses the importance of large classes in the College’s teaching mission. Widespread faculty engagement in these classes is needed to contribute to the overall teaching effort. The model as proposed by the Deans Office should incentivize faculty to participate in teaching large classes. After a lengthy discussion, we propose that each faculty member with appropriate expertise should be *expected* to contribute to large lower division classes ( \_\_\_\_\_ ) or upper division classes ( \_\_\_\_\_ and others) for defined periods in their careers. This would rotate the responsibility of these larger classes and allow faculty to contribute to large and small classroom experiences for our undergraduates and graduates.

However, we have several faculty with high-level computational expertise and they are not well suited to these large lower-division courses. We hope faculty will not be forced into large classes solely to meet a teaching quota. This issue relates to whether this policy is ever applied to individual faculty.

8. Another consideration is the fact that in the life sciences, we have a limited number of high enrollment classes. This contrasts to Chemistry, which offers Introductory Chemistry and Organic Chemistry, and Physics, which offers Introductory Physics. These service classes have exceptionally large enrollments since they serve both life and physical scientists, as well as students from other colleges. We hope that these discipline-specific quirks in education can be accommodated. These classes provide robust teaching opportunities for their graduate students that cannot be matched in the life sciences.
9. Some faculty have voiced strong negative opinions about any strategy to quantify teaching. They believe that this initiative is not needed and that it is disrespectful to the majority of CNAS faculty who are good citizens and take their teaching responsibilities at the graduate and undergraduate level seriously. One such quote is: “I strongly object to this new teaching philosophy which contradicts anything I stand for and I have been doing here educationally in the past decade. I feel alienated by our department and CNAS if this gets implemented.”

## **CNAS Dept 5**

### **Introduction and Overview**

Dean Yates and Associate Dean Atkinson presented the new teaching load document to faculty built around individual faculty teaching and administrative activities for a single year. The chairs did not vet the document to correct factual or perception errors. This led to a strong negative reaction by \_\_\_\_\_ faculty. The document noted that teaching load for I&R \_\_\_\_\_ faculty would be doubled from the current 1.5 to 3.0 as a standard load. By building the load around individual faculty, the presentation mode led to a view that individuals were being targeted, affecting morale in the Department. The “load” featured adjustments reducing the value of smaller (including graduate) courses to less than a full course regardless of the actual time commitment needed by individual faculty. Together these resulted in a strongly negative reaction by the majority of the faculty.

## **Current Expectations**

The teaching expectation for faculty in the \_\_\_\_\_ is 1.5 quarter courses. Expectations across \_\_\_\_\_ and \_\_\_\_\_ across the UC per faculty, range from 1.5 courses/y, to 2 to 2.5 quarter courses (or equivalents for semester-based campuses). Importantly, seminars, individual mentoring discussions and small-group discussions are often counted as part of the teaching load at other institutions, something that we do not count towards fulfilling our teaching load expectations.

The other AES campuses do not differentiate teaching expectations for I&R vs OR/I&R appointments. We note as a baseline for discussion, that the I&R Student:Faculty FTE loads in 2012-13 for \_\_\_\_\_ equaled 22.48. This value was similar to Biochemistry and to Cell Biology and Neuroscience, largely I&R faculty. It is approximately equal to Environmental Sciences, and approximately 20% below Botany and Plant Sciences and Plant Pathology and Microbiology, two departments with OR/I&R faculty. Entomology has a biased high FTE due to one very large and popular non-major course.

When projected on a total faculty FTE (for 2013-14), \_\_\_\_\_ has a student:total faculty FTE ratio of 23.63. This compares with 10.69 for BPS, 13.93 for ENT, 9.47 for PPM, 11.67 for ENV, 19.18 for Biochemistry, and 17.31 for CBN. \_\_\_\_\_ has the highest student: *total* faculty FTE ratio of any \_\_\_\_\_.

## **Justification for changing teaching loads.**

The value for the UC, from the pact with the governor many years ago, was 18.9 Student:Faculty FTE, which \_\_\_\_\_ has not only met, but exceeded, see text above. We have not seen a formal adjustment of this expected load. Some newly stated pact of the expectations would be relevant to guide discussions about adjustment to teaching loads.

According to the Dean's Teaching credit model, \_\_\_\_\_ is at 161.54 teaching units, with a target of 193.8 units, for a difference of only 20%. Considering variation among years and among disputed calculations (see below), a doubling of teaching expectations for \_\_\_\_\_ I&R faculty is not justified by FTE or the teaching credit model.

## **Expectations and the Model.**

We view teaching loads as meeting three primary needs. These are undergraduate course expectations, undergraduate research activity, and graduate training and research. We organize our responses around these three needs.

### *Undergraduate Curricular Expectations.*

Large Introductory Classes. Over the past decade, \_\_\_\_\_ course offerings have become larger courses as enrollment has increased but faculty numbers have remained static. The faculty currently teach in the Introductory classes as they always have, but instead of offering each section annually, each of the Introductory \_\_\_\_\_ series of classes ( \_\_\_\_\_ are offered each of the three standard quarters. For 2014-15 more than one section per quarter of a particular class is expected to offered. More importantly, the enrollment in any one section is larger than in the past and constrained by the number and size of sufficient classrooms and especially by the number of laboratory spaces. The difference in added number of sections has been largely picked up by growing faculty numbers and teaching expectations in OR/I&R Departments. \_\_\_\_\_ faculty continue to offer laboratories for undergraduate students at all \_\_\_\_\_

levels. We deem these to be a crucial element of undergraduate education. Many of our comparative institutions have eliminated laboratories.

*A primary effort of \_\_\_\_\_ faculty have been to improve the efficiency in delivery of rapidly growing or already large classes. \_\_\_\_\_ faculty have led the effort to improve instruction in large classes. Just as important, we continue to offer as many labs as our facilities allow.*

Simple course count numbers belie the effort to increase quality and quantity of offerings and will lead to stagnation in efforts to improve efficiencies in offerings.

Upper division/graduate classes with enrollments less than 100. According to the proposed teaching credit guidelines, classes with enrollments below 100 students are subject to a multiplier below 1.0. Upper division and graduate courses, especially with labs and discussion sections, require more frequent updating of material, and the supporting materials, such as power point presentations, exam questions, and other items, are often not already prepared and must be developed nearly annually by the instructor. Crediting these efforts often as not worth a full course sends the signal that this teaching is not valued. At every UC campus, these classes are valued as a full course in determining teaching loads.

#### *Undergraduate Research.*

UCR prides itself on fostering opportunities for undergraduates to undertake research. These opportunities are touted at every recruitment event. It makes no sense to have individualized research credits so undervalued. The \_\_\_\_\_ faculty have been leaders in supporting undergraduate research. During 2012-13 alone, 100 undergraduate students acquired 190 units of personalized research opportunity. Further, these numbers do not account for student research participation through paid salaries, volunteer activities or the many undergraduates hosted in programs such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Each of these students requires individual attention. These efforts should be valued.

#### *Graduate Training.*

We are the University of California. Our mission as for all R1 research universities, includes Ph.D. training and research. Smaller graduate classes are expected and require yearly updates. As such, smaller graduate classes require a large amount of time and effort. To consider these to be less than a full course is inappropriate. Similarly, graduate research credits require individual attention and almost constant interaction. \_\_\_\_\_ accumulated 1092, or 24.3 FTE (in reality, 30 full-time graduate student FTEs considering that a full load is 12, not 15 units/quarter). These should not be devalued in teaching expectations.

#### *Teaching Credit Model: Course Multiplier System.*

A key feature of the proposed Teaching Credit Model is the course multiplier system based on enrollment size. The course multipliers would have serious negative effects on undergraduate and graduate education. The multipliers devalue any class with fewer than 100 students; courses below 100 have course multipliers <1.0 (courses with enrollments of 100-199 have a course multiplier of 1.0). For example, a core graduate course with 9 students that is critical to the success of Ph.D. students at a research university counts as only 50% of a course. Likewise, an undergraduate Honors course that is capped at 15 students is credited as 62.5% of a course. UCR

prides itself on the undergraduate education it provides, highlighted by national attention such as recently being ranked #1 by *Time* for a combination of graduation rate, Pell grant funding, and affordability. Course multipliers less than 1.0 undermine the effort to further increase the quality and diversity of offerings. UCR also prides itself on its NRC ranked graduate programs. Discouraging faculty from teaching graduate courses with more individualized attention is counterproductive.

Additionally, at a more prosaic level, many UCR courses are effectively capped in size by the availability of suitable classrooms and/or limits on TA availability and appropriate sizes of TA-led discussion sections and labs. Hence, many courses that faculty would like to have increased in size simply cannot be due to a lack of physical, financial and human infrastructure.

### **Determination of Teaching Load Expectations: Process.**

Development of teaching expectations must follow a clear set of steps including consultation with the College Executive Committee, and the Department Chairs, at a minimum. CAP, Faculty Welfare, and Planning and Budget should be consulted for this degree of change. Goals can be reasonably set to meet needed FTE levels, and these should be clearly articulated by the Chancellor, EVC, and the Deans. The Department then becomes the unit to meet that expectation.

Our question is, how were teaching load expectations generated? Previously, 1.5 courses per year was expected. Is there an expected relationship to I&R student:faculty FTE levels? What is this relationship to the total faculty numbers? Again, what is the goal to which the faculty should meet?

UC Davis and UC Berkeley, our sister AES campuses, do not differentiate teaching loads between I&R and split I&R/OR positions as faculty across the Life Sciences are expected to bring in grant funding and support Ph.D. education. For this reason, as well as for equity, collegiality, and morale, the teaching load expectations should be uniform for I&R and split I&R/OR life scientists.

The goal of the Department continues to be to improve the experiences and efficiencies of students, under the severe laboratory and classroom space constraints. Simply increasing the numbers of classes for the teaching load does not address these constraints.

### **Data Errors.**

We are still working through the model and calculations. However, extensive errors have been detected and we anticipate a complete listing by the beginning of fall quarter. The mistakes that we have detected are analogous to those reported by other Departments, including missing courses, insufficient credit given for cross-listed courses, and miscalculation of TA credit. The errors in the Deans' calculations and our own difficulty in redoing the calculations demonstrate the confusing nature and unnecessary complexity of the proposed teaching credit model.

### **Changes that our Department has adopted.**

The Department held a 2-day retreat to discuss the teaching expectations among other issues. At the retreat we considered what an appropriate load should be for an R1 research and teaching program, and how load would affect the current efforts to provide research experiences for undergraduates, a goal of UCR 2020.

These efforts are continuing.

### **Advantages and disadvantages.**

*Disadvantages.* The policy is far too prescriptive in its expectation to individual faculty. The administration does have the obligation to set expectations, in consultation with the faculty, but the Department Chairs have the responsibility to set individual teaching allocations. The current process, by not consulting with Chairs and the Departments, set up a confrontation that could have been diffused at the beginning.

*Advantages.* The importance of teaching loads has largely been informal and not carefully addressed. The enrollment in life sciences has been rapid, without increases in teaching faculty numbers. By bringing forth a policy, even flawed, the issue can be discussed and addressed by the University as a whole.

### **CNAS Dept 6**

#### **(1) The effects this policy has had on your department,**

Based on the calculations performed by the College, our department had a higher than normal teaching load so we have not been as directly impacted by the policy as some of the other departments. However, this could easily change in the future and so it does add additional pressure and concern about our department's and individual faculty member's teaching loads. The reduced credit for small classes could significantly impact my faculty in the future because we teach the core graduate classes for a number of interdepartmental graduate programs.

#### **(2) The changes (if any) your department has adopted in response to it**

Because our load was higher than average, I don't think that we have made changes because of the policy.

#### **(3) The advantages and disadvantages you perceive within the policy**

I believe that there are advantages to knowing what on average is expected from the department and its faculty. However, I do not believe that the weighting given to the various sizes of courses is appropriate. There is an expectation that the "normal" class size at UCR is from 100-199 students which I find to be excessive. In addition, smaller classes, particularly required core graduate classes that are particularly important at a research university, receive much less weight based on their size. I find both of these particularly problematic given the research emphasis of the University of California. I also think that some accommodation should be made for new assistant professors to allow them time to focus on their research.

#### **(4) Any other items you believe will be of relevance to this evaluation.**

It is my understanding that the student faculty ratio for UCR is well above that budgeted by the University of California (<http://accountability.universityofcalifornia.edu/index/9.4.1>). Yet the CNAS teaching load numbers do not reflect this. Indeed, the combined teaching load for all of the departments in the CNAS was essentially the same as the targeted teaching load. This suggests to me that the policy doesn't reflect what the teaching load should be but is more focused on balancing the current teaching load.

## Brief description of organized research (OR) and instruction and research (IR) positions

Instruction and Research (IR) and Organized Research (OR) positions are distinguished by the funding lines that support them.

IR lines are supported by general state funds and are usually associated with the professor series. Faculty will be members of the Academic Senate as long as the appointment has an IR component.

OR lines are supported by state and federal funds, these come to UCR from the Division of Agricultural and Natural Resources (DANR), through the Agricultural Experiment Station (AES), to the Chancellor (in other campuses there are OR funds not associated with the AES). OR funds are expected to support mission-oriented research (as specified in [APM320-10](#)); they are used in split IR/OR appointments, or split Cooperative Extension (CE)/OR appointments (CE appointments differ from OR and IR appointments, they have no teaching duties and very explicit job expectations; see APM334 and APM335) . CE and CE/OR appointments do not hold the title of Professor nor are they Senate members; currently they are paid on the same scale as IR and IR/OR appointments, but this has not always been the case.

Traditionally OR appointments do not include teaching duties, though I was unable to find a regulation or policy that requires this. It has also been customary to assume that CE positions involve a significant amount of non-traditional instruction, which has been used to justify lowering teaching loads for appointments with a CE component.

# Teaching Credit Guidelines

## CIRS Calculated Credit

### Credit based on class size and units

This calculation utilizes total enrollment & units as multipliers to determine course credit. This calculation excludes activity types DIS, LAB & LCA as credit to faculty will be given for these activities in a supplementary calculation if applicable. This calculation also excludes courses that are part of the mentoring mission, these include 197, 199, 297, 299. Courses offered in this series are credited in a separate calculation. All other activity types and course numbers utilize a graduated scale to determine the value of the enrollment multiplier as follows:

Total Enrollment	Multiplier
<10	0.500
10-24	0.625
25-49	0.750
50-99	0.875
100-199	1.000
200-299	1.125
300-399	1.250
400-499	1.375
500+	1.500

Special consideration is made for cross-listed courses. Though the calculation works the same – credit is given based on enrollment & units – the mechanics must be different because the enrollment occurs in two (or more) departments but the course offered is itself a single course. Without adjustment, a single cross-listed course can look like two or three smaller courses. We have solved this data inconsistency such that the credit is calculated appropriately.

Note that the scale identified here can be modified on the sheet titled 'Class Size Definition'. All formulas in the model will automatically recalculate to accommodate changes. Lastly, there are some courses where unit variability, by student, makes utilizing 'units' as a multiplier impossible. With the exception of 197, 199, 297 & 299 courses, note that faculty credit for courses with 'VAR' as the credits earned are calculated using simply course size as the sole driver for credit value.

### Credit for TA Management

All courses where instructional resources included at least one TA title were manually matched to the primary teaching section. Faculty identified in the primary teaching section were given credit for TA management consistent with the IWC policy, .2 points for the first TA and .05 for each additional TA. Faculty are only given credit for the TA management if an 'academic coordinator' is NOT identified as an additional resource on the record. The TA count can be proofed on a course-by-course basis in columns BQ-BZ where LAB, DIS & LCA sections are counted and academic coordinator involvement noted on the faculty instruction line. This academic coordinator notation prevents the calculation for TA management to be applied as part of faculty teaching credit.

### Mentoring Credit

This calculation applies to courses where the course number is 197, 199, 297 or 299. Information from SDQS is utilized to determine the number of units each enrollee earned in these sections. Remember that courses where units earned are variable from student to student are identified in CIRS only as 'VAR', actual units earned either are not pushed to CIRS from SIS or not a field for display in the CIRS query. Units earned, as recorded in SDQS are divided by 72. For each increment of 72 units earned by students, the faculty member is given 1 teaching credit. Total units per SDQS is imported to the CIRS output with a series of look-up tables.

### 'Other' Credit provided as a result of the CIRS Audit

There are rare exceptions in the CIRS information, such as non-primary course sections taught by faculty that do not align with a primary course section on a one to one basis. We have tried to be very thorough in our evaluation of

exceptions and as such of the 2,000 teaching points earned, only about 33 are given through this exception process. We are glad to provide a detailed explanation if the points identified impact your department.

## Supplementary Credits Added at the Faculty Summary Level

### Chair/Vice Chair Credits

Rachel Alvarez provided the information on chair and vice chair holders. For the Department Chair, credit for 1 course per year is given for shouldering this responsibility. For Vice Chairmanship, credit for one half of one course is given annually.

### Undergraduate/Graduate Advising Credits

Student counts were taken from official campus records posted on the SARA website. Enrollments utilized are as of Fall 2012. The SARA report captures student majors by college and department. Undergrad advising credit is calculated as half of a course for each 50 students assigned. Maximum credit that can be earned for UG advising is 1 course. The UG advising calculation is rounded to the nearest .5 course interval capped at 1 course. Graduate level advising is calculated as 1 course credit for each 50 students assigned. Maximum credit earned for graduate advising is 1 course. For graduate advising, values above .75 or above are rounded to 1 course, those below .75 are rounded-down to .5 course.

### Credit for service to Campus Committees

As often as possible, faculty holding positions noted below are identified from committee websites. Committee service where credit is given in lieu of classroom effort is as follows:

Academic Senate Chair -- 4 courses per year  
Academic Senate Vice Chair -- 2 courses per year  
CAP Chair -- 2 courses per year  
CAP Member -- 1 course per year  
Chair of Planning and Budget Committee -- 1 course per year  
Chair of Grad Council -- 1 course per year  
Vice Chair of Grad Council -- 1 course per year  
Chair of Ed Policy -- 1 course per year

### Accounting for Sabbaticals

Sabbaticals do not influence the teaching credit calculation, but we do understand they are a factor to consider in certain circumstances. For this reason we have noted them in the summary table with a value of '1' for a one-quarter sabbatical, a '2' for a two-quarter sabbatical and '3' for a full year sabbatical. If the summer term was taken as sabbatical, "Summer" is noted in the sabbatical column for your reference.

### Faculty Appointment Split

Appointment splits are noted at the faculty summary level. Teaching credit calculations, based on the CIRS information, are not impacted by the appointment split. However, the appointment split is used to determine the teaching benchmark or target level. See "Target Level" section below for more information.

### Faculty Not Represented in the CIRS Information

There are a number of reasons that a faculty member may not have records in CIRS, sabbatical being only one. In order to make sure than every faculty member employed as of June 30 is included in the teaching credit model, even if no points were earned, we rely on a 'staffing' download from June 30 as a comparator to the final CIRS output. Any faculty members who are missing from the CIRS summary are added to the overall summary so that accurate comparisons can be made.

## Target Levels Added at the Faculty Summary Level

### Annual Number of Courses per Faculty & the role of Appointment Split

Math & statistics faculty are expected to teach 4 courses annually. Faculty from other CNAS disciplines are expected to teach 3 courses each academic year. This 4/3 target level is adjusted further if the faculty member's appointment is not 100% I&R. For IR/OR faculty of any ratio & IR/CE faculty of any ratio, the target is stated at 50% of the full I&R level. For an OR/CE faculty member, the target is 25% of a full I&R faculty. Those who are 100% CE have a target of zero.



### **Defining a Typical CNAS Course**

Because teaching credit is a function of units & enrollment, it was important that the target levels reflected an achievable & realistic number of credits given typical units earned and typical enrollment levels. We performed a college-wide analysis of courses delivered to determine enrollment and unit averages across all disciplines. This analysis indicates that the typical CNAS course is worth 3.4 credits. This number is used as the multiplier, along with annual course requirement and appointment split to determine the appropriate target for each faculty member.

### **Target Modification**

We've discussed the role of course load, unit expectation & appointment split as they impact target. In addition to those drivers, a target can be modified due to a professorial partial year appointment. A partial year appointment, such as a separation before June 30, will reduce the target proportionately to reflect the number of quarters in which the faculty member remained on campus. The last modifier is in recognition of the LSOE/LPSOE title codes. With an expectation of 6 courses per year for these titles, the modifier is used to increase the target to reflect that standard.

## I. Comments Relative to the Process

1. How were the targets determined? The explanations in the documents provided by CNAS are not clear as to the origin of these numbers. Here too, there is a question about the adequacy of the total number of classes of a given size that are available to individual faculty to teach. Simply taking averages across the entire College does not account for variation between Department in the classes available for a given faculty member to teach. In many areas there is an imbalance in classes available to teach and faculty qualified to teach those courses.
2. We note that CNAS has increased the number of courses per faculty member to 3.0 (up from 2.0) for all 100% IR faculty members with the exception of those individuals in Mathematics and Statistics whose load has been set to 4.0. IR/OR faculty members have a proportionally lower number of classes to teach per faculty member (1.5—a number that further exacerbates the teaching load differences between IR faculty and IR/OR faculty). These target numbers apparently originate from pages 19-20 of the 2008 Annual Report to the Legislature concerning Faculty Instructional Activities. No data is provided in that report to justify these numbers. Indeed Table 8 states that the numbers come from Departmental Chairs' assessment. Our question to CNAS is how were the target numbers of courses taught by individual faculty determined? Are we simply using a nearly decade old report to the Legislature as guide to set faculty teaching loads? And again, if we are to teach 3 courses per individual, are there enough courses distributed in the right departments for all faculty members to achieve this goal? No analysis has been provided to suggest that this is even possible. Finally, has this level of course load been approved by the Chancellor/EVC as per University policy? Has proper consultation with the relevant Senate committees been conducted in the setting of course load in this manner?
3. Related to Items 4-7, has any of this been passed through CAP, Grad Council, Faculty Welfare, and Planning & Budget? Should not they be consulted on setting teaching load expectations? Does the Dean have complete authority on this without consultation? Our understanding is that the Chancellor/EVC has the authority to set teaching load and that this process is a consultative one.
4. CE/OR and 100%CE individuals have no teaching responsibilities or expectations. As initially provided, teaching expectations for these individuals artificially inflated the Departmental teaching load expectations.

## II. Comments Relative to the Model.

1. Formal graduate student class room instruction does not receive adequate credit. A different multiplier should be used for graduate lecture-based classes.
2. Credit given for graduate student mentoring is inadequate. Simply taking the sum of 299 and 297 units and then dividing by 72 does not allow for mentoring efforts while the student is taking formal classes, summers, etc. Why not simply count graduate student-quarters instead. Or simply ask Kathy Redd's shop to provide the number of graduate students that a given faculty member is supervising. Perhaps provide, 0.5 credits per graduate student per year. If somebody has 2 graduate students that would be the equivalent of teaching a 2 unit class to 10 people (=1.0 unit)
3. There is no credit provided for post-doctoral supervision. There probably should be.

4. The basis for the numbers found in the credit multiplier table is not clear. Where did these numbers come from?
5. Given the numbers found in the credit multiplier table, are there enough classes of adequate size across the disciplines to provide faculty a reasonable expectation of achieving their target teaching credits? The explanations in the documents provided by CNAS are inadequate in this regard.
6. Before implementing this thing, a two year (minimal) running average should be used to account for all of the courses that are offered in alternate years and to account for sabbatical leaves. Taking a two-year average will reduce much of the annual variation.
7. TA supervision credit is somewhat unclear as to how it is allocated. For our corrected model, we used the number of TA's (individual humans) and not number of sections.
8. The calculations for cross-listed courses are often incorrect (but we think you knew that already). The corrected model we present here has made the necessary corrections to provide accurate values for teaching effort in the cross-listed courses in which our faculty participate.
9. We question the wisdom of categorizing Seminars as real classes. The consequences of doing this are profound with respect to meeting an individual's target responsibilities. Teach a 2-unit seminar to 1 student every quarter will "harvest" the same teaching credits as a 10 week, 4-unit lecture-based class taught to 49 students. Additionally, under such a scenario, the instructor of the seminar class will receive credit for teaching 3 classes, while the instructor of the 10-week lecture based class will receive credit for only teaching 1 class. Allowing seminars to count the same as lecture based classes provides a strong disincentive for faculty to participate in lecture based classes. Consequently, we suggest that seminars (at least at the graduate level) be categorized as mentoring activities and their contributions to the teaching load be calculated in a different manner than normal lecture-based teaching.
10. We do not understand the credits allocated to the Chair, Vice Chair, and student advisors. The documents accompanying the original teaching load document indicated that the Chair is allocated 1 credit for 1 course, the Vice Chair for 0.5 courses, and the undergraduate and graduate advisors are allocated course credit based on enrollments. Yet for Entomology, the Chair received 3.4 credits, and all others received 1.70 credits. For Entomology, we suggest, that the Chair, Vice Chair, Chair of ISAC (head grad advisor), and Undergraduate advisor all receive 1 credit. The two remaining graduate advisors should receive 0.5 credits. Additionally, we request that the faculty member in charge of our Educational Outreach Program, be provided with 1 credit as well.
11. Teaching load expectations for CE/OR faculty are not clear. Those with this appointment were told that their teaching expectation per year would be 1.0 lecture-based class per year plus graduate training, etc. Consequently we suggest their target should be one-half of a OR/IR faculty member. In our corrected model, we have set that to 2.55.
12. The inclusion of Academic Senate service as teaching credit as indicated on the support documents probably should not be performed. All of the Academic Senate positions indicated are already compensated either through a formal course release or through financial compensation. There is no need for providing some type of credit again with respect to these positions.

### III. Comments with Respect to Data Errors

1. We detected a minimum of 65 lines of data errors. These lines have been highlighted in yellow and corrected in the worksheet named “Corrected Values”. The correction of these errors resulted in the Department gaining an additional 35 credits (the equivalent of 6.8 new faculty members). On an individual faculty member basis, in some cases these errors were insignificant; in other cases they were very large.
2. Most errors can be clumped into general categories.
  - a. Missing CNAS courses (ENTM/BPSC 50) or credit including a variety of graduate and undergraduate life science research courses (190, 197, 290, 297, 299, 302)
  - b. Missing non-CNAS courses (largely HNPG, GBST, BMSC), but this could be very significant in Physics and Chemistry.
  - c. Credit not given for seminar courses in (mostly in CMDB and Biochemistry).
  - d. Credit not given for courses that are listed (e.g. Biol/Entm 100 in 2013S).
  - e. inappropriate calculation of TA supervision credit (credit given when it should not have been [e.g Biol 5 series], no credit given when it should have been [Entm 10])
  - f. No credit given for TUT, CLN, CON, IND, PRC courses. Here we have considered them as mentoring classes (credit = total enrollment/72). Our calculation for credit in these cases needs to be revisited as does the calculation for mentoring in general

## Various Scenarios for computation of Teaching Model Credit

Term	Subject	Course Type	Course Description	Units	Total Enrolled	Department
2012F	ENG	LEC	ENGLISH COMPOSITION	4	281	ENGLISH
2012F	ENG	LEC	ENGLISH COMPOSITION	4	281	ENGLISH
2012F	ENG	LEC	ENGLISH COMPOSITION	4	281	ENGLISH
2012F	BUS	LEC	BUSINESS - ENTREPRENEUR	4	40	BUSINESS
2012F	BUS	LEC	FINANCE	5	120	BUSINESS
2012F	ART	LEC	HISTORICAL ART	5	120	ART
2012F	HIS	FLD	GLOBAL HISTORY	NON	11	HISTORY
2012F	PSY	LEC	PSYCHOLOGY	2	9	PSYCHOLOGY
2012F	HLTH	LEC	HEALTH FITNESS	5	257	HEALTH
2012F	ENG	LEC	ENGLISH COMPOSITION II	VAR	50	ENGLISH

Instructor Name	Cross-listed	# of DIS Sections Supported - TA	# of DIS Sections Supported - Faculty	# of DIS Sections Supported - Other	# of DIS Sections Supported - Academic Coord.	# of LAB Sections Supported - TA
POPPINS, MARY	N/A	11				
POE, EDGAR ALLAN	N/A	11				
DICKENS, CHARLES	N/A	11				
GATES, BILL	Secondary					
JONES, EDWARD	N/A	4	4	4	4	6
CLAUDE, MONET	N/A	4	4	4	4	6
CHURCHILL, WINSTON	N/A					1
FREUD, SIGMUND	N/A					1
LALANNE, JACK	N/A	8	16			12
FITZGERALD, F. SCOTT	N/A					

# of LAB Sections Supported - Acad Coord.	# of LAB Sections Supported - Faculty	# of LAB Sections Supported - Other	# of LCA Sections Supported - TA	# of LCA Sections Supported - Other	Number of Faculty for Course Split	Different Basis for Allocation Split	Credit by course size
					3.00	0.40	1.125
					3.00	0.40	1.125
					3.00	0.20	1.125
					1.00		0.750
6	6	6			2.00		1.000
6	6	6			1.00		1.000
	1				1.00		0.625
	1				1.00		0.500
	24				2.00		1.125
					1.00		0.875

Course Credit based on Units	Cross-Listed Courses	Cross-listed Course size	Excluding Credit for Acad Coord.	DIS TA Credit	Excluding Credit for Acad Coord.	Lab TA Credit	LCA TA Credit	Total TA Credit
4.50	No	0	No	0.70	No	0	0	0.28
4.50	No	0	No	0.70	No	0	0	0.28
4.50	No	0	No	0.70	No	0	0	0.14
3.00	No	0	No	0	No	0	0	-
5.00	No	0	Yes	FALSE	Yes	FALSE	0	-
5.00	No	0	Yes	FALSE	Yes	FALSE	0	-
0.00	No	0	No	0	No	0.20	0	0.20
1.00	No	0	No	0	No	0.20	0	0.20
5.63	Yes	0.5	No	0.55	No	0.75	0	0.65
0.00	No	0	No	0	No	0	0	-



Total Course Credit based on Class Size & Units	Units Earned by Students	Mentoring Credit	Presentation TA Credit	Presentation for Credit Based on Class Size & Units	Presentation of Mentoring Credit	Home Dept
1.80	0	0.00	0.28	1.80	0.00	ENGLISH
1.80	0	0.00	0.28	1.80	0.00	ENGLISH
0.90	0	0.00	0.14	0.90	0.00	ENGLISH
3.00	0	0.00	-	3.00	0.00	BUSINESS
2.50	0	0.00	-	2.50	0.00	BUSINESS
5.00	0	0.00	-	5.00	0.00	ART
-	0	0.00	0.20	-	0.00	HISTORY
1.00	6	0.08	0.20	1.00	0.08	PSYCHOLOGY
3.06	0	0.00	0.65	3.06	0.00	HEALTH
-	4	0.06	-	-	0.06	ENGLISH

Home Dept	Values					Advising		Department		Total Senate Service Credit	Total Teaching Credit	# of Qtrs Faculty were on Sabbatical	Target	Modification to Target (Separation or Lecturer)	Revised Target	Over/Under
	TA Credit	Credit Based on Class Size & Units	Mentoring Credit	Other	Sum of Grand Total	UG Advising	Grad Advising	Chair	Vice Chair							
Biochemistry Total	5.75	100.51	5.57	-	111.83	3.40	1.70	3.40	-	-	120.33		117.30	10.20	127.50	(7.17)
Biology Total	9.95	122.99	13.31	-	146.24	3.40	6.80	3.40	1.70	-	161.54		193.80	-	193.80	(32.26)
Botany and Plant Sciences Total	4.40	76.06	22.15	6.25	108.87	1.70	5.10	3.40	3.40	3.40	125.87		152.16	-	152.16	(26.29)
Cell Biology & Neuroscience Total	7.18	100.75	15.43	-	123.36	3.40	8.50	3.40	1.70	10.20	150.56		142.80	-	142.80	7.76
Chemistry Total	29.63	275.38	31.22	-	336.23	3.40	5.10	3.40	1.70	3.40	353.23		275.40	10.20	285.60	67.63
Earth Sciences Total	6.18	91.63	-	-	97.80	3.40	3.40	3.40	1.70	-	109.70		122.40	-	122.40	(12.70)
Entomology Total	7.38	105.39	19.38	-	132.14	1.70	3.40	3.40	1.70	-	142.34		142.24	-	142.24	0.10
Environmental Sciences Total	2.18	64.29	10.83	-	77.30	5.10	3.40	3.40	1.70	3.40	94.30		91.80	(3.37)	88.43	5.87
Mathematics Total	11.85	213.88	3.08	26.50	255.31	3.40	3.40	3.40	1.70	-	267.21		312.80	(13.60)	299.20	(31.99)
Nematology Total	1.18	13.13	2.26	-	16.56	-	-	3.40	-	-	19.96		25.22	-	25.22	(5.26)
Physics and Astronomy Total	21.60	282.62	25.89	-	330.11	3.40	5.10	3.40	1.70	13.60	357.31		306.00	-	306.00	51.31
Plant Pathology & Microbiology Total	1.54	35.81	14.13	-	51.48	1.70	6.80	3.40	1.70	3.40	68.48		88.83	-	88.83	(20.35)
Statistics Total	2.50	73.88	4.35	-	80.72	1.70	1.70	3.40	-	-	87.52		88.40	-	88.40	(0.88)
<b>Grand Total</b>	<b>111.29</b>	<b>1,556.30</b>	<b>167.60</b>	<b>32.75</b>	<b>1,867.94</b>	<b>35.70</b>	<b>54.40</b>	<b>44.20</b>	<b>18.70</b>	<b>37.40</b>	<b>2,058.34</b>		<b>2,059.15</b>	<b>3.43</b>	<b>2,062.58</b>	<b>(4.24)</b>

Course Type (Multiple Items)  
Teaching Resource Type Faculty

Target Number 3.40

Home Dept	Faculty Look-up Name	IR	OR	CE	Values					Advising		Department		Total Senate Service Credit	Total Teaching Credit	# of Qtrs Faculty were on Sabbatical	Target	Modification to Target (Separation or Lecturer)	Revised Target	Over/Under
					TA Credit	Credit Based on Class Size & Units	Mentoring Credit	Other	Sum of Grand Total	UG Advising	Grad Advising	Chair	Vice Chair							
Entomology	ADAMS, M	0.40	0.60	-	-	3.00	0.89	-	3.89					-	3.89	3	5.10		5.10	(1.21)
	ATKINSON, P	0.25	0.75	-	-	3.00	0.69	-	3.69					-	3.69		5.10		5.10	(1.41)
	CARDE, R	0.25	0.75	-	0.20	2.96	0.44	-	3.60					-	3.60	1	5.10		5.10	(1.50)
	CHOE, D	0.25	-	0.75	0.09	2.75	0.40	-	3.24					-	3.24		5.10		5.10	(1.86)
	DAHANUKAR, A	0.40	0.60	-	0.33	5.56	1.29	-	7.18					-	7.18		5.10		5.10	2.08
	DAUGHERTY, M	-	0.25	0.75	-	-	0.31	-	0.31					-	0.31		2.41		2.41	(2.10)
	FEDERICI, B	0.10	0.90	-	-	-	-	-	-					-	-		5.10		5.10	(5.10)
	GERRY, A	0.20	0.25	0.55	-	5.04	0.76	-	5.80		1.70			-	7.50		5.10		5.10	2.40
	GRAFTON-CARDWELL, E	-	0.20	0.40	-	-	-	-	-					-	-		2.41		2.41	(2.41)
	HARE, J	0.15	0.85	-	0.68	3.94	0.76	-	5.38					-	5.38		5.10		5.10	0.28
	HERATY, J	0.10	0.90	-	0.30	4.75	1.17	-	6.22					-	6.22		5.10		5.10	1.12
	HODDLE, M	-	0.40	0.60	-	-	0.92	-	0.92					-	0.92		2.41		2.41	(1.49)
	JOHNSON, M	-	0.40	0.60	-	-	-	-	-					-	-		2.41		2.41	(2.41)
	KRIEGER, R	-	-	1.00	-	-	0.15	-	0.15					-	0.15		-		-	0.15
	MILLAR, J	0.25	0.75	-	-	3.28	0.82	-	4.10					-	4.10		5.10		5.10	(1.00)
	MILLER, T	0.25	0.75	-	0.09	-	-	-	0.09					-	0.09		5.10		5.10	(5.01)
	MORSE, J	0.20	0.80	-	0.73	7.50	-	-	8.23					-	8.23		5.10		5.10	3.13
	MULLENS, B	0.20	0.80	-	0.25	3.43	0.56	-	4.23		1.70			-	5.93		5.10		5.10	0.83
	PAINE, T	0.25	0.75	-	1.30	7.39	0.65	-	9.34					-	9.34		5.10		5.10	4.24
	PEDRA, J	0.25	0.75	-	0.25	-	0.46	-	0.71					-	0.71		5.10		5.10	(4.39)
	PERRING, T	0.15	0.85	-	-	2.00	0.33	-	2.33					-	2.33		5.10		5.10	(2.77)
	RAIKHEL, A	0.25	0.75	-	-	3.56	2.08	-	5.65					-	5.65		5.10		5.10	0.55
	RAY, A	0.40	0.60	-	0.70	5.75	1.58	-	8.03					-	8.03		5.10		5.10	2.93
	REDAK, R	0.15	0.85	-	0.48	6.50	0.79	-	7.77			3.40		-	11.17		5.10		5.10	6.07
	STOUTHAMER, R	0.25	0.75	-	0.20	6.94	0.97	-	8.11					-	8.11		5.10		5.10	3.01
	TRUMBLE, J	0.15	0.85	-	-	7.19	0.81	-	7.99					-	7.99		5.10		5.10	2.89
	VISSCHER, P	0.10	0.90	-	0.30	5.33	0.28	-	5.91					-	5.91		5.10		5.10	0.81
	WALKER, G	0.15	0.85	-	0.20	3.56	0.03	-	3.79					-	3.79		5.10		5.10	(1.31)
	WALTON, W	0.20	0.80	-	0.90	3.16	0.82	-	4.88				1.70	-	6.58		5.10		5.10	1.48
	WEIRAUCH, C	0.40	0.60	-	0.40	4.81	0.58	-	5.80		1.70			-	7.50		5.10		5.10	2.40
	WHITE, B	0.50	0.50	-	-	4.00	0.82	-	4.82					-	4.82		5.10		5.10	(0.28)
<b>Entomology Total</b>					<b>7.38</b>	<b>105.39</b>	<b>19.38</b>	<b>-</b>	<b>132.14</b>	<b>1.70</b>	<b>3.40</b>	<b>3.40</b>	<b>1.70</b>	<b>-</b>	<b>142.34</b>		<b>142.24</b>	<b>-</b>	<b>142.24</b>	<b>0.10</b>



OFFICE OF THE PRESIDENT

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February 14, 2008

The Honorable Denise Moreno Ducheny  
Chair, Joint Legislative Budget Committee  
State Capitol, Room 5035  
Sacramento, California 95814

Dear Senator Ducheny:

Pursuant to Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the 1985 Budget Act, Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the 1992 Budget Act and Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the 1994 Budget Act, I am pleased to enclose the University of California's annual report on *Faculty Instructional Activities* for the year 2006-07.

If you have any questions regarding this report, Associate Vice President Debora Obley would be pleased to speak with you. She can be reached by telephone at (510) 987-9112, or by e-mail at [Debora.Obley@ucop.edu](mailto:Debora.Obley@ucop.edu).

Sincerely,

Robert C. Dynes

Enclosure

cc: The Honorable Jack Scott, Chair  
Senate Budget and Fiscal Review Subcommittee #1  
(Attn: Ms. Amy Supinger)  
(Attn: Ms. Cheryl Black)  
The Honorable Julia Brownley, Chair  
Assembly Budget Subcommittee #2  
(Attn: Ms. Sara Bachez)  
(Attn: Ms. Amy Rutschow)  
Ms. Elizabeth Hill, Legislative Analyst  
Mr. Mike Genest, Director of Finance  
Mr. E. Dotson Wilson, Chief Clerk of the Assembly  
Mr. Gregory Schmidt, Secretary of the Senate  
Ms. Diane Boyer-Vine, Legislative Counsel  
Ms. Sara Swan, Department of Finance  
Mr. Steve Boilard, Legislative Analyst's Office  
Joint Legislative Budget Committee (17)  
Provost Wyatt R. Hume  
Executive Vice President Katherine N. Lapp  
Vice President Patrick J. Lenz  
Associate Vice President Debora Obley  
Interim Assistant Vice President Karen French

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University of California  
FACULTY INSTRUCTIONAL ACTIVITIES  
Annual Report to the Legislature

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February 1, 2008

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University of California  
FACULTY INSTRUCTIONAL ACTIVITIES  
Annual Report to the Legislature

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University of California  
FACULTY INSTRUCTIONAL ACTIVITIES  
Annual Report to the Legislature

**EXECUTIVE SUMMARY**

In presenting this annual report to the Legislature, the University has two primary goals:

- To ensure that the University of California lives up to earlier commitments made to the State for improved policy oversight of teaching by regular-rank faculty.
- To ensure that the University of California fully conveys the complex nature and wide range of faculty teaching responsibilities and outputs.

**Universitywide Review of Faculty Instructional Activities**

This report, like all the annual reports that precede it, focuses on formal, unit-bearing classes as the basis of the review. For students, however, formal instruction is supplemented and enhanced by a myriad of informal learning opportunities that occur across the system. The opportunity to learn from professors who are leaders in their fields, in the informal settings of the research laboratory, fieldwork site, or faculty office, is one of the unique and unsurpassed benefits of being a UC student.

In 2005-06, 6,255 regular-rank faculty members taught 55,532 classes, over 4.4 million student credit hours—an average of 8.9 classes and 709 SCH per FTE.

Regular-rank faculty taught 64 percent of all classes in 2005-06. When divided by level of instruction, regular-rank faculty taught 46 percent of all undergraduate classes, and 82 percent of all graduate classes. Unit 18 Lecturers taught the second largest number of classes at 18 percent. When divided by level, Unit 18 Lecturers taught 29 percent of undergraduate classes and 7 percent of graduate classes.

**Outcomes for Students**

The time to degree for UC undergraduates continues to improve. Freshmen who entered in Fall 1999 earned their degrees in 12.7 quarters, compared with 12.9 quarters for those who entered in 1996.

Undergraduate graduation rates are higher at UC than at comparison institutions, public or private. Data for students who entered UC as freshmen in 1999 show that 83 percent earned a bachelor's degree within six years, compared with 80 percent at the University's public comparison institutions, and 72 percent at the 27 public AAU<sup>1</sup> Universities across the United States.

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<sup>1</sup> The Association of American Universities (AAU) is an association of 62 leading research universities in the United States and Canada.

UC faculty members also produce more undergraduate degrees per regular-rank faculty member than do faculty at comparison institutions. In 2004-05, the latest year for which data are available, the University awarded 4.7 bachelor's degrees per full-time regular-rank faculty member, compared with 1.6 at the University's private comparison institutions, and 3.4 degrees per faculty member at the public comparison institutions.

### **Faculty Instructional Workload Policies**

At the University of California, each Chancellor is charged with developing instructional workload parameters for faculty on that campus. Generally, the respective Executive Vice Chancellor reviews and approves all departmental workload policies and revisions to those policies, and monitors their implementation.

The University's formal course load policies specify the number of courses that full-time, tenure-track faculty are expected to teach per year. They pertain to regularly scheduled courses only. In addition, faculty members spend a significant amount of time in instruction-related activities outside of the formal classroom setting, such as in course preparation and grading, supervising teaching assistants, mentoring and advising, supervising students engaged in dissertation and thesis work, internships, independent study, and fieldwork. While such activities are integral to completing an academic degree, we do not require faculty to report nor do we keep track of time spent in these activities. Therefore, the discussion of the University of California's and other institutions' course load policies is confined to regularly scheduled courses only. Surveys concluded that the faculty instructional expectations of UC regular-rank faculty compare favorably with those at our comparison institutions.

## INTRODUCTION

Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the 1992 Budget Act states:

***Undergraduate Instruction.** It is the intent of the Legislature that the UC faculty alter the distribution of their workload by (1) increasing the number of courses and sections offered which are required for normal progress to degree; (2) increasing the number of freshman and sophomore seminars; (3) increasing the number of opportunities for undergraduates to do research as an integral part of their baccalaureate studies; and (4) reducing the size of classes whenever desirable. It is anticipated that this would result in an increase in the average teaching load of one additional course every 1 to 3 years. This workload change shall be phased in over a three year period. The UC shall annually report on the implementation of this workload redirection to the Joint Legislative Budget Committee and the legislative fiscal committees by February 1.*

This report is submitted to the Legislature in response to the above provisions.<sup>2</sup> In presenting this annual report to the Legislature, the University has two primary goals:

- To ensure that the University of California lives up to earlier commitments made to the State for improved policy oversight of teaching by regular-rank faculty.
- To ensure that the University of California fully conveys the complex nature and wide range of faculty teaching responsibilities and outputs.

### Background

The University of California began regular reporting to the Legislature on faculty teaching activities pursuant to the Supplemental Report of the Committee of Conference on the 1992 Budget Act. Faculty teaching activities were defined as “primary classes” and “independent study enrollments.” Primary classes were regularly scheduled, unit-bearing offerings of classes, usually known as lectures and seminars.

Over the next decade, the University reported faculty teaching activities for regular-rank faculty in terms of primary classes per full-time equivalent position (FTE) and student credit hours (SCH) per FTE. Student credit hours are calculated by multiplying the unit value of a course or other formal instructional activity times the number of students enrolled. Because classes have varying characteristics (size, meeting times, preparation responsibilities, etc.), including a second measure along with the number of classes taught provides a more complete picture of faculty instructional workload.

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<sup>2</sup> The University also reports faculty FTE figures to the California Postsecondary Education Commission (CPEC) and the Department of Finance (DOF). A reconciliation of the reported faculty FTE numbers is included as Appendix A.

The University reviewed its methodology for reporting in 2002, and developed a more comprehensive system for describing faculty instructional activities. The new system has three broad categories to more accurately convey the range of a faculty member's instructional responsibilities as students move from introductory classes to more independent scholarly activity as they complete their degrees. The three categories are: T – Transmitting the Knowledge Base; I – Initiating Intellectual Independence; and E – Emphasizing Independent Inquiry. Together the system is referred to as “TIE.”

## **UNIVERSITYWIDE REVIEW OF FACULTY INSTRUCTIONAL ACTIVITIES**

This report presents the findings of the 2005-06 Universitywide review of faculty instructional activities. This report, like all the annual reports that precede it, focuses on formal, unit-bearing classes as the basis of the review. For students, however, formal instruction is supplemented and enhanced by a myriad of informal learning opportunities that occur across the system. The opportunity to learn from professors who are leaders in their fields, in the informal settings of the research laboratory, fieldwork site or faculty office, is one of the unique and unsurpassed benefits of being a UC student.

This year's report includes the first three years of systemwide data using the TIE methodology.<sup>3</sup> The TIE methodology uses two traditional measures, the number of classes taught<sup>4</sup> and the total number of student credit hours, but is based on a more inclusive Universitywide taxonomy of instructional activity types. The revised framework places 18 instructional activity types into three broad categories reflective of three different instructional goals for enrolled students. Details on all 18 types are included in Appendix B. These three categories represent the different instructional goals set by UC faculty (and their counterparts at other research universities) to construct academic programs resulting in baccalaureate, master's, and doctoral degrees.

The TIE methodology counts all formal, credit-bearing instructional activity as “classes.” The historical methodology reported independent study enrollments, but did not include these enrollments as part of the calculation of faculty workload. Effectively students received credit for the independent study work they undertook, but the faculty member who supervised the work did not. The TIE system addresses this gap by classifying all enrollments into “classes.” If a student receives unit credit toward graduation, then the

---

<sup>3</sup> Faculty also teach courses in the summer and these data have been tracked separately by the Office of the President since state funding for summer instruction began at some campuses in 2001. FTE student enrollment in summer classes increased by 89 percent from 2000 to 2005. During the same period, teaching by regular-rank faculty has increased 95 percent at campuses with State-funded summer instruction and 33 percent at the other campuses—an overall increase of 74 percent for all campuses. The corresponding increase for all instructors at all campuses in this time period is 50 percent.

<sup>4</sup> All measures of instructional activity are reported in quarter-system equivalents. Berkeley, Merced, and the Davis and Los Angeles law schools, operate on the semester system, which consists of two semesters per year and 15 weeks of instruction per semester. All other UC general campuses operate on the quarter system, which consists of three quarters per year and ten weeks of instruction per quarter. Semester-system classes and other instructional activities have therefore been weighted by 1.5 in order to provide consistent instructional measures across the UC system as a whole.

responsible faculty member receives workload credit.<sup>5</sup> The three categories are described below:

- T: Transmitting the Knowledge Base:** In a “T” type of course, faculty provide instruction that is designed to transmit the knowledge base, skills, methodologies, analytical approaches, and techniques associated with a discipline or field, ranging from the basic to the advanced level. The course content is developed by the faculty and organized on the basis of a syllabus or plan developed in advance of the beginning of the course. In “T” courses, there is typically a great deal of interaction between the instructor and the student (in the form of class discussion, office meetings, email communication, etc.), but the basic feature of the course is transmission of a fixed body of knowledge to be mastered by the student.
- I: Initiating Intellectual Independence:** In an “I” type of course, the aim is to develop students’ abilities to pursue creative/professional/scholarly work as required by the discipline or field. Participation by the faculty member provides experience with the methodologies of the discipline or field and requires prior acquisition of the relevant knowledge base and skills. Instruction, both content and pedagogy, is more experiential in nature and tailored to the needs and interests of the particular students. Such a course may involve small groups or teams of students working on faculty-assigned projects/tasks under the direct supervision of the faculty. These courses are designed to enhance students’ problem-solving abilities, critical analysis capabilities, and individual creativity to enable them to apply their knowledge to complex problems, issues, and techniques.
- E: Emphasizing Independent Inquiry:** In an “E” type of course, faculty guide, mentor, and monitor advanced students who are undertaking independent creative/professional/scholarly work, generally as the culmination of their degree program. Students’ participation is conditional on their mastery of the area they choose to pursue. These courses are one-on-one, or very small, group experiences with intensive interaction between the faculty member and the student. Students play an active role in defining the topic to be studied or the project to be undertaken, including the approach to the inquiry.

**Table 1: Total Formal Instructional Activities, All Instructors, All Levels of Instruction (Undergraduate and Graduate), TIE Methodology**

Table 1 (on page 7) presents Universitywide data on instructional activities for undergraduate and graduate students for the past three years. The table includes activities taught by all instructors at all class levels (undergraduate and graduate). Over this time period, from 2003-04 to 2005-06, the number of total student FTE enrollments varied little from 179,819 in 2003-04 to 180,872 in 2005-06. Total instructional activity as measured by the total number of classes offered, has increased 5.3 percent over this same period, from 82,866 in 2003-04 to 87,224 in 2005-06. Total Student Credit Hours, however, decreased slightly from 8,087,102 to 7,959,760 over this same time period.

---

<sup>5</sup> The data tables produced using the historical methodology are included as Appendix C.

Over half (52 percent) of all classes reported for 2005-06 were classified as Transmitting the Knowledge Base, or T-Classes. Initiating Intellectual Independence (I-Classes) accounted for 26 percent of all classes, and 22 percent were classified as Emphasizing Independent Inquiry (E-Classes).<sup>6</sup>

In per-student measures of teaching activity, faculty taught 482 classes per 1,000 full time enrolled students in 2005-06, compared to 461 in 2003-04, an increase of 4.6 percent. Student credit hours per student over the same three-year time period varied slightly from 43.4 in 2003-04 to 43.6 in 2004-05, and to 42.7 in 2005-06.

**Figure 1: Formal Instructional Activities, 2005-06, Percentage of Classes Taught by Level of Instruction and Faculty Type**

Figure 1 (page 8) showed the distribution of classes by five faculty types for the 2005-06 academic year: Regular-Rank, Visitors & Adjuncts, Lecturers (Unit 18), Emeriti, and Senate Lecturers. Regular-rank faculty includes UC general campus Instruction and Research (I&R) appointments in professorial titles, except those in visiting, emeritus, and recalled titles. All full-time equivalent (FTE) positions on pay status in these titles have been included in the faculty count, except for individuals on sabbatical or other approved leaves and thus unavailable to teach. A complete list of the faculty title codes included in each category is provided in Appendix E.

Regular-rank faculty taught 64 percent of all classes in 2005-06. When divided by level of instruction, regular-rank faculty taught 45 percent of all undergraduate classes, and 82 percent of all graduate classes. Unit 18 Lecturers taught the second largest proportion of classes at 18 percent. When divided by level, Unit 18 Lecturers taught 29 percent of undergraduate classes and 7 percent of graduate classes.

**Figure 2: Formal Instructional Activities, 2005-06, Percentage of Classes Taught by Level of Instruction, Faculty Type, and TIE Classification**

Figure 2 (on page 9) further separates the classes taught by level of instruction and faculty types to show the TIE category of the classes. Using the TIE classifications, regular-rank faculty taught 52 percent of all T-Classes, 67 percent of all I-Classes, and 89 percent of all E-Classes.

Regular-rank faculty taught 43 percent of all undergraduate T-Classes and 76 percent of all graduate T-Classes. They also taught 52 percent of the undergraduate I-Classes and 75 percent of the graduate I-Classes. For E-Classes, regular-rank faculty taught 63 percent of the undergraduate E-Classes and 93 percent of the graduate E-Classes. It should be noted that many of the remaining classes are taught by ladder-equivalent faculty—visiting, emeriti, or health sciences faculty with ladder rank in their own departments.

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<sup>6</sup> In this report, E-Classes are presented as a converted number, “E-Class Equivalents.” See Appendix D for a definition.

**Table 1**  
University of California  
**TOTAL FORMAL INSTRUCTIONAL ACTIVITIES**  
*All Instructors, All Levels of Instruction (Undergraduate and Graduate)*  
*TIE Methodology*

	2003-04		2004-05		2005-06		2-Year % Change
	Number	% Total	Number	% Total	Number	% Total	
<b>Formal Instructional Activities<sup>(a)</sup></b>							
<b>T-Classes</b>							
Transmitting the Knowledge Base	44,267	53%	44,339	53%	45,560	52%	2.9%
<b>I-Classes</b>							
Initiating Intellectual Independence	20,618	25%	20,998	25%	22,340	26%	8.4%
<b>E-Classes<sup>(b)</sup></b>							
Emphasizing Independent Inquiry	17,981	22%	18,439	22%	19,324	22%	7.5%
<b>Total Classes</b>	<b>82,866</b>	<b>100%</b>	<b>83,776</b>	<b>100%</b>	<b>87,224</b>	<b>100%</b>	<b>5.3%</b>
<b>Total Student Credit Hours<sup>(d)</sup></b>	<b>8,087,102</b>		<b>8,092,675</b>		<b>7,959,760</b>		<b>-1.6%</b>
<b>Per Student Measures of Teaching Activity</b>							
<b>T-Classes</b>							
Transmitting the Knowledge Base Number of Classes per 1,000 FTE Students	246	53%	247	53%	252	52%	2.3%
<b>I-Classes</b>							
Initiating Intellectual Independence Number of Classes per 1,000 FTE Students	115	25%	117	25%	124	26%	7.7%
<b>E-Classes</b>							
Emphasizing Independent Inquiry Number of Classes per 1,000 FTE Students	100	22%	103	22%	107	22%	6.8%
<b>Total Classes per 1,000 FTE Students</b>	<b>461</b>	<b>100%</b>	<b>467</b>	<b>100%</b>	<b>482</b>	<b>100%</b>	<b>4.6%</b>
FTE Students (without Summer) <sup>(c)</sup>	179,819		179,248		180,872		0.6%
<b>Student Credit Hours per Student<sup>(d)</sup></b>	<b>43.4</b>		<b>43.6</b>		<b>42.7</b>		<b>-1.6%</b>
Year-Average Headcount (without Summer)	186,541		185,751		186,548		0.0%

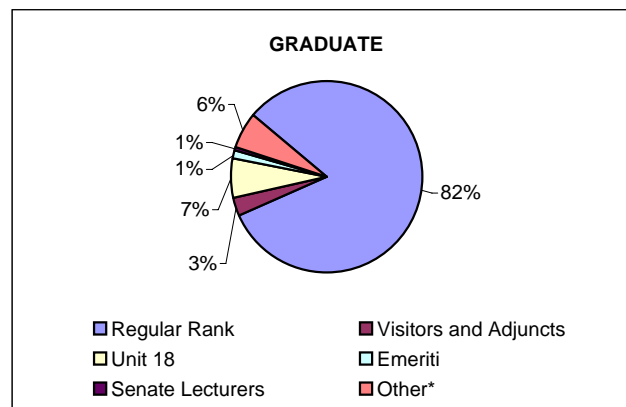
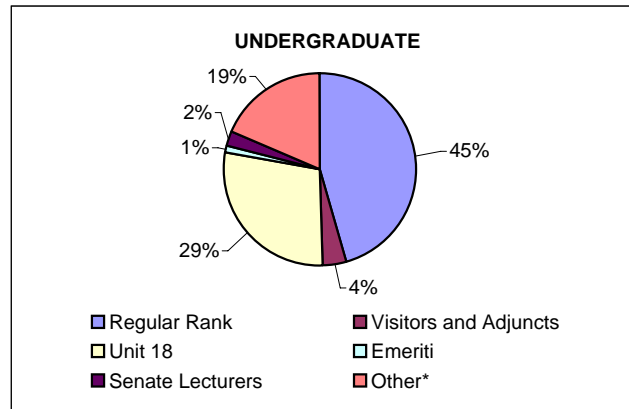
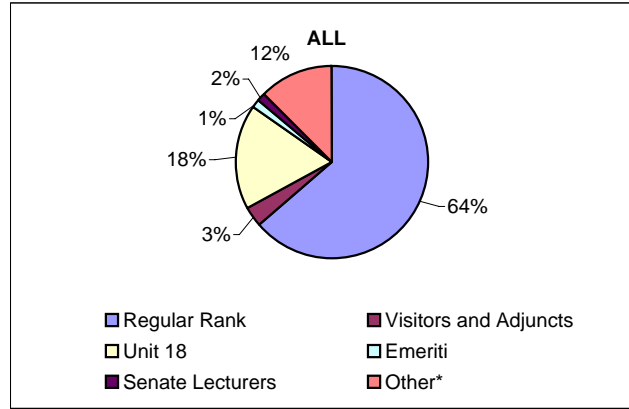
<sup>(a)</sup>All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles law school semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses).

<sup>(b)</sup>E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (25.50 for 2003-04, 25.21 for 2004-05, and 24.20 for 2005-06).

<sup>(c)</sup>FTE Students are general campus, full time equivalent, regular academic year, averaged enrollments, excluding health sciences.

<sup>(d)</sup>Student Credit Hours per Student is computed using headcount, not FTE enrollment.

**Figure 1**  
**UNIVERSITY OF CALIFORNIA**  
**FORMAL INSTRUCTIONAL ACTIVITIES, 2005-06**  
*Percentage of Classes Taught by Level of Instruction and Faculty Type*

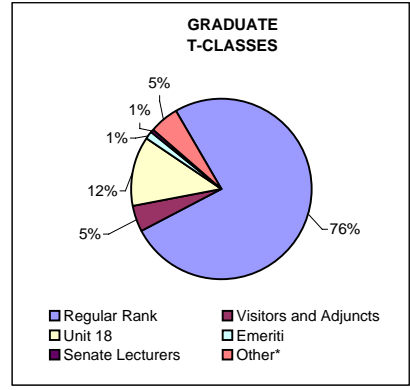
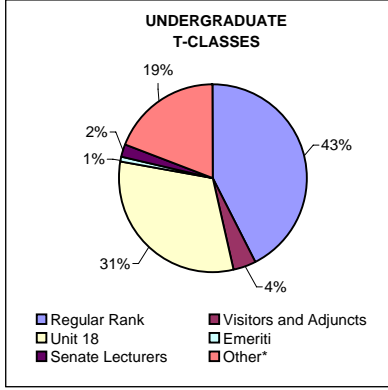
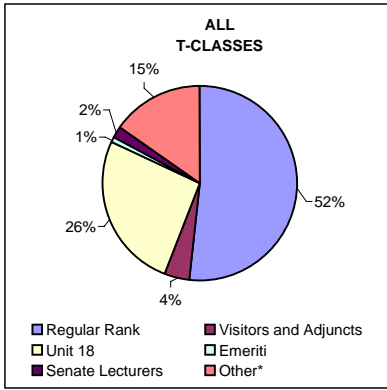


\*Health Sciences faculty who teach on the general campus are included in the "Other" faculty category

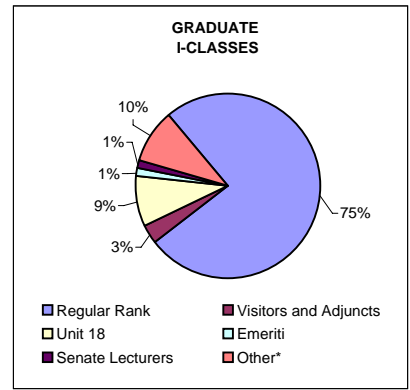
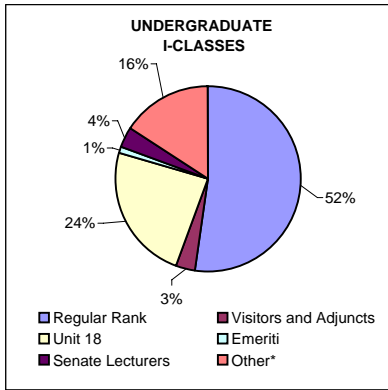
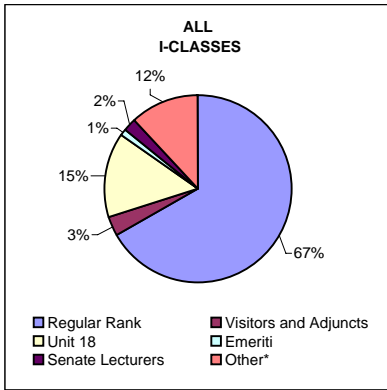


**Figure 2**  
**UNIVERSITY OF CALIFORNIA**  
**FORMAL INSTRUCTIONAL ACTIVITIES, 2005-06**  
*Percentage of Classes Taught by Level of Instruction and Faculty Type and TIE Classification*

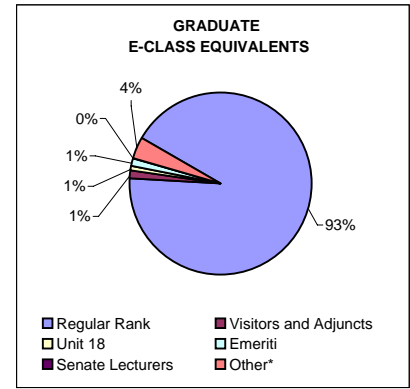
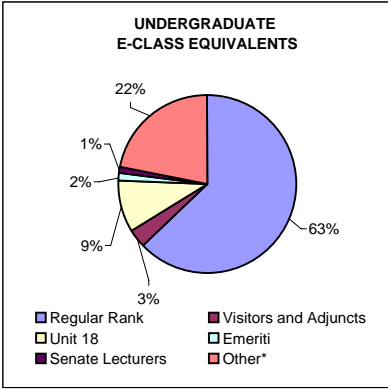
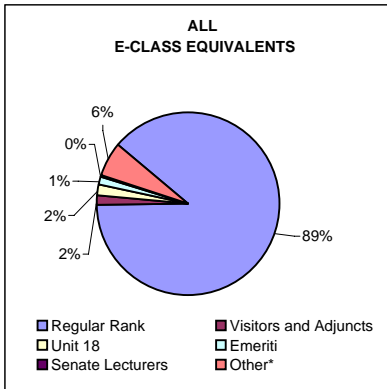
**TRANSMITTING THE KNOWLEDGE BASE**



**INITIATING INTELLECTUAL INDEPENDENCE**



**EMPHASIZING INDEPENDENT INQUIRY**



\*Health Sciences faculty who teach on the general campus are included in the "Other" faculty category.

\*\*E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (24.20).

**Table 2: Formal Instructional Activities, Selected Faculty Types, All Levels of Instruction (Undergraduate and Graduate), and TIE Methodology**

Table 2 (page 12) displays teaching activity by five faculty types for three years. The total number of classes taught by regular-rank faculty increased from 52,845 in 2003-04 to 55,532 in 2005-06, a gain of 5.1 percent.

The number of T-Classes taught by regular-rank faculty increased 1.7 percent from 2003-04 to 2005-06. I-Classes increased 6.6 percent and E-Classes increased 8.7 percent over the same time period. Total classes per regular-rank faculty member increased slightly over the three years from 8.8 per FTE in 2003-04 to 8.9 per FTE in 2005-06.

**Table 3: Undergraduate Formal Instructional Activities, Selected Faculty Types, and TIE Methodology**

Table 3 (page 13) displays the same data for undergraduate students only, by five faculty types. Regular-rank faculty taught 46 percent (20,123 classes) of all undergraduate classes in 2005-06, as compared to 47 percent (20,129 classes) in 2003-04.

Regular-rank faculty taught a total of 3.4 undergraduate classes per regular-rank FTE in 2003-04, and this number varied slightly over the next two years to 3.3 in 2004-05 and 3.2 in 2005-06.

**Table 4: Graduate Formal Instructional Activities, Selected Faculty Types, and TIE Methodology**

Table 4 (page 14) displays the same data for graduate students only, by the same five faculty types. Regular-rank faculty taught 82 percent of all graduate classes in 2005-06 and that figure remained stable from 2003-04. The increased involvement of regular-rank faculty in graduate classes over undergraduate classes is expected and appropriate for students at more advanced levels of their education.

The total number of classes taught at the graduate level by regular-rank faculty increased from 32,716 in 2003-04 to 35,408 in 2005-06, a gain of 8.2 percent. The number of T-Classes remained stable, while the smaller more advanced courses offered primarily as I-Classes and E-Classes increased by 11 percent each. The number of classes per regular-rank FTE increased over the three years reported here, at 5.5 for 2003-04, 5.5 for 2004-05 and 5.7 for 2005-06.

**Summary of Results**

This approach to documenting faculty instructional activities uses two traditional process measures (the number of classes taught and the total number of student credit hours), but is based on a comprehensive classification of instructional activity types. All three types are courses for which students receive credit toward graduation: Transmitting the Knowledge

Base (T-Classes), Initiating Intellectual Independence (I-Classes), and Emphasizing Independent Inquiry (E-Classes).

Results of the systemwide review for 2005-06 show a 5.3 percent increase in the total number of classes offered to students when compared to 2003-04. Over half (52 percent) of all classes taught were in the Transmitting the Knowledge Base category. Remaining classes were divided between the Initiating Intellectual Independence (26 percent) and Emphasizing Independent Inquiry (22 percent) categories. This distribution of classes was almost unchanged over the three years reported.

On a per 1,000-student basis, the number of classes increased 4.6 percent from 461 in 2003-04 to 482 in 2005-06. Student credit hours decreased slightly, from 43.4 in 2003-04 to 42.7 in 2005-06. Regular-rank faculty taught 8.9 classes per FTE in 2005-06, and this number increased slightly from 8.8 in 2003-04 and 2004-05.

**Table 2**  
 University of California  
**FORMAL INSTRUCTIONAL ACTIVITIES**  
*Selected Faculty Types, All Levels of Instruction (Undergraduate and Graduate)*  
 TIE Methodology

Faculty Type	TIE Classification	2003-04					2004-05					2005-06*					2-YR % Change Number of Classes	2-YR % Change FTE
		Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All Classes	Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All Classes	Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All Classes		
<b>Regular-Rank</b>	T-Classes	23,126	3.9	3,915,522	654.4	52.2%	23,586	3.8	4,005,080	650.1	53.2%	23,518	3.8	3,729,031	596.2	51.6%	1.7%	
	I-Classes	13,954	2.3	280,915	47.0	67.7%	14,262	2.3	289,352	47.0	67.9%	14,871	2.4	288,367	46.1	66.6%	6.6%	
	E-Classes	15,765	2.6	402,017	67.2	87.7%	16,525	2.7	416,606	67.6	89.6%	17,143	2.7	414,851	66.3	88.7%	8.7%	
	<i>Total</i>	52,845	8.8	4,598,454	768.6	63.8%	54,374	8.8	4,711,038	764.7	64.9%	55,532	8.9	4,432,249	708.6	63.7%	5.1%	
<b>Total FTE Positions, Regular-Rank</b>		<b>5,983</b>					<b>6,161</b>					<b>6,255</b>						<b>4.5%</b>
<b>Visitors &amp; Adjuncts</b>	T-Classes	1,888	6.3	364,676	1,223.7	4.3%	1,779	6.4	320,801	1,158.1	4.0%	1,864	6.0	333,194	1,073.1	4.1%	-1.3%	
	I-Classes	732	2.5	21,212	71.2	3.6%	665	2.4	17,649	63.7	3.2%	766	2.5	17,801	57.3	3.4%	4.6%	
	E-Classes	330	1.1	8,428	28.3	1.8%	323	1.2	8,141	29.4	1.8%	311	1.0	7,532	24.3	1.6%	-5.8%	
	<i>Total</i>	2,951	9.9	394,316	1,323.2	3.6%	2,766	10.0	346,591	1,251.2	3.3%	2,941	9.5	358,527	1,154.7	3.4%	-0.3%	
<b>Total FTE Positions, Visitors &amp; Adjuncts</b>		<b>298</b>					<b>277</b>					<b>310</b>						<b>4.2%</b>
<b>Lecturers<sup>(b)</sup></b>	T-Classes	11,619	7.8	1,955,568	1,308.1	26.2%	11,392	7.9	1,926,889	1,339.0	25.7%	11,898	7.9	1,977,374	1,305.3	26.1%	2.4%	
	I-Classes	3,096	2.1	139,270	93.2	15.0%	3,039	2.1	127,994	88.9	14.5%	3,269	2.2	135,475	89.4	14.6%	5.6%	
	E-Classes	349	0.2	8,894	5.9	1.9%	369	0.3	9,301	6.5	2.0%	362	0.2	8,756	5.8	1.9%	3.7%	
	<i>Total</i>	15,063	10.1	2,103,731	1,407.2	18.2%	14,801	10.3	2,064,185	1,434.5	17.7%	15,529	10.3	2,121,605	1,400.5	17.8%	3.1%	
<b>Total FTE Positions, Lecturers (Unit 18)</b>		<b>1,495</b>					<b>1,439</b>					<b>1,515</b>						<b>1.3%</b>
<b>Emeriti<sup>(c)</sup></b>	T-Classes	481	N/A	79,428	N/A	1.1%	416	N/A	82,026	N/A	0.9%	451	N/A	73,809	N/A	1.0%	-6.4%	
	I-Classes	222	N/A	4,249	N/A	1.1%	262	N/A	4,684	N/A	1.2%	275	N/A	3,753	N/A	1.2%	24.0%	
	E-Classes	231	N/A	5,880	N/A	1.3%	263	N/A	6,630	N/A	1.4%	262	N/A	6,329	N/A	1.4%	13.4%	
	<i>Total</i>	934	N/A	89,557	N/A	1.1%	941	N/A	93,340	N/A	1.1%	988	N/A	83,891	N/A	1.1%	5.7%	
<b>Total FTE Positions, Emeriti</b>		<b>N/A</b>					<b>N/A</b>					<b>N/A</b>						<b>N/A</b>
<b>Senate Lecturers<sup>(d)</sup></b>	T-Classes	612	5.8	133,727	1,273.6	1.4%	663	6.1	138,601	1,283.3	1.5%	817	7.3	158,980	1,429.7	1.8%	33.5%	
	I-Classes	401	3.8	11,202	106.7	1.9%	419	3.9	11,454	106.1	2.0%	492	4.4	12,332	110.9	2.2%	22.8%	
	E-Classes	72	0.7	1,826	17.4	0.4%	64	0.6	1,609	14.9	0.3%	69	0.6	1,681	15.1	0.4%	-3.0%	
	<i>Total</i>	1,085	10.3	146,755	1,397.7	1.3%	1,145	10.6	151,665	1,404.3	1.4%	1,378	12.4	172,993	1,555.7	1.6%	27.1%	
<b>Total FTE Positions, Senate Lecturers</b>		<b>105</b>					<b>108</b>					<b>111</b>						<b>5.9%</b>

<sup>(a)</sup>E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (25.50 for 2003-04, 25.21 for 2004-05 and 24.20 for 2005-06).

<sup>(b)</sup>Lecturers (Unit 18) are contracted for certain teaching duties, often for limited periods of time, and have no budgeted FTE.

<sup>(c)</sup>Classes per Emeriti FTE are not calculated because many of the Emeriti who teach do not have an assigned FTE.

<sup>(d)</sup>Senate Lecturers have security of employment, an allocated FTE and are members of the Academic Senate.

\* Data for 2005-06 include UC Merced.

**Table 3**  
University of California  
**UNDERGRADUATE FORMAL INSTRUCTIONAL ACTIVITIES**  
*Selected Faculty Types*  
*TIE Methodology*

Faculty Type	TIE Classification	2003-04					2004-05					2005-06*					2-YR % Change Number of Classes	2-YR % Change FTE
		Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All UG Classes	Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All UG Classes	Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All UG Classes		
<b>Regular-Rank</b>	T-Classes	13,813	2.3	3,460,565	578.4	43.1%	14,174	2.3	3,558,079	577.5	44.4%	14,133	2.3	3,302,819	528.0	42.6%	2.3%	
	I-Classes	4,581	0.8	108,334	18.1	53.9%	4,560	0.7	115,714	18.8	54.5%	4,427	0.7	109,693	17.5	52.1%	-3.4%	
	E-Classes	1,736	0.3	44,271	7.4	66.8%	1,834	0.3	46,229	7.5	70.6%	1,564	0.3	37,844	6.1	62.9%	-9.9%	
	<i>Total</i>	20,129	3.4	3,613,170	603.9	46.6%	20,568	3.3	3,720,022	603.8	47.9%	20,123	3.2	3,450,355	551.6	45.6%	0.0%	
<b>Total FTE Positions, Regular-Rank</b>		<b>5,983</b>					<b>6,161</b>					<b>6,255</b>						<b>4.5%</b>
<b>Visitors &amp; Adjuncts</b>	T-Classes	1,324	4.4	329,642	1,106.2	4.1%	1,213	4.4	284,660	1,027.7	3.8%	1,274	4.1	293,904	946.6	3.8%	-3.8%	
	I-Classes	329	1.1	11,849	39.8	3.9%	274	1.0	9,762	35.2	3.3%	295	1.0	8,227	26.5	3.5%	-10.4%	
	E-Classes	90	0.3	2,302	7.7	3.5%	84	0.3	2,113	7.6	3.2%	79	0.3	1,923	6.2	3.2%	-12.0%	
	<i>Total</i>	1,744	5.9	343,793	1,153.7	4.0%	1,570	5.7	296,535	1,070.5	3.7%	1,648	5.3	304,054	979.3	3.7%	-5.5%	
<b>Total FTE Positions, Visitors &amp; Adjuncts</b>		<b>298</b>					<b>277</b>					<b>310</b>						<b>4.2%</b>
<b>Lecturers<sup>(b)</sup></b>	T-Classes	10,172	6.8	1,868,284	1,249.7	31.7%	9,852	6.8	1,841,213	1,279.5	30.8%	10,348	6.8	1,898,003	1,252.9	31.2%	1.7%	
	I-Classes	2,154	1.4	115,029	76.9	25.4%	1,992	1.4	104,684	72.7	23.8%	2,031	1.3	112,013	73.9	23.9%	-5.7%	
	E-Classes	238	0.2	6,066	4.1	9.2%	230	0.2	5,796	4.0	8.9%	236	0.2	5,702	3.8	9.5%	-0.9%	
	<i>Total</i>	12,564	8.4	1,989,378	1,330.7	29.1%	12,074	8.4	1,951,694	1,356.3	28.1%	12,615	8.3	2,015,718	1,330.6	28.6%	0.4%	
<b>Total FTE Positions, Lecturers (Unit 18)</b>		<b>1,495</b>					<b>1,439</b>					<b>1,515</b>						<b>1.3%</b>
<b>Emeriti<sup>(c)</sup></b>	T-Classes	363	N/A	72,281	N/A	1.1%	269	N/A	73,448	N/A	0.8%	310	N/A	65,758	N/A	0.9%	-14.6%	
	I-Classes	98	N/A	2,315	N/A	1.2%	115	N/A	2,574	N/A	1.4%	88	N/A	1,535	N/A	1.0%	-10.6%	
	E-Classes	46	N/A	1,173	N/A	1.8%	43	N/A	1,080	N/A	1.6%	38	N/A	919	N/A	1.5%	-17.5%	
	<i>Total</i>	507	N/A	75,768	N/A	1.2%	427	N/A	77,102	N/A	1.0%	435	N/A	68,212	N/A	1.0%	-14.1%	
<b>Total FTE Positions, Emeriti</b>		<b>N/A</b>					<b>N/A</b>					<b>N/A</b>						<b>N/A</b>
<b>Senate Lecturers<sup>(d)</sup></b>	T-Classes	527	5.0	128,775	1,226.4	1.6%	577	5.3	133,822	1,239.1	1.8%	738	6.6	154,802	1,392.1	2.2%	39.9%	
	I-Classes	205	2.0	6,229	59.3	2.4%	225	2.1	7,094	65.7	2.7%	304	2.7	7,118	64.0	3.6%	48.1%	
	E-Classes	41	0.4	1,051	10.0	1.6%	31	0.3	772	7.1	1.2%	28	0.2	671	6.0	1.1%	-32.7%	
	<i>Total</i>	774	7.4	136,054	1,295.8	1.8%	833	7.7	141,688	1,311.9	1.9%	1,069	9.6	162,590	1,462.1	2.4%	38.2%	
<b>Total FTE Positions, Senate Lecturers</b>		<b>105</b>					<b>108</b>					<b>111</b>						<b>5.9%</b>

<sup>(a)</sup>E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (25.50 for 2003-04, 25.21 for 2004-05, and 24.20 for 2005-06).

<sup>(b)</sup>Lecturers (Unit 18) are contracted for certain teaching duties, often for limited periods of time, and have no budgeted FTE.

<sup>(c)</sup>Classes per Emeriti FTE are not calculated because many of the Emeriti who teach do not have an assigned FTE.

<sup>(d)</sup>Senate Lecturers have security of employment, an allocated FTE and are members of the Academic Senate.

\* Data for 2005-06 include UC Merced.

**Table 4**  
 University of California  
**GRADUATE FORMAL INSTRUCTIONAL ACTIVITIES**  
 Selected Faculty Types  
 TIE Methodology

Faculty Type	TIE Classification	2003-04					2004-05					2005-06*					2-YR % Change Number of Classes	2-YR % Change FTE
		Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All Grad Classes	Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All Grad Classes	Number of Classes <sup>(a)</sup>	Classes Per Faculty FTE	Number of Student Credit Hours (SCH)	SCH Per Faculty FTE	Percent of All Grad Classes		
Regular-Rank	T-Classes	9,314	1.6	454,957	76.0	76.4%	9,412	1.5	447,001	72.6	75.9%	9,385	1.5	426,212	68.1	75.6%	0.8%	
	I-Classes	9,373	1.6	172,582	28.8	77.3%	9,702	1.6	173,637	28.2	76.8%	10,444	1.7	178,674	28.6	75.4%	11.4%	
	E-Classes	14,029	2.3	357,746	59.8	91.2%	14,692	2.4	370,377	60.1	92.7%	15,579	2.5	377,007	60.3	92.5%	11.0%	
	<i>Total</i>	32,716	5.5	985,285	164.7	82.4%	33,806	5.5	991,016	160.9	82.7%	35,408	5.7	981,894	157.0	82.2%	8.2%	
<b>Total FTE Positions, Regular-Rank</b>		<b>5,983</b>					<b>6,161</b>					<b>6,255</b>						<b>4.5%</b>
Visitors & Adjuncts	T-Classes	563	1.9	35,034	117.6	4.6%	566	2.0	36,141	130.5	4.6%	590	1.9	39,290	126.5	4.8%	4.7%	
	I-Classes	403	1.4	9,364	31.4	3.3%	391	1.4	7,887	28.5	3.1%	471	1.5	9,574	30.8	3.4%	16.8%	
	E-Classes	240	0.8	6,125	20.6	1.6%	239	0.9	6,028	21.8	1.5%	232	0.7	5,609	18.1	1.4%	-3.5%	
	<i>Total</i>	1,207	4.1	50,523	169.5	3.0%	1,196	4.3	50,056	180.7	2.9%	1,293	4.2	54,473	175.4	3.0%	7.1%	
<b>Total FTE Positions, Visitors &amp; Adjuncts</b>		<b>298</b>					<b>277</b>					<b>310</b>						<b>4.2%</b>
Lecturers <sup>(b)</sup>	T-Classes	1,447	1.0	87,284	58.4	11.9%	1,540	1.1	85,676	59.5	12.4%	1,551	1.0	79,371	52.4	12.5%	7.2%	
	I-Classes	942	0.6	24,241	16.2	7.8%	1,047	0.7	23,310	16.2	8.3%	1,238	0.8	23,462	15.5	8.9%	31.4%	
	E-Classes	111	0.1	2,828	1.9	0.7%	139	0.1	3,505	2.4	0.9%	126	0.1	3,054	2.0	0.7%	13.8%	
	<i>Total</i>	2,499	1.7	114,353	76.5	6.3%	2,727	1.9	112,492	78.2	6.7%	2,914	1.9	105,888	69.9	6.8%	16.6%	
<b>Total FTE Positions, Lecturers (Unit 18)</b>		<b>1,495</b>					<b>1,439</b>					<b>1,515</b>						<b>1.3%</b>
Emeriti <sup>(c)</sup>	T-Classes	118	N/A	7,147	N/A	1.0%	147	N/A	8,578	N/A	1.2%	141	N/A	8,051	N/A	1.1%	18.8%	
	I-Classes	124	N/A	1,935	N/A	1.0%	147	N/A	2,111	N/A	1.2%	188	N/A	2,217	N/A	1.4%	51.3%	
	E-Classes	185	N/A	4,707	N/A	1.2%	220	N/A	5,551	N/A	1.4%	224	N/A	5,411	N/A	1.3%	21.1%	
	<i>Total</i>	427	N/A	13,789	N/A	1.1%	514	N/A	16,239	N/A	1.3%	552	N/A	15,679	N/A	1.3%	29.2%	
<b>Total FTE Positions, Emeriti</b>		<b>N/A</b>					<b>N/A</b>					<b>N/A</b>						<b>N/A</b>
Senate Lecturers <sup>(d)</sup>	T-Classes	85	0.8	4,952	47.2	0.7%	85	0.8	4,779	44.3	0.7%	79	0.7	4,179	37.6	0.6%	-6.7%	
	I-Classes	195	1.9	4,974	47.4	1.6%	194	1.8	4,360	40.4	1.5%	188	1.7	5,214	46.9	1.4%	-3.8%	
	E-Classes	30	0.3	776	7.4	0.2%	33	0.3	837	7.8	0.2%	42	0.4	1,011	9.1	0.2%	37.3%	
	<i>Total</i>	311	3.0	10,701	101.9	0.8%	312	2.9	9,977	92.4	0.8%	309	2.8	10,403	93.6	0.7%	-0.6%	
<b>Total FTE Positions, Senate Lecturers</b>		<b>105</b>					<b>108</b>					<b>111</b>						<b>5.9%</b>

<sup>(a)</sup>E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (25.50 for 2003-04, 25.21 for 2004-05, and 24.20 for 2005-06).

<sup>(b)</sup>Lecturers (Unit 18) are contracted for certain teaching duties, often for limited periods of time, and have no budgeted FTE.

<sup>(c)</sup>Classes per Emeriti FTE are not calculated because many of the Emeriti who teach do not have an assigned FTE.

<sup>(d)</sup>Senate Lecturers have security of employment, an allocated FTE and are members of the Academic Senate

\* Data for 2005-06 include UC Merced.

## OUTCOMES FOR STUDENTS

To measure student achievement, the University looks at a variety of outcomes, including the undergraduate degrees conferred per ladder-rank faculty member per year, the average time to degree for entering freshmen, and the proportion of students who graduate.

The time to degree for UC undergraduates continues to improve. Freshmen who entered in Fall 1999 earned their degrees in 12.7 quarters, compared with 12.9 quarters for those who entered in 1996.

Table 5 AVERAGE TIME TO DEGREE FOR UC UNDERGRADUATES	
Freshmen Entering in	Quarters to Graduation*
Fall 1996	12.9
Fall 1997	12.9
Fall 1998	12.8
Fall 1999	12.7

\*Berkeley's semesters have been converted to quarters in this calculation.

Undergraduate graduation rates are also higher at UC than at comparison institutions, public or private. Data for students who entered UC as freshmen in 1999 show that 83 percent earned a bachelor's degree within six years, compared with 80 percent at the University's public comparison institutions, and 72 percent at the 27 public AAU<sup>7</sup> Universities.

Table 6 PERCENT OF UNDERGRADUATES GRADUATING FROM COMPARABLE UNIVERSITIES WITHIN SIX YEARS (All Freshmen who entered in 1999)	
Comparisons:	
27 Public AAU Universities	72%
4 Public Comparison Universities*	80%
University of California**	83%

\* Illinois, Michigan, SUNY-Buffalo, Virginia  
\*\*Six University of California AAU Campuses

<sup>7</sup> The Association of American Universities (AAU) is an association of 62 leading research universities in the United States and Canada. (Data presented are from US institutions only).

UC faculty members also produce more undergraduate degrees per regular-rank faculty member than do faculty at comparison institutions. In 2004-05, the latest year for which data are available, UC awarded 4.7 bachelor's degrees per full-time regular-rank faculty member, compared with 1.6 and 3.4 degrees per faculty member at the University's private and public comparison institutions, respectively.

**Table 7**  
**DEGREES AWARDED PER FULL-TIME**  
**REGULAR-RANK FACULTY FTE<sup>(a)</sup>**

	2004-05			
	Bachelor's Degrees	Master's and First Professional Degrees	Doctoral Degrees	All Degrees <sup>(b)</sup>
<b>Comparisons:</b>				
Four Private Universities <sup>(c)</sup>	1.6	2.5	0.5	4.8
Four Public Universities <sup>(d)</sup>	3.4	2.1	0.4	5.9
University of California <sup>(e)</sup>	4.7	1.2	0.3	6.4

Notes:

- (a) Source of Faculty Numbers: 2004-05 AAUP Faculty Compensation Survey; numbers include all full-time, associate, and assistant professors.
- (b) Source of Degrees: 2003-04 IPEDS Completions. Total for all degrees includes Bachelor's, Post-Bachelor Certificates, Master's, Post-Masters Certificates, First Professional, Post-First Professional, and Ph.D. degrees. Not every institution awards all degree types; for example, in 2004-05 only Harvard University awarded Post-First Professional degrees.
- (c) Harvard, MIT, Stanford, and Yale.
- (d) The University of Illinois at Urbana-Champaign, the University of Michigan at Ann Arbor, SUNY-Buffalo, and the University of Virginia, Main Campus.
- (e) Includes data for all UC's general campuses, except Merced, which did not open until 2005-06. The relatively small number of master's/first professional degrees at UC is due in part to California's differentiated system of higher education. Many master's degrees, especially in professional fields such as business and education, are given by CSU. In other states, the research university has primary responsibility for such degrees.



## **FACULTY INSTRUCTIONAL WORKLOAD POLICIES**

The University of California, like other research universities across the country, has undertaken efforts to define and clarify expectations about faculty teaching, research, and service workload. Prompted by the undergraduate reform movement of the mid-1980s, UC began by looking at teaching efforts of senior faculty, especially at the lower-division level. In the early 1990s the University Task Force on Faculty Rewards examined questions of faculty advancement as related to balancing the various components of faculty workload. Most recently, given increasing demands on faculty time as a result of increasing enrollment demand, the question of the most effective allocation of faculty resources has directed attention to teaching policies and practices and to innovations in curricula and instructional delivery. As the University seeks how best to deliver a quality education to all undergraduates, faculty and administrators continue to clarify expectations about faculty workload and to assess the extent to which those expectations are being met.

This section of the report responds to the Legislature's interest in how the University oversees instructional workload policies. The discussion is introduced by an explanation of how the University defines workload, and the various elements that constitute instructional workload.

### **How is "faculty workload" defined?**

The following points were made in previous reports to the Legislature. Since they provide the necessary context for any discussion of faculty instructional workload, we repeat them here for readers who may not be familiar with previous reports.

The University of California Academic Personnel Manual section on Appointment and Promotion, Review and Appraisal Committees supplies instructions for reviewing proposed appointment and advancement actions. The crucial sentence in Section 210-1-d states:

The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate's performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service.

Thus, at the University, faculty workload comprises all efforts associated with teaching, research, professional activity, and University and public service. Any discussion of faculty instructional workload must be based on recognition that teaching is but one component of total workload.

### **What policies govern instructional workload?**

Policies governing instructional workload at the University of California are the responsibility of the Chancellors. The Executive Vice Chancellor on each campus reviews and approves all department workload policies and all changes to those policies, and monitors their implementation.

Development of appropriate policies requires consideration of many factors beyond in-class teaching duties. To define teaching only as time spent in the classroom would be no different from assuming that a thirty-minute sermon is a minister's work for the week or that a surgeon works only in the operating room. Therefore, as campuses develop local policies they consider the full spectrum of instructional activities inside and outside the classroom.

Among the principles that campuses use when developing policies and assigning course loads are the following:

1. Instructional workload assignments should recognize the variation in instructional activities required by different disciplines at the university. For example, teaching at a research university requires faculty to provide training to students in research, clinical, and artistic methods. Traditional classroom instruction is not effective in meeting these needs, especially in laboratory-based disciplines or professional or graduate programs. Much of this instruction must be done in time-intensive one-to-one mentoring situations.
2. All courses required for graduation should be offered in sufficient number and with sufficient frequency that students can make normal progress toward a degree.
3. Taken in their entirety, course offerings, independent study, and research opportunities should provide superior programs to both undergraduate and graduate students.
4. Instructional workload assignments should enable the department to compete effectively with other universities in recruitment and retention of superior faculty.

Since there is no universally accepted measure of instructional workload, departments utilize a variety of quantitative measures to assign workload and report teaching activity.

Examples of quantifiable measures to report teaching activity include the following:

- class size (enrollments)
- number of students enrolled in independent study
- number of theses and dissertations supervised
- number of units taught
- student/faculty ratio
- number of majors per regular-rank faculty member

### **How are formal course loads assigned?**

At the University of California, department chairs are responsible for assigning courses and for ensuring that departmental policy is being followed. When assigning teaching responsibilities, department chairs consider the curriculum as a whole, e.g., what courses and how many sections of each need to be offered in a given term to meet student demand and to

provide a balanced offering. Departments attempt to balance lower-division, upper-division, and graduate assignments. Departments also consider intradepartmental equity in workload and administrative duties. Thus, professors in the same discipline or department might have widely varying teaching loads because of the size of the course offered (e.g., one 300-student course vs. two 80-student courses); the number of units associated with the course; how often the course meets; whether the class format is a lab, lecture, or seminar; and release time for administrative duties (e.g. serving as department chair).

**What are the formal course load policies?**

The University’s formal course load policies specify the numbers of courses that full-time, tenure-track faculty are expected to teach per year. They pertain to regularly scheduled courses only. As mentioned previously, faculty members spend a significant amount of time in instruction-related activities outside the formal classroom setting, such as in course preparation and grading, supervising teaching assistants, mentoring and advising, supervising students engaged in dissertation and thesis work, internships, independent study, and fieldwork. Although critical to the teaching function, time spent in these activities is not quantified. Therefore, the following discussion of UC’s and other institutions’ course load policies are confined to regularly scheduled courses.

Because departmental course load policies are similar within disciplines across the campuses, they can be grouped into major disciplinary categories. At the University of California, the average expected course load for faculty in the major discipline groups is as follows (in quarter courses per year or their approximate equivalent in semester courses in the case of the Berkeley campus):

<b>Discipline</b>	<b>Average Expected Course Load</b>
Humanities:	four to five quarter courses
Social Sciences:	four to five quarter courses
Mathematics:	four to five quarter courses
Engineering and Computer Science:	three to four quarter courses
Biological Sciences:	three quarter courses
Physical Sciences:	three to four quarter courses

Policies in engineering and the biological and physical sciences generally call for faculty to teach fewer courses, on average, than other disciplines because many of these courses include laboratories that meet for long hours and require time-consuming supervision of students and teaching assistants. In contrast, students in humanities and social science courses spend much of their “laboratory time” engaged in research activities outside the classroom setting that do not entail direct supervision by faculty. Those faculty do, however, spend a great deal of time evaluating student writing and critical thinking skills.

Individual faculty members may be granted reduced course load assignments under certain circumstances, such as serving as department chair, dean, chair of a major Academic Senate committee, and a few other major administrative assignments. The normal reduction is one course per year. About half of the departments permit a reduced course load for new

assistant professors during their first term or first year to allow them additional time to prepare new courses and establish themselves in their new positions; a smaller number of departments reduce the number of courses for faculty who are engaged in major new course development or curriculum revision. In rare cases, faculty are given reduced teaching assignments for unusual professional service activities, such as heading a professional association or serving on a major national commission.

**How do UC’s policies compare with those of other universities?**

Although every department in the University of California is expected to have a written policy about faculty instructional responsibilities, most other universities do not have such a requirement. In most cases, expectations have developed informally over the years based on the amount of teaching needed to mount curricula, an intuitive sense of fairness among faculty, and perceptions about disciplinary norms gleaned from colleagues across the country. Given the general lack of written policy at other institutions, the members and staff of UC’s two task forces on faculty instructional activities—the Instructional Activities Task Force and the Task Force for the Implementation of Workload Reporting Policy—conducted 209 interviews of faculty and department chairs to gather as much information as possible about expected instructional responsibilities at UC and comparable institutions. The following table demonstrates that the University compares favorably with comparison institutions in the classroom teaching expectations for its faculty.

<p style="text-align: center;">Table 8  <b>Faculty Instructional Expectations</b>                      As Stated by Department Chairs                      At the University of California and Comparable Universities<sup>(a)</sup>                      2003-04</p>				
Departments	Avg. Number of Classes per Academic Year at UC Campuses on		Avg. Number of Classes per Academic Year at Comparable Universities on	
	Semester System	Quarter System	Semester System	Quarter System
Social Sciences	3-4	4-5	3-4	4
Humanities and Arts	4	4-5	4	4
Biological and Physical Sciences	2	3	2	2-3
Engineering	3	4	3	2-3

<sup>(a)</sup>Stanford, Yale, MIT, Harvard, Northwestern, University of Chicago, University of Illinois at Urbana-Champaign, University of Michigan-Ann Arbor, SUNY-Buffalo, and University of Virginia-Main Campus

## RECONCILIATION OF FACULTY FTE NUMBERS WITH OTHER UNIVERSITY REPORTS

This Appendix explains the differences among the faculty FTE figures in the Universitywide Review of Faculty Instructional Activities section of this report and faculty FTE figures shown in the University's annual salary comparison report to the California Postsecondary Education Commission (CPEC) and faculty FTE figures reported to the Department of Finance (DOF).

The difference between the figure reported to CPEC for its use in the annual salary comparison report and that reported in the present review is due to three factors:

1. The faculty FTE figure given in the CPEC salary comparison report is the staffing level *projected* for the next academic year.
2. The CPEC report is limited to *ladder-rank* faculty and acting positions in these titles, while the present review includes all *regular-rank* titles. The classification of ladder-rank faculty used for salary-comparison purposes includes only positions in the Professorial series (Professor, Associate Professor, Assistant Professor, and Acting Titles in these positions) with the exclusions of Law Professors and Health Sciences faculty. Regular-rank faculty, as used in the present report, includes all ladder-rank faculty plus Professors of Law, Supervisors of Physical Education, and Professors in Residence. These titles are considered to be part of the University's permanent "core" teaching faculty, and it is therefore appropriate to include these titles in the annual review of instructional activity. Visiting, Emeriti, and Recalled professors are excluded from the regular-rank classification, as are Lecturers and temporary teaching titles. Health Sciences faculty are also excluded from the regular-rank FTE counts in the present report; although Health Sciences faculty are considered to be part of UC's permanent "core" teaching faculty, the present report is limited to general campus instruction.
3. The CPEC data include faculty who are on sabbatical or other approved leave, while the present review *excludes those on sabbatical or approved leave* and reports only those faculty who were on campus and available to teach during any given year.

The difference between the figure reported to DOF and that projected in the CPEC report is due to two factors:

1. The FTE figure in the CPEC report is a *projection* for the next academic year. The figure reported to DOF is *actual* year-average FTE faculty on payroll during the past academic year.
2. The CPEC report is limited to *ladder-rank* faculty and acting positions in these titles. The number reported to DOF is *all instructional faculty*, including Professors of Law,

Supervisors of Physical Education, Professors in Residence, visiting and recalled Professors, Lecturers, and temporary teaching titles. Of the numbers described here, the one reported to DOF represents the most inclusive group of faculty categories.

The following table displays the number of faculty FTE within the various classifications of faculty with an indication of their primary uses.

<p style="text-align: center;">Table 9  <b>RECONCILIATION OF FACULTY FTE NUMBERS</b>  <i>Number of General Campus FTE within Different Faculty Classifications</i></p>				
<b>Classification</b>	<b>FTE 2003-04</b>	<b>FTE 2004-05</b>	<b>FTE 2005-06</b>	<b>How Number Is Used</b>
Actual Regular-Rank FTE, excluding sabbaticals & approved leaves	5,983	6,161	6,255	Used by UC to report on faculty instructional activities
Projected Ladder-Rank FTE, including sabbaticals & approved leaves	6,327	6,615	7,036	Used by CPEC to project average faculty salary
Actual General Campus, All Instructional FTE, including sabbaticals & approved leaves	9,567	9,558	9,913	Reported to DOF

## TIE CLASSIFICATION SYSTEM: FACULTY INSTRUCTIONAL ACTIVITY TYPES

The 18 faculty instructional activity types are described below, grouped by the three major categories: Transmitting the Knowledge Base, Initiating Intellectual Independence, and Emphasizing Independent Inquiry. The activity types are intended to capture the range and variety of course-based faculty instructional activities. Several of these instructional types are synonymous, but separate categories have been established to recognize key terminology differences across UC's disciplines. Departments (and other instructional units) are asked to classify courses in accordance with the nature of the instruction in the course and the terminology used in the discipline for that type of instruction.

### Transmitting the Knowledge Base

1. **Fieldwork—Skills/Techniques:** A course that takes place in a field location in which the primary objective is for the student to acquire mastery of techniques and principles that are best learned in the field setting. Fieldwork is commonly associated with the physical sciences, human development, and social work, where the sites provide direct access to specimens, structures, social situations, and clients. The specific work to be completed for course credit is very similar for all enrolled students. On occasion, these courses are taken in tandem with Fieldwork—Research courses as a distinct component of a fieldwork experience.
2. **Laboratory—Skills/Techniques:** A course that takes place in a laboratory setting in which the primary, but not exclusive, objective is for the student to acquire mastery of techniques and principles that are best learned in a laboratory setting. Students typically gain hands-on experience in the use of equipment and procedures, and they conduct, analyze, and write up a set of specified laboratory exercises. The specific work to be completed for course credit is very similar for all students enrolled in the specific course. This course type also includes foreign language courses in which the primary focus is the acquisition of listening and speaking skills in the language being taught and courses whose primary objective is to advance students' composition and rhetoric skills.
3. **Lecture:** A course in which the primary goal is the transfer of a body of knowledge from an instructor to a group of students through didactic instruction. This is accomplished by the instructor presenting that body of knowledge in a primarily oral form, supplemented by required reading and problem assignments appropriate to the discipline. While there may be discussion, question and answer, and other forms of interaction between instructor and student, the primary means of accomplishing the desired transfer of knowledge is via presentations made by the instructor in a variety of media appropriate to the topic. Colloquia should be categorized as Lecture.

4. **Lecture plus Supplementary Activity, e.g., Laboratory or Discussion:** A course that is a unified combination of a Lecture course and a Laboratory-Skills/Techniques, Fieldwork, or Discussion Section (including those led by graduate students) in which the primary goal is the transfer of a body of knowledge from an instructor to a group of students through didactic instruction. (Note that a Discussion Section is not an Instructional Activity Type because it is a secondary, generally non-credit bearing, section.) Students enroll in the two components as a single course, and a single grade is issued for the combined instructional experience. The relative distribution of lecture activities and laboratory activities will vary depending upon the particular course but it will usually be the case that the lecture activities and the laboratory activities are delivered in different places and at different times. Other courses given for credit and graded separately and having required concurrent enrollment are not supplemental activities. Laboratory courses that have a relatively small lecture component and where most of the class time is spent in the laboratory should be classified as Laboratory-Skills/Techniques.
5. **Seminar—Topical:** A course conducted in a seminar format (i.e., in a small classroom setting where the faculty member and the students consider concepts and exchange ideas through discussion, research papers, presentations, and/or performances) in which the topic is defined by the professor and the primary goal is the transfer of a body of knowledge. The nature of the work to be completed for course credit is very similar for all enrolled students.
6. **Studio—Technique:** A course that takes place in a studio setting in which the primary, but not only, objective is for the student to acquire mastery of techniques and principles that are best learned in a studio setting. For example, students gain hands-on experience in the technique and creative application of a musical instrument, film or video equipment, the paint brush, computer graphic programs, or control of the voice, etc. The nature of the work to be completed for course credit is very similar for all enrolled students.

### **Initiating Intellectual Independence**

7. **Fieldwork—Research:** A course that takes place in a field location in which the primary objective is for the student to gain experience in research methodologies and practices utilized in the discipline or profession. Fieldwork is commonly associated with the physical sciences, human development, and social work where the sites provide direct access to specimens, structures, social situations, and clients. Students are usually expected to produce a research product that includes the collection of data and/or direct client interaction, analysis, and the writing of a report. The specific work to be completed for course credit will differ for each enrolled student. In general, these courses are advanced courses for which the student has mastered or is in the process of mastering the basic content and methodologies of the discipline. On occasion, these courses are taken in tandem with Fieldwork—Skills/Techniques courses as a distinct component of a fieldwork experience.



8. **Internship:** A course in which students carry out all or a major part of the work at an off-campus site. The site is selected because its characteristics allow for a beneficial experience that could not be achieved on campus. Often the professionals at the internship placement site take an active role, along with the faculty member, in shaping student experience, and these professionals at the site provide a substantial degree of guidance and feedback. The form of the internship and evaluation of the student's performance is the responsibility of the faculty member. This course type shares some features of fieldwork courses.
9. **Laboratory—Research:** A course that takes place in a laboratory setting in which the primary, but not exclusive, objective is for the student to gain experience in the production of new knowledge in a laboratory setting. Students are usually expected to produce a research product that includes the collection of data, analysis of those data, and the writing of a report. The specific work to be completed for course credit will differ for each enrolled student.
10. **Legal/Medical Clerkship:** A form of internship generally used in the context of medical or law school curricula that usually takes place in an off-campus location, such as a hospital or courthouse.
11. **Practicum:** A course in which the primary goal is to enhance the student's previously acquired knowledge and abilities by applying them to real cases or situations that are carefully supervised by the instructor. This course type is most typically used in fields such as clinical psychology, social welfare, and other healing arts to describe a course in which the student is having his or her first supervised experience in delivering interventions.
12. **Practicum—Teaching:** A course in which faculty members formally prepare students, especially teaching assistants, who are responsible for instructing other students in discussion, laboratory, or other class settings (primarily secondary sections) to meet their teaching responsibilities. Such instruction may be relevant to a particular course, or it may be in anticipation of future teaching.
13. **Project:** A course in which a faculty member guides one or more students, typically a group of students, in solving a complex problem specified by the faculty member. The primary goal is to gain knowledge of how complicated systems work and why successful solutions must consider multiple aspects of a problem. This instruction type is typically used in engineering, management, and some other professional disciplines.

14. **Seminar—Research/Creative Development:** A course conducted in a seminar format (i.e., in a small classroom setting where the faculty member and the students consider concepts and exchange ideas through discussion, research papers, presentations, and/or performances) in which the primary focus of the seminar is ongoing research/creative work being conducted by the participants in the seminar. Student presentations, papers, and/or projects are a major component of the seminar. The specific work to be completed for course credit will differ for each enrolled student. Most laboratory research meetings would be in this category.
15. **Studio—Production/Creative Development:** A course that takes place in a studio setting in which the primary, but not only, objective is for the student to gain experience in the production of major creative works in a studio setting. Students are expected to enhance the development of their work, which might be perfecting a performance, creating a series of paintings, a musical composition, a film, a public performance or exhibition (including design of specific aspects such as production set, lighting, or costume design), or similar creative output(s).
16. **Tutorial:** A course where a faculty member meets with a very small group of students with the aim of facilitating their mastering a body of knowledge. The role of the faculty member is to assist and guide the student's progress rather than present information in a didactic fashion. Tutorials will tend to meet at a regular time and place.

### **Emphasizing Independent Inquiry**

17. **Conference:** A form of individualized study in which a student and a faculty member meet on a regular, one-on-one basis to discuss ongoing work such as a research project, dissertation work, or other academic issues.
18. **Individualized Instruction:** A course in which a faculty member and a student directly negotiate the content of the course, and the method by which the student will meet the goals of, and receive credit for, the course. Students work with a great degree of self-direction, but their progress is dependent upon the guidance and review of a faculty member. These courses include those in which master's or doctoral students register while conducting thesis and dissertation research and writing theses and dissertations. In Individualized Instruction courses, students may carry out activities in a research laboratory, conduct research in a library or similar intellectual environment, and/or develop a creative product such as a series of paintings, an extensive computer project, or a performance. Individualized Instruction courses may also involve the faculty member and the student agreeing upon a set of readings that the student will use as the starting point for the production of a paper or other scholarly work such as a musical composition or other creative activity. (In the former categorization method, many courses of this type were categorized as Independent Study.) Individualized Instruction courses typically meet on an ad-hoc basis at a location convenient to both the faculty member and student.

## HISTORICAL DATA TABLES

The University of California began regular reporting to the Legislature on faculty teaching activities pursuant to the Supplemental Report of the Committee of Conference on the 1992 Budget Act. Faculty teaching activities were defined as “primary classes” and “independent study enrollments.” Primary classes were regularly scheduled, unit-bearing offerings of classes, usually known as lectures and seminars.

The University reviewed its methodology for reporting in 2002, and developed a more comprehensive system for describing faculty instructional activities. The main body of this report presents faculty instructional workload data using the new methodology.

The following tables use the historical methodology to describe faculty instructional activities, reporting only Primary Classes and Independent Study enrollment.

### **Table 10: Total Formal Instructional Activities, All Instructors, All Levels of Instruction (Undergraduate and Graduate), Historical Methodology**

The number of Primary Classes offered to students has increased steadily over the past five years from 49,243 in 2000-01 to 58,172 in 2005-06—an increase of 18 percent. Over the same time period, the total number of FTE students enrolled increased 14 percent, from 158,460 in 2000-01 to 180,872 in 2005-06.

Total Student Credit Hours have also increased 14 percent over the past five years from 6,952,964 in 2000-01 to 7,932,710 in 2005-06. Total Student Credit Hours per student over the same time period has increased slightly from 42.2 in 2000-01 to 42.5 in 2005-06. (See Table 10 on page 29.)

### **Table 11: Regular-Rank Faculty: Formal Instructional Activities, All Levels of Instruction (Undergraduate and Graduate), Historical Methodology**

Regular-rank faculty have increased the number of Primary Classes they teach by 20 percent over the past five years. In 2005-06 regular-rank faculty taught 31,832 Primary Classes compared to 26,497 Primary Classes in 2000-01.

Total Student Credit Hours for regular-rank faculty have increased over 17 percent from 3,778,004 in 2000-01 to 4,426,740 in 2005-06. The number of Primary Classes per regular-rank faculty FTE also increased from 4.9 in 2000-01 to 5.1 in 2005-06. The number of Primary Classes per regular-rank faculty FTE has been about steady at 5.1 for the past three years. (See Table 11 on page 30.)

**Table 12: Regular-Rank Faculty: Formal Instructional Activities, Undergraduate Instruction Only, Historical Methodology**

Regular-rank faculty have specifically increased the number of Primary Classes they taught undergraduate students by 15 percent over the past five years. In 2005-06 regular-rank faculty taught 15,770 Primary Classes for undergraduate students compared to 13,701 Primary Classes in 2000-01.

Total Undergraduate Student Credit Hours for regular-rank faculty have increased over 14 percent from 3,005,816 in 2000-01 to 3,440,533 in 2005-06. The number of Primary Classes taught for undergraduate students by regular-rank faculty members has been about 2.5 for the past fifteen years. (See Table 12 on page 31.)

**Table 10**  
**University of California**  
**TOTAL FORMAL INSTRUCTIONAL ACTIVITIES**  
*All Instructors, All Levels of Instruction (Undergraduate and Graduate)*  
**Historical Methodology**

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02 <sup>(g)</sup>	2002-03	2003-04	2004-05	2005-06 <sup>(h)</sup>	5-Year Change
<b>FORMAL INSTRUCTIONAL ACTIVITIES<sup>(a)</sup></b>																	
Primary Classes <sup>(b)</sup>	45,669	44,676	45,404	43,839	43,749	44,405	44,820	46,085	46,981	47,825	49,243	n/a	51,823	54,811	55,859	58,172	18.1%
Independent Study Enrollment <sup>(c)</sup>	112,552	115,571	113,844	114,134	105,396	103,108	103,264	105,638	105,427	105,450	103,213	n/a	91,336	120,844	113,136	110,006	6.6%
Total Student Credit Hours <sup>(d)</sup>	6,241,654	6,275,672	6,284,647	6,095,574	6,048,800	6,129,315	6,181,490	6,365,035	6,494,925	6,681,507	6,952,964	n/a	7,684,417	8,087,174	8,092,747	7,932,710	14.1%
<b>TOTAL FTE STUDENTS ENROLLED<sup>(e)</sup></b>	143,344	143,808	141,507	139,478	139,415	141,522	142,783	145,534	148,856	153,090	158,460	n/a	174,959	179,819	179,248	180,872	14.1%
<b>PER STUDENT MEASURES OF TEACHING ACTIVITY</b>																	
Primary Classes per 1,000 FTE Students	318.6	310.7	320.9	314.3	313.8	313.8	313.9	316.7	315.6	312.4	310.8	n/a	296.2	304.8	311.6	321.6	3.5%
Independent Study per 1,000 FTE Students	785.2	803.6	804.5	818.3	756.0	728.6	723.2	725.9	708.2	688.8	651.3	n/a	522.0	672.0	631.2	608.2	-6.6%
Total Student Credit Hours per Student <sup>(f)</sup>	41.6	42.0	42.4	42.0	41.8	41.8	41.6	42.0	41.8	41.8	42.2	n/a	42.3	43.4	43.6	42.5	0.7%

- (a) All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles Law School semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses). Does not include summer sessions.  
(b) Primary Classes include only unit-bearing, regularly scheduled course offerings.  
(c) Independent Study Enrollment includes all other formal instructional activities which are not regularly scheduled. Enrollments do not equal the number of students, as some students may have enrolled in more than one independent study course.  
(d) Student Credit Hours refer to the unit value of a class (or independent study) times the number of students enrolled.  
(e) Total FTE Students Enrolled are general campus, full-time equivalent, year-average enrollments, excluding health sciences. Does not include Summer enrollments  
(f) Total Student Credit Hours per Student is computed using headcount, not FTE, enrollment.  
(g) Data for 2001-02 are not available.  
(h) 2005-06 does not include UC Merced.

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
<b>Year Average Headcount Enrollment</b>	149,930	149,417	148,106	145,243	144,773	146,526	148,720	151,635	155,490	159,720	164,813	173,357	181,520	186,541	185,751	186,548

Table 11  
University of California

**REGULAR-RANK FACULTY: FORMAL INSTRUCTIONAL ACTIVITIES**  
*All Levels of Instruction (Undergraduate and Graduate)*  
*Historical Methodology*

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02 <sup>(f)</sup>	2002-03	2003-04	2004-05	2005-06 <sup>(g)</sup>	5-Year Change
<b>FORMAL INSTRUCTIONAL ACTIVITIES<sup>(a)</sup></b>																	
Primary Classes <sup>(b)</sup>	24,655	24,183	25,442	24,871	22,673	23,658	24,460	25,218	25,736	25,750	26,497	n/a	28,123	30,338	31,626	31,832	20.1%
Independent Study Enrollment <sup>(c)</sup>	85,593	87,336	87,663	86,848	76,192	75,521	75,727	76,589	76,589	77,843	76,080	n/a	68,271	92,283	88,685	86,518	13.7%
Total Student Credit Hours <sup>(d)</sup>	3,792,695	3,835,878	3,913,395	3,835,291	3,362,938	3,393,962	3,500,788	3,613,323	3,653,683	3,689,597	3,778,004	n/a	4,219,591	4,598,461	4,711,036	4,426,740	17.2%
<b>REGULAR-RANK FACULTY FTE POSITIONS<sup>(e)</sup></b>	5,476	5,295	5,262	5,189	4,710	4,844	4,888	4,997	5,176	5,252	5,419	n/a	5,883	5,983	6,161	6,255	15.4%
<b>FORMAL INSTRUCTIONAL ACTIVITY PER FACULTY FTE</b>																	
Primary Classes per FTE	4.5	4.6	4.8	4.8	4.8	4.9	5.0	5.0	5.0	4.9	4.9	n/a	4.8	5.1	5.1	5.1	4.1%
Independent Study Enrollment per FTE	15.6	16.5	16.7	16.7	16.2	15.6	15.5	15.3	14.8	14.8	14.0	n/a	11.6	15.4	14.4	13.8	-1.4%
Total Student Credit Hours per FTE	692.6	724.5	743.8	739.2	714.0	700.6	716.2	723.1	705.8	702.5	697.2	n/a	717.3	768.6	764.6	707.8	1.5%

(a) All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles Law School semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses). Does not include summer sessions.

(b) Primary Classes include only unit-bearing, regularly scheduled course offerings.

(c) Independent Study Enrollment includes all other formal instructional activities which are not regularly scheduled. Enrollments do not equal the number of students, as some students may have enrolled in more than one independent study course.

(d) Student Credit Hours refer to the unit value of a class (or independent study) times the number of students enrolled.

(e) Regular-Rank Faculty include general campus, Instructional and Research (I&R) appointments in professorial titles except those in visiting, emeritus, and recalled titles and those on sabbatical or other approved leave.

(f) Data for 2001-02 are not available.

(g) 2005-06 does not include UC Merced.

Table 12  
University of California

**REGULAR-RANK FACULTY: FORMAL INSTRUCTIONAL ACTIVITIES**  
*Undergraduate Instruction Only*  
*Historical Methodology*

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02 <sup>(f)</sup>	2002-03	2003-04	2004-05	2005-06 <sup>(g)</sup>	5-Year Change
<b>FORMAL INSTRUCTIONAL ACTIVITIES<sup>(a)</sup></b>																	
Primary Classes <sup>(b)</sup>	13,709	13,296	14,120	13,515	12,195	12,488	12,878	13,081	13,411	13,339	13,701	n/a	14,175	15,265	16,088	15,770	15.1%
Independent Study Enrollment <sup>(c)</sup>	20,678	22,704	25,861	24,952	21,637	23,038	23,293	23,316	24,495	24,223	22,017	n/a	18,220	27,992	23,008	20,989	-4.7%
Total Student Credit Hours <sup>(d)</sup>	3,003,054	3,055,724	3,130,385	3,048,275	2,651,024	2,688,692	2,787,040	2,881,477	2,942,013	2,943,139	3,005,816	n/a	3,332,565	3,613,172	3,720,079	3,440,533	14.5%
<b>REGULAR-RANK FACULTY FTE POSITIONS<sup>(e)</sup></b>	5,476	5,295	5,262	5,189	4,710	4,844	4,888	4,997	5,176	5,252	5,419	n/a	5,883	5,983	6,161	6,255	15.4%
<b>FORMAL INSTRUCTIONAL ACTIVITY PER FACULTY FTE</b>																	
Primary Classes per FTE	2.5	2.5	2.7	2.6	2.6	2.6	2.6	2.6	2.6	2.5	2.5	n/a	2.4	2.6	2.6	2.5	0.0%
Independent Study Enrollment per FTE	3.8	4.3	4.9	4.8	4.6	4.8	4.8	4.7	4.7	4.6	4.1	n/a	3.1	4.7	3.7	3.4	-17.1%
Total Student Credit Hours per FTE	548.4	577.1	594.9	587.5	562.8	555.1	570.2	576.7	568.4	560.4	554.7	n/a	566.5	603.9	603.8	550.1	-0.8%

(a) All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles Law School semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses). Does not include summer sessions.

(b) Primary Classes include only unit-bearing, regularly scheduled course offerings.

(c) Independent Study Enrollment includes all other formal instructional activities which are not regularly scheduled. Enrollments do not equal the number of students, as some students may have enrolled in more than one independent study course.

(d) Student Credit Hours refer to the unit value of a class (or independent study) times the number of students enrolled.

(e) Regular-Rank Faculty include general campus, Instructional and Research (I&R) appointments in professorial titles except those in visiting, emeritus, and recalled titles and those on sabbatical or other approved leave.

(f) Data for 2001-02 are not available.

(g) 2005-06 does not include UC Merced.

## DEFINITIONS AND METHODOLOGICAL ISSUES

### 1. Calculating E-Class Equivalents

The TIE classification system was pilot tested with all campuses in 2002-03 and fully implemented a year later. The pilot test revealed some inconsistencies in reporting E-Classes (Emphasizing Independent Inquiry) that did not occur with T-Classes (Transmitting the Knowledge Base) or I-Classes (Initiating Intellectual Independence). The disparity is based on the nature of doctoral-level education. In their last years of study, doctoral students spend considerable time interacting with faculty in a variety of one-on-one relationships, such as supervised individual research/creative work, collaborative work, and preparation for the dissertation. Current practices vary across campuses and even among similar departments within campuses. While one department may try to capture data on each student's interactions in differentiated classes of perhaps four units each, another will combine course data and report only one course with eight to twelve units. Because the workload associated with these course offerings is not reported in a consistent manner across the University, and because such offerings are not directly comparable to courses in the "T" and "I" categories, the Task Force turned to a different measure as a starting point for comparing workload in E-Classes: Student Credit Hours.

Student credit hours is a measure calculated by multiplying the unit value of a class times the number of students enrolled. This measure smoothes out the disparities and results in data that better represents faculty effort than does the size of a class or the number of classes. Based on this analysis, the Task Force recommended that the workload in E-Classes could be expressed as "class equivalents" by determining how many I-Classes would produce the same number of student credit hours. They concluded that E-class equivalents should be derived from the student-credit-hours output of those faculty/student interactions based upon average student credit hours in I-Classes, which also tend to be small and individualized. We believe that this calculation will present a reasonable and justifiable picture of the significant time and commitment of UC's faculty to this demanding instructional format.

The calculation of E-class equivalents is shown below. The number of student credit hours (SCH) in I-Classes (540,598) is divided by the number of I-Classes (22,340). The result is a systemwide average of 24.20 SCH per I-class. We convert E-Classes to E-class equivalents by dividing the number of SCH in E-Classes (467,639) by the average SCH per I-class (24.20). For 2005-06, there were 19,324 E-class equivalents reported. In this report, the term "classes" always refers to T-Classes, I-Classes, and E-class equivalents. Raw numbers of E-Classes are not included.



### Calculating E-Class Equivalents for 2005-06

A	Number of SCH in I-Classes	540,598
B	Number of I-Classes	22,340
C=A/B	SCH per I-Class	<b>24.20</b>
D	Number of SCH in E-Classes	467,639
E=D/C	Number of E-Class Equivalents	19,324

#### 2. Student Credit Hours (SCH)

Unit value of a course or other formal instructional activity times the number of students enrolled.

#### 3. Instructional Personnel

The report counts only those personnel who perform actual instruction, not those who are nominally in charge of a class but not directly involved in instruction. For example, in cases where a regular-rank faculty member is the instructor of record who is supervising the instructor doing the in-class teaching, no credit is given for teaching.

#### 3. Regular-Rank Faculty

Regular-rank faculty includes all UC general campus Instruction and Research (I&R) appointments in professorial positions except those in visiting, emeritus, and recalled titles. A complete listing of faculty title codes included in this category is provided in Appendix F. All full-time equivalent (FTE) positions on pay status in these titles are included in the review except for those on sabbatical or other approved leave and thus unavailable to teach during the term for which data are reported.

#### 4. Sabbaticals and Approved Leaves

Includes only sabbaticals and other approved leaves, with or without pay. Does not include release time or other special arrangements for reduced teaching loads apart from approved leaves of absence. Thus, for purposes of determining teaching workload per faculty FTE, only faculty on sabbatical or other approved leave are subtracted from the faculty FTE base; those with release time or other special arrangements for reduced teaching loads are included in the faculty FTE base, even though the resultant workload per FTE calculation is lowered.

#### 5. Multiple and Cross-Listed Classes

Multiple- and cross-listed classes (i.e., classes that are listed under more than one department and/or course name) are included in the review but counted only once; there is no double counting of classes.

## **6. Multiple Course Offerings**

Each offering of the same course title during any year or term is reported as a separate class (e.g., if Psychology 1 is offered three times in a year, it counts as three classes).

## **7. Concurrent/Conjoined Courses**

Courses that are taught as both undergraduate and graduate courses and listed in both the undergraduate and graduate catalog are called Concurrent or Conjoined Courses. Normally such a course is an advanced upper-division undergraduate course and an introductory graduate course. Typically, undergraduate and graduate students meet together with the instructor three hours per week, and there is an additional separate meeting of the graduate students with the instructor either as a one-hour per week seminar or as a less formal regular meeting. Graduate students are generally expected to do additional work.

## **8. Shared Teaching**

In cases where a class is taught by more than one instructor, each instructor is assigned proportional credit for the class either by (a) dividing the credit equally among the instructors, or (b) apportioning teaching credit among the instructors based on classroom contact data, when available. In no case, however, does total teaching credit assigned exceed one class, that is, there is no double counting of classes.

## **9. Primary Course Offerings**

Regularly scheduled, unit-bearing offerings of classes, usually known as lectures and seminars. Each offering of the same course title during any year or term is reported as a separate class (e.g., if Psychology 1 is offered three times in a year, it counts as three classes). In the case of basic, skills-building classes (e.g., English 1A), which are typically offered in multiple sections of 20-30 students each, each primary section is counted as a separate course offering.

## **10. Secondary Sections**

Discussion or laboratory sections of large lecture classes; sections may be either unit-bearing or non-unit-bearing—the defining characteristic is that sections are secondary and adjunct to primary course offerings. Secondary sections are not used in calculating the number of classes taught per faculty member in the old methodology. They are counted in the TIE system if the section is unit-bearing.

## **11. Independent Study and Other Formal Instructional Activities**

All other instructional activities for which students receive credit toward their degree, but which are not regularly scheduled in the schedule of classes.

## **12. Reporting Classes Taught by Health Sciences Faculty**

In the case where a general campus course is taught by a Health Sciences faculty member, the general campus student enrollment, units, and student credit hours are included in the totals displayed in this report, while the enrollment of any Health Sciences student is not included. Since Health Sciences faculty have no FTE for general campus teaching (and have a different system for calculated FTE than the general campus), no per FTE calculations are made for Health Sciences faculty. The classes, enrollments, and SCH in these classes are included in the “other instruction” category, although the instructor is typically a ladder faculty member in a health science department.

**APPENDIX E**

<b>TITLE CODE</b>	<b>ACADEMIC TITLE</b>	<b>CTO</b>
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**List – 1 REGULAR-RANK AND SIMILAR TITLES**

1100	Professor – Academic Year	010
1101	Acting Professor – Academic Year – 1/9 <sup>th</sup> payment	114
1103	Professor – Academic Year – 1/9 <sup>th</sup> payment	010
1104	University Professor	010
1105	Professor – Faculty Early Retirement Program	010
1107	Acting Professor – Academic Year	114
1110	Professor – Fiscal Year	010
1117	Acting Professor – Fiscal Year	114
1130	Professor – 10 months	010
1143	Professor – Academic Year – Bus/Eng	010
1144	Professor – Fiscal Year – Bus/Eng	010
1145	Professor – Academic Year – 1/9 <sup>th</sup> payment – Bus/Eng	010
1180	Professor – Law School Scale	010
1181	Professor – Law School Scale – 1/9 <sup>th</sup> payment	010
1182	Acting Professor (I-VIII) – Law School	114
1183	Acting Professor (I-VIII) – Law School – 1/9 <sup>th</sup> payment	114
1200	Associate Professor – Academic Year	010
1201	Acting Associate Professor – Academic Year – 1/9 <sup>th</sup> payment	114
1203	Associate Professor – Academic Year – 1/9 <sup>th</sup> payment	010
1205	Associate Professor – Faculty Early Retirement	010
1207	Acting Associate Professor – Academic Year	114
1210	Associate Professor – Fiscal Year	010
1217	Acting Associate Professor – Fiscal Year	114
1230	Associate Professor – 10 months	010
1243	Associate Professor – Academic Year – Bus/Eng	010
1244	Associate Professor – Fiscal Year – Bus/Eng	010
1245	Associate Professor – Academic Year – 1/9 <sup>th</sup> payment – Bus/Eng	010
1300	Assistant Professor – Academic Year	011
1301	Acting Assistant Professor – Academic Year – 1/9 <sup>th</sup> payment	124
1303	Assistant Professor – Academic Year – 1/9 <sup>th</sup> payment	011
1307	Acting Assistant Professor – Academic Year	124
1310	Assistant Professor – Fiscal Year	011
1317	Acting Assistant Professor – Fiscal Year	124
1330	Assistant Professor – 10 months	011
1343	Assistant Professor – Academic Year – Bus/Eng	011
1344	Assistant Professor – Fiscal Year – Bus/Eng	011
1345	Assistant Professor – Academic Year – 1/9 <sup>th</sup> payment – Bus/Eng	011

TITLE CODE	ACADEMIC TITLE	CTO
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**List – 1 REGULAR-RANK AND SIMILAR TITLES, page 2**

1969	Hughes Investigator	928
1971	Acting Professor – Academic Year – Bus/Eng	114
1972	Acting Professor – Fiscal Year – Bus/Eng	114
1973	Acting Professor – Academic Year – 1/9th payment – Bus/Eng	114
1974	Acting Associate Professor – Academic Year – Bus/Eng	114
1975	Acting Associate Professor – Fiscal Year - Bus/Eng	114
1976	Acting Associate Professor – Academic Year – 1/9th payment Bus/Eng	114
1977	Acting Assistant Professor – Academic Year – Bus/Eng	124
1978	Acting Assistant Professor – Fiscal Year – Bus/Eng	124
1979	Acting Assistant Professor – Academic Year – 1/9th payment – Bus/Eng	124
2100	Supervisor of Physical Education – Academic Year	040
2120	Associate Supervisor of Physical Education – Academic Year	040
2140	Assistant Supervisor of Physical Education – Academic Year	041
3250	Professor In-Residence – Academic Year	311
3251	Professor In-Residence – Fiscal Year	311
3260	Associate Professor In-Residence – Academic Year	311
3261	Associate Professor In-Residence – Fiscal Year	311
3270	Assistant Professor In-Residence – Academic Year	311
3271	Assistant Professor In-Residence – Fiscal Year	311
3351	Assistant Professor In-Residence – Academic Year – 1/9th payment	311
3352	Associate Professor In-Residence – Academic Year – 1/9th payment	311
3353	Professor In-Residence – Academic Year – 1/9th payment	311
3381	Professor In-Residence – Academic Year – Bus/Eng	311
3382	Professor In-Residence – Fiscal Year – Bus/Eng	311
3383	Professor In-Residence – Academic Year – 1/9th payment – Bus/Eng	311
3384	Associate Professor In-Residence – Academic Year – Bus/Eng	311
3385	Associate Professor In-Residence – Fiscal Year – Bus/Eng	311
3386	Associate Professor In-Residence – Academic Year – 1/9th payment – Bus/Eng	311
3387	Assistant Professor In-Residence – Academic Year – Bus/Eng	311
3388	Assistant Professor In-Residence – Fiscal Year – Bus/Eng	311
3389	Assistant Professor In-Residence – Academic Year – 1/9th payment – Bus/Eng	311

**TITLE CTO**  
**CODE ACADEMIC TITLE**

**List 2 – VISITING, ADJUNCT, AND REGENTS’ PROFESSORS**

1102	Visiting Professor – Academic Year – 1/9 <sup>th</sup> payment	323
1108	Visiting Professor – Academic Year	323
1118	Visiting Professor – Fiscal Year	323
1188	Visiting Professor – Law School Scale	323
1202	Visiting Associate Professor – Academic Year – 1/9 <sup>th</sup> payment	323
1208	Visiting Associate Professor – Academic Year	323
1218	Visiting Associate Professor – Fiscal Year	323
1302	Visiting Assistant Professor – Academic Year – 1/9 <sup>th</sup> payment	323
1308	Visiting Assistant Professor – Academic Year	323
1318	Visiting Assistant Professor – Fiscal Year	323
1421	Visiting Professor – Academic Year – Bus/Eng	323
1422	Visiting Professor – Fiscal Year – Bus/Eng	323
1423	Visiting Professor – Academic Year – 1/9 <sup>th</sup> payment – Bus/Eng	323
1424	Visiting Associate Professor – Academic Year – Bus/Eng	323
1425	Visiting Associate Professor – Fiscal Year – Bus/Eng	323
1426	Visiting Associate Professor – Academic Year – 1/9 <sup>th</sup> payment – Bus/Eng	323
1427	Visiting Assistant Professor – Academic Year – Bus/Eng	323
1428	Visiting Assistant Professor – Fiscal Year – Bus/Eng	323
1429	Visiting Assistant Professor – Academic Year – 1/9 <sup>th</sup> payment – Bus/Eng	323
1958	Regents’ Professor	928
3258	Adjunct Professor – Academic Year	335
3259	Adjunct Professor - Fiscal Year	335
3268	Associate Adjunct Professor - Academic Year	335
3269	Associate Adjunct Professor - Fiscal Year	335
3278	Assistant Adjunct Professor - Academic Year	335
3279	Assistant Adjunct Professor - Fiscal Year	335
3361	Assistant Adjunct Professor - Academic Year - 1/9 <sup>th</sup> payment	335
3362	Associate Adjunct Professor - Academic Year - 1/9 <sup>th</sup> payment	335
3363	Adjunct Professor - Academic Year - 1/9 <sup>th</sup> payment	335
3371	Assistant Adjunct Professor - Academic Year - Bus/Eng	335
3372	Assistant Adjunct Professor - Fiscal Year - Bus/Eng	335
3373	Assistant Adjunct Professor - Academic Year - 1/9 <sup>th</sup> payment - Bus/Eng	335
3374	Associate Adjunct Professor - Academic Year - Bus/Eng	335
3375	Associate Adjunct Professor - Fiscal Year - Bus/Eng	335
3376	Associate Adjunct Professor - Academic Year - 1/9 <sup>th</sup> payment - Bus/Eng	335
3377	Adjunct Professor - Academic Year - Bus/Eng	335
3379	Adjunct Professor – Academic Year – 1/9 <sup>th</sup> – Bus/Eng	335

**TITLE CTO**  
**CODE ACADEMIC TITLE**

**List 3 – LECTURERS & SUPERVISORS OF TEACHER EDUCATION (Unit 18)**

1600	Senior Lecturer – POT SOE – Academic Year – Part Time	221
1602	Senior Lecturer – POT SOE – Academic Year – 1/9th payment – Part Time	221
1605	Lecturer – POT SOE – Academic Year – Part Time	221
1606	Lecturer – POT SOE – Academic Year – 1/9th payment – Part Time	221
1610	Senior Lecturer – POT SOE – Fiscal Year – Part Time	221
1615	Lecturer – POT SOE – Fiscal Year – Part Time	221
1630	Lecturer – Academic Year	225
1631	Lecturer – Academic Year – 3 year Contract	225
1632	Lecturer – Academic Year – 1/9th payment	225
1633	Lecturer – Academic Year – 1/9th payment – 3 year Contract	225
1634	Lecturer – Fiscal Year	225
1635	Lecturer – Fiscal Year – 3 year Contract	225
1640	Senior Lecturer – Academic Year	225
1641	Senior Lecturer – Academic Year – 3 year Contract	225
1642	Senior Lecturer – Academic Year – 1/9th payment	225
1643	Senior Lecturer – Academic Year – 1/9th payment – 3 year Continuing	225
1644	Senior Lecturer – Fiscal Year	225
1645	Senior Lecturer – Fiscal Year – 3 year Continuing	225
1652	Continuing Appt – Temp Aug	225
1653	Continuing Appt – Temp Aug – 1/9	225
2220	Supervisor of Teacher Education – Academic Year	357
2221	Supervisor of Teacher Education – 3 year Continuing	357
2222	Supervisor of Teacher Education – FY	357
2223	Supervisor of Teacher Education – FY – 3YR Continuing	357

TITLE CODE	ACADEMIC TITLE	CTO
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**List 4 – EMERITI AND RECALLED FACULTY**

1106	Professor – Academic Year – Recalled	012
1109	Professor – Recalled – Academic Year – 1/9th payment	012
1111	----- Senate – Academic Year – Recalled – VERIP	012
1112	----- Senate – Fiscal Year – Recalled – VERIP	012
1116	Professor – Fiscal Year – Recalled	012
1132	Professor Emeritus (w/o salary)	016
1146	Professor – Academic Year – Bus/Eng – Recalled	012
1148	Professor – Academic Year – 1/9th payment – Bus/Eng – Recalled	012
1206	Associate Professor – Academic Year – Recalled	012
1209	Associate Professor – Recalled – Academic Year – 1/9th payment	012
1216	Associate Professor – Fiscal Year – Recalled	012
1246	Associate Professor – Academic Year – Bus/Eng – Recalled	012
1248	Associate Professor – Academic Year – 1/9th payment – Bus/Eng – Recalled	012
1306	Assistant Professor – Academic Year – Recalled	012
1620	Lecturer w/SOE – Emeritus	216
1621	Senior Lecturer with SOE – Emeritus	216
1660	Senior Lecturer with SOE – Academic Year – Recalled	212
1662	Senior Lecturer with SOE – Academic Year – Recalled – 1/9th payment	212
1663	Senior Lecturer with SOE – Fiscal Year – Recalled	212
1665	Lecturer with SOE – Academic Year – Recalled	212
1666	Lecturer with SOE – Academic Year – Recalled – 1/9th payment	212
1667	Lecturer with SOE – Fiscal Year – Recalled	212
1707	Research Professor	012
1708	Research Professor – VERIP	012
2106	Supervisor of Physical Education – Recalled – Academic Year	042
3249	----- Senate – Emeritus	316
3800	----- Emeritus (w/o salary)	928



<b>TITLE</b>		<b>CTO</b>
<b>CODE</b>	<b>ACADEMIC TITLE</b>	

**List 5 – SENATE LECTURERS**

1603	Senior Lecturer with SOE – Academic Year	210
1604	Senior Lecturer with SOE – Academic Year – 1/9th payment	210
1607	Lecturer with SOE – Academic Year	210
1608	Lecturer with SOE – Academic Year – 1/9th payment	210
1613	Senior Lecturer with SOE – Fiscal Year	210
1617	Lecturer with SOE – Fiscal Year	210
1680	Lecturer – POT SOE – Academic Year – 100%	211
1681	Lecturer – POT SOE – Academic Year – 1/9th payment – 100%	211
1682	Lecturer – POT SOE – Fiscal Year – 100%	211
1683	Senior Lecturer – POT SOE – Academic Year – 100%	211
1684	Senior Lecturer – POT SOE – Academic Year – 1/9th payment – 100%	211
1685	Senior Lecturer – POT SOE – Fiscal Year – 100%	211

**TITLE CTO**  
**CODE ACADEMIC TITLE**

**List 6 – HEALTH SCIENCES FACULTY**

1113	---MEDCOMP-Recalled-VERIP	012
1114	---GENCOMP-Recalled-VERIP	012
1150	Professor – SFT-A	010
1535	Instructor-GENCOMP-A	011
1537	Assistant Professor-GENCOMP-A	011
1539	Associate Professor-GENCOMP-A	010
1540	Act Associate Professor-GENCOMP-A	114
1541	Professor-GENCOMP-A	010
1542	Act Professor-GENCOMP-A	114
1543	Instructor in Res-GENCOMP-A	311
1544	Asst Prof in Res-GENCOMP-A	311
1545	Assoc Prof in Res-GENCOMP-A	311
1546	Prof in Res-GENCOMP-A	311
1561	Instructor-FY-GENCOMP	011
1563	Assistant Professor-FY-GENCOMP	011
1565	Associate Professor-FY-GENCOMP	010
1566	Act Associate Professor-FY-GENCOMP	114
1567	Professor-FY-GENCOMP	010
1568	Act Professor-FY-GENCOMP	114
1569	Instructor in Res-FY-GENCOMP	311
1570	Asst Prof in Res-FY-GENCOMP	311
1571	Assoc Prof in Res-FY-GENCOMP	311
1572	Prof in Res-FY-GENCOMP	311
1701	Recall _____ MEDCOMP-A	012
1702	Recall _____ MEDCOMP-B	012
1703	Recall _____ GENCOMP-B	012
1704	Recall _____ GENCOMP-A	012
1705	Recall _____ FY-MEDCOMP	012
1706	Recall _____ FY-GENCOMP	012
1715	Instructor-MEDCOMP-A	011
1717	Assistant Professor-MEDCOMP-A	011
1719	Associate Professor-MEDCOMP-A	010
1720	Act Associate Professor-MEDCOMP-A	114
1721	Professor-MEDCOMP-A	010
1722	Act Professor-MEDCOMP-A	114
1723	Instructor in Res-MEDCOMP-A	311
1724	Assistant Professor in Res-MEDCOMP-A	311
1725	Associate Professor in Res-MEDCOMP-A	311

<b>TITLE CODE</b>	<b>ACADEMIC TITLE</b>	<b>CTO</b>
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**List 6 – HEALTH SCIENCES FACULTY, page 2**

1726	Prof in Res-MEDCOMP-A	311
1735	Instructor-GENCOMP-B	011
1737	Assistant Professor-GENCOMP-B	011
1739	Associate Professor GENCOMP-B	010
1740	Act Assoc Professor-GENCOMP-B	114
1741	Professor-GENCOMP-B	010
1742	Act Professor-GENCOMP-B	114
1743	Instructor in Res-GENCOMP-B	311
1744	Assistant Professor in Res-GENCOMP-B	311
1745	Associate Professor in Res-MEDCOMP-B	311
1746	Professor in Res-GENCOMP-B	311
1755	Instructor-MEDCOMP-B	011
1757	Assistant Professor-MEDCOMP-B	011
1759	Associate Professor-MEDCOMP-B	010
1760	Act Associate Professor-MEDCOMP-B	114
1761	Professor-MEDCOMP-B	010
1762	Act Professor-MEDCOMP-B	114
1763	Instructor-in-Res-MEDCOMP-B	311
1764	Assistant Professor-in-Res-MEDCOMP-B	311
1765	Associate Prof in Res-MEDCOMP-B	311
1766	Professor in Res-MEDCOMP-B	311
1775	Instructor-FY-MEDCOMP	011
1777	Assistant Professor-FY-MEDCOMP	011
1779	Associate Professor-FY-MEDCOMP	010
1780	Act Associate Professor-FY-MEDCOMP	114
1781	Professor-FY-MEDCOMP	010
1782	Act Professor-FY-MEDCOMP	114
1783	Instructor in Res-FY-MEDCOMP	311
1784	Assistant Professor in Res-FY-MEDCOMP	311
1785	Associate Prof in Res-FY-MEDCOMP	311
1786	Professor in Res-FY-MEDCOMP	311
1875	Instructor-SFT-PC	011
1877	Assistant Professor-SFT-PC	011
1879	Associate Professor-SFT-PC	010
1880	Acting Associate Professor-SFT-PC	114
1881	Professor-SFT-PC	010
1882	Acting Professor SFT-PC	114

**TITLE CTO**  
**CODE ACADEMIC TITLE**

**List 6 – HEALTH SCIENCES FACULTY, page 3**

1883	Inst in Residence-SFT-PC	311
1884	Assistant Professor in Residence-SFT-PC	311
1885	Associate Professor in Residence-SFT-PC	311
1886	Professor in Residence-SFT-PC	311
1895	Instructor-SFT-VM	011
1897	Assistant Professor-SFT-VM	011
1899	Associate Professor-SFT-VM	010
1900	Acting Associate Professor-SFT-VM	114
1901	Professor-SFT-VM	010
1902	Acting Professor-SFT-VM	114
1903	Inst in Residence-SFT-VM	311
1904	Assistant Professor in Residence-SFT-VM	311
1905	Associate Professor in Residence-SFT-VM	311
1906	Professor in Residence-SFT-VM	311
1969	Hughes Investigator	928
3250	Professor in Residence-ACAD YR	311
3251	Professor in Residence – FY	311
3260	Associate Professor in Residence-AY	311
3261	Associate Professor in Residence-FY	311
3270	Assistant Professor in Residence-AY	311
3271	Assistant Professor in Residence-FY	311
3280	Inst in Residence-Academic Yr	311
3281	Instr in Residence-Fiscal Yr	311
3350	Instr in Residence-Academic YR-1/9th	311
3351	Asst Prof in Residence-Academic YR-1/9th	311
3352	Associate Professor in Residence-AY-1/9th	311
3353	Professor in Residence-Academic YR-1/9th	311