
fruitful? Might a new team-taught course count more in terms of faculty FTE than a recurrent one?

Courses with laboratories

Current Practices

Note: We are not addressing here courses in which lab coordinators participate; lab coordinators generally teach 200 or more students per year (median load/FTE for the whole faculty is about 75). The labs meet 3 to 4 hours per week per section (typically 3 to 5 sections per week per semester), and coordinators themselves are present during that time. Coordinators also develop new labs, supervise TAs, order supplies, monitor and troubleshoot equipment. This is a full load.

- Course with lab supervised by instructor counts:
 - Slightly more than one course
 - Counts as 1.5 courses
 - Counts as 2 courses
 - Lectures counts as 1 course, each section of lab counts as a course
- Double lab (8 hr/wk for student) count as 2 courses
- Courses with labs supervised by TA count as 1.5
- Pure lab course (no lecture) counts as 1.5

Comments , Questions and Options

- Practices vary widely by department, and depend to some extent on extant staffing in the department (e.g. teaching post-docs).
- Safety of students is an issue; maintenance of expensive, delicate instrumentation is also a need
- What role do contact hours play? Instrumentation trouble-shooting?
- Does the presence of graduate TAs, undergrad TAs, external TAs affect the labor invested in labs?

Course reduction for chairs/program directors/committees

Current Practices

- Most departments take the reduction (the 3 smallest, in terms of majors, do not)
- A few programs do regularly, a few do on occasion
- CAP, CA and IRB chairs get one course release per year

Comments , Questions and Options

- Should this be true for all departments and programs?
- Cost to the college would be about 6 FTE/yr if this went to all dept/program + CAP, CA and IRB
- If not, how to decide when a department/program should have a course release?
- Could some departments that currently use one, no longer do so if provided with some other support (e.g. more secretarial support)? What would that support consist of?
- Should we consider a menu of options? For example, might there be an option for a stipend, or extra research funds, or a course release?

Course reduction for new faculty

Current Practices

- This is not college policy, but negotiated with the provost by each new hire.
- Most new faculty seem to get some sort of teaching reduction; appