The Education Committee is charged with assuring overall teaching equity and enforcing the teaching load of all faculty members according to the divisional standards listed below.

A faculty member wishing to reduce his/her annual teaching load but does not meet any of the established exceptions below, must submit a formal proposal, endorsed by the Section Chair, to the Chair of the Division’s Education Committee. The Education Committee will discuss the request and make a recommendation to the Dean for final approval. The agreement will be documented and included in every academic review file affected by the exceptional load. (Note: Chairs do not have the authority to independently agree to reduce teaching loads.)

Definitions

Formal Course: Any Biological Sciences undergraduate or graduate course overseen by the Divisional Education Committee (see appendix).

Course Workload Values:
- 2 unit undergrad or graduate courses = 0.5
- 4 unit undergraduate or graduate course = workload 1.0
- 6 unit graduate course = 1.5
- 4 unit hybrid undergraduate course that accommodates a total projected enrollment of more than 550 carries a workload of 1.5. (A hybrid course is a course taught in more than one classroom; the instructor is present in only one room and communicates with the students in the other rooms via digital technologies.)

Divisional Standards
- All ladder rank faculty are excused from teaching in the first year of their appointment although they may elect to teach if that is their preference. Faculty who start mid-year may be excused for a portion of the subsequent year. However, they will still be expected to fulfill their teaching requirements as stated below during the second academic year. Example: faculty appointment begins winter quarter. Teaching would begin the subsequent winter or spring quarter. After year one, the following rules apply:
  - Year Two: Teach at least 1 formal (4 unit) undergraduate or graduate course
  - Year Three and beyond: Teach at least 1.5 formal (4 unit) undergraduate and/or graduate courses per year. Alternatively, a faculty member will teach 1.0 course and 2.0 courses in alternate years. The EC will keep track of these alternations and have responsibility for ensuring they are tracked and followed.

- Note: by agreement of the Education Committee in Jan. 2017, ladder rank faculty who teach a large enrollment undergraduate lecture course (with enrollments typically in the 300-400 range) will be granted a lower enrollment (e.g. 90), if requested, for a second undergraduate lecture course taught regularly (alone, or jointly with another faculty
member). This helps to maintain equity in class sizes given that the half course taught by most LR faculty is a senior seminar or graduate course with enrollments of 40 or fewer students.

- Salk Adjunct faculty members please refer to MOU.

- LSOE series faculty members are expected to teach up to 6.0 courses per year (2 each quarter). New Division standard established in 2015-16 is to give all LSOE/Teaching Professors the option to teach 5 courses + undertake a substantial, leadership-level service role related to the educational mission of the Division. Examples: leadership of the BS/MS program; service as lead instructor for a high-throughput lab class with responsibility for course development, weekly training sessions for new instructors and IAs and the lab manual; leadership of the TOPS program.

- Joint/Split appointments: Generally expected to teach .75 courses per year unless a different teaching load has been negotiated. Generally, this will involve teaching 1.0 service course every other year, and a 2 U senior seminar in alternate years. If the appointee’s lab is in Division of Biological Sciences space, they will be expected to teach 1.0 (service) course every year.

- Ladder rank faculty who have not had extramural research funding for at least two years may be asked by their Section Chair to increase their teaching load. Such arrangements will be negotiated on a case by case basis and documented in the academic review file.

- The teaching contributions of non-Salk Adjunct faculty are subject to the expectations outlined in PPM 230-20: “Titles in the Adjunct Professor series are assigned to academically qualified research or other creative personnel who contribute meaningfully to teaching either in formal courses or in guidance of graduate students.”

- Zero % appointments must be engaged in the teaching mission by teaching cross-listed courses, or teaching courses offered by another Departments that Biology students (undergrad or Ph.D. students) enroll in. In addition, they are expected to contribute to our teaching mission by serving from time to time on our students’ thesis committees, supervising BISP199 students, giving guest lectures, etc.

**Division of Biological Sciences Universal Understanding**

- All formal courses are in addition to off-load courses (see appendix), graduate mentoring, and other instructional duties performed by all faculty. The combination of formal courses and other instructional duties MUST reflect at least 3.0 courses per year on the Course Load and Student Direction form.

- Teaching assignments are determined by the Education Committee, via consultation between the faculty member and his/her EC Section representative. The standard applied by the Education Committee is that every Ladder Rank Biology faculty member will teach 1.0 “service course”, normally an undergraduate lecture or laboratory course, determined mainly by program needs while aligning the assignment as well as possible with the expertise and preferences of the faculty member. Occasionally the service course will be a graduate course if it is viewed as essential to the program by Graduate and Education committees. Program need is still a consideration, but is given less weight in determining the 0.5 course assignment.

- Enrollment limits in undergraduate lecture courses will be determined by USIS based on projected student demand. Lower enrollment limits will only be allowed in cases where
a faculty member accepts a higher than standard teaching load in exchange, or where the course taught is the faculty member’s second lecture course.

Established Exceptions
The following list describes the established activities for which the Division of Biological Sciences provides teaching relief.

1. Activities that allow a reduction in course load requirements per academic year:
   - Dean or Acting/Interim Dean: full course load reduction
   - Associate Dean: as negotiated with the Dean
   - Section Chairs: 1.0 course reduction
   - Chair of major Senate Committee (CEP, Grad Council, etc.): 0.5 course reduction
   - Chair of CAP or Academic Senate: full course load reduction
   - Member of CAP: 1.0 course reduction
   - Director or Co-Director of Kavli Brain & Mind Institute: 1.0 course reduction
   - Director of Neurosciences Graduate Program: 1.0
   - Director of Undergraduate Education: 1.0 course reduction
   - Director of Mentorship and Diversity: 0.5 course reduction
   - Faculty Advisor to Saltman Quarterly: 0.5 course reduction

Note: Faculty who provide other service to the University may be given teaching relief if the Executive Vice Chancellor for Academic Affairs will provide documented temporary FTE reimbursement.

2. Sabbatical Teaching Reduction
   - One quarter sabbatical: .5 course reduction/must teach 1 course
   - Two quarters sabbatical: 1.0 course reduction/must teach .5 course
   - Three quarter sabbatical: full course load reduction

Reduction applies to relevant academic year of sabbatical leave. If faculty takes leave crossing two academic years, the load must be calculated accordingly. For example, a leave taken Spring Quarter 2013 through Winter Quarter 2014 would result in the following load requirements:

   AY 2012-2013: 1.0 course required
   AY 2013-2014: .5 course required

3. Howard Hughes Investigators

Howard Hughes Investigators are required per HHMI guidelines to devote at least 75% of their time to research. They are expected to be very productive and to present their achievements to their HHMI colleagues and representatives of HHMI at an annual event. Achieving constant high-level research productivity and persuasive presentation of the research progress determines the success of the HHMI investigators in getting their HHMI appointments extended. The division appreciates the additional expectations of those with these special appointments and fosters their success by reducing their teaching load to one course per year (2U or 4U)
Additional Exceptions
Those with arrangements made before the publishing of these guidelines are bound to whatever their initial agreement was at the time of signing their acceptance to join the division.
Appendix

Formal courses that are NOT under the supervision of the Education Committee but count towards the expected 3.0 average teaching load.

**Undergraduate**
BILD, 91, 92, 94, 95, 96, 99
BISP 191, 195, 196, 197, 199

**Graduate**
BGGN 292, 297, 299, 500
BGJC series courses
BGRD series courses
BGSE series courses

Seminar Courses taught offload, under the management of the EVC, and may not be used to substitute for regularly assigned teaching. Seminars do not affect regular teaching assignments and department workload requirements.
BILD 87 (Freshman Seminar)
BISP 192 (Senior Seminar)
Division of Biological Sciences Guidelines
Zero Percent LRF
Handout

Formal Adjunct and zero percent faculty affiliations add to the vibrancy and scholarly / intellectual diversity of a unit, helping to increase the richness of the division’s community, beyond one-on-one collaborations. Mutual benefits include access to students and exposure to students of leaders outside their immediate area. The formal affiliation is also valuable in that the adjunct or zero percent appointee feels more connected to the community and may bring more visibility to the unit. These formal relationships enhance partnerships already formed via working on the campus together and help to de-compartmentalize units.

**Zero Percent LRF Appointment**

**Basic Requirements of the Appointment, per PPM 230-20/28**

- May be proposed for UCSD faculty with a current, salaried LRF Professor appointment.
- Appointment accords full voting rights.
- Both departments (home and secondary) must vote on the appointment action.
- The term of appointment is limited to one review cycle and reappointments may be proposed at time of review.
- All future review actions would be coordinated between the two departments/divisions.
- Appointee is required to fulfill responsibilities for research, teaching and service in both departments.
- Assigned to and voted on by ONE Section but pre-vetted by whole division. Appointments at all levels are reviewed by CAP for EVC final authority.
- Appointment requires an abbreviated appointment file consisting of:
  - UCSD Summary of Appointment Recommendation
  - The original appointment file (prepared by home department)
  - Updated bio/bib
  - Any evidence of teaching
  - A new departmental letter of recommendation from each department with whom the candidate has a formal affiliation, addressing the new appointment
  - Vote results from both departments

**Requirements specific to the Division of Biological Sciences**

- Teaching expectations can be less explicit than other types of appointments, yet the Section must discuss how the candidate would be engaged in teaching, which will be included in the appointment letter.
  - For instance, they could serve on bio thesis committees, take on 199s, give guest lectures, etc.
  - They may also consider cross-listing existing courses, as appropriate.

**Service Requirements**

Zero percent faculty are expected to participate effectively in faculty government, University committees, and the formulation of departmental, college, divisional, school, and University policies. The departmental recommendation letter should specify and evaluate the appointee’s administrative service within the department, on the campus, and within the University of California.
Formal Adjunct and zero percent faculty affiliations add to the vibrancy and scholarly/intellectual diversity of a unit, helping to increase the richness of the division’s community, beyond one-on-one collaborations. Mutual benefits include access to students and exposure to students of leaders outside their immediate area. The formal affiliation is also valuable in that the adjunct or zero percent appointee feels more connected to the community and may bring more visibility to the unit. These formal relationships enhance partnerships already formed via working on the campus together and help to de-compartmentalize units.

**Definition and Basic Requirements of the Position, per PPM 230-20/28**

Titles in the Adjunct Professor series are assigned to academically qualified research or other creative personnel who contribute meaningfully to teaching either in formal courses or in guidance of graduate students. Appointees in the Adjunct Professor series may engage predominantly in research and other creative work, as well as participate in teaching; or they may contribute primarily to teaching and have limited responsibility for research and other creative work. Appointees in this series also engage in University and public service consistent with their assignments.

**Initial Appointment:** Assigned to one section and *pre-vetted* and voted on by all eligible faculty in the whole division.

Subsequent personnel actions requiring a vote are voted on by assigned section faculty only.

- Appointments at the Assistant level are reviewed and approved by the Dean.
- Appointment at the Associate and Full levels are reviewed by CAP and approved by the EVC.
- Appointment requires a full appointment file.
- All future review actions would be coordinated between the two departments/divisions.

**Requirements specific to the Division of Biological Sciences for Salk Adjunct Professors as outlined in the MOU effective July 1, 2014**

**Teaching Requirements**

**Classroom teaching:** Faculty will be expected to develop a teaching plan at the time of appointment and reappointment, specifically outlining how they will reach their classroom teaching contribution. The goal of establishing a teaching plan is to create a regular, on-going academic year teaching schedule. Teaching relief will be available in the first year of appointment. Classroom teaching expectations follow.

- Each participant is required to teach an average of three 50-minute lectures each year over each review period. This may be met by using any of the following options:
  1. Propose a new seminar course (XXXX 194); meeting 1.5 hours/week for ten weeks.
     Seminar courses may be taught on UCSD or Salk campus
2. Lecture in existing biology graduate or undergraduate course. *See Salk MOU for more specific requirements.*

3. Propose a new graduate or undergraduate course, which may be co-taught. *See Salk MOU for more specific information about proposing a new course.*

**Student mentoring:** Adjunct faculty are expected to participate in at least one of the following activities; or proposed other activity to the division’s Director of Undergraduate Education and Associate Dean:

1. Directing the dissertation research conducted by doctoral students (i.e. supervising BGGN 297 and 299 individual instruction).
2. Directing thesis work conducted by BS/MS students (BGGN 271)
3. Serving on doctoral or masters students’ thesis committees
4. Supervising individual research projects for undergraduate students, either as an honors thesis (BISP 196) or regular research (BISP 199)
5. Presenting own research to incoming doctoral students during the faculty talks portion of Boot Camp (BGGN 208).
6. Participating as Poster Judge during the annual Division Research Showcase during spring quarter each year.
7. Directing journal clubs (BGJC 202-213)
8. Directing research discussions (BGRD 203-234)

**Salk Adjunct Service Requirements**

Faculty Program Participants must contribute to the strength of the graduate program through service activities, such as:

- Graduate Student Recruitment activities
- Participation in the annual Division Science Retreat
Formal Adjunct and zero percent faculty affiliations add to the vibrancy and scholarly/intellectual diversity of a unit, helping to increase the richness of the division’s community, beyond one-on-one collaborations. Mutual benefits include access to students and exposure to students of leaders outside their immediate area. The formal affiliation is also valuable in that the adjunct or zero percent appointee feels more connected to the community and may bring more visibility to the unit. These formal relationships enhance partnerships already formed via working on the campus together and help to de-compartmentalize units.

**Definition and Basic Requirements of the Position, per PPM 230-20/28**

Titles in the Adjunct Professor series are assigned to academically qualified research or other creative personnel who contribute meaningfully to teaching either in formal courses or in guidance of graduate students. Appointees in the Adjunct Professor series may engage predominantly in research and other creative work, as well as participate in teaching; or they may contribute primarily to teaching and have limited responsibility for research and other creative work. Appointees in this series also engage in University and public service consistent with their assignments.

**Review and Authority:**
- Appointments at the Assistant level are reviewed and approved by the Dean
- Appointments with existing salaried faculty appointment at the Associate and Full levels are reviewed and approved by the Dean
- Appointments without existing salaried faculty appointment at the Associate and Full levels are reviewed by CAP and approved by EVC
- All appointments require a full appointment file
- All future review actions would be coordinated between the two departments/divisions.

**Adjunct Teaching Requirements**

**Classroom teaching:** Faculty will be expected to develop a teaching plan at the time of appointment and reappointment, specifically outlining how they will reach their teaching contribution. The goal of establishing a teaching plan is to create a regular, on-going academic year teaching schedule.

Per policy, for appointments in which research is the primary activity, the candidate need not teach a formal course, however *meaningful contributions to the graduate or undergraduate instructional program are required* and the candidate’s expected contributions in this area must be clearly articulated at the time of appointment.

**Student mentoring:** Faculty may fulfill mentoring requirements by participating in such activities as listed below.

1. Directing the dissertation research conducted by doctoral students (i.e. supervising BGGN 297 and 299 individual instruction).
2. Directing thesis work conducted by BS/MS students (BGGN 271)
3. Serving on doctoral or masters students’ thesis committees
4. Supervising individual research projects for undergraduate students, either as an honors thesis (BISP 196) or regular research (BISP 199)
5. Presenting own research to incoming doctoral students during the faculty talks portion of Boot Camp (BGGN 208).
6. Participating as Poster Judge during the annual Division Research Showcase during spring quarter each year.
7. Directing journal clubs (BGJC 202-213)
8. Directing research discussions (BGRD 203-234)

**Adjunct Service Contributions**
May contribute through service activities, such as:
- Graduate Student Recruitment activities
- Participation in the Division Science Retreat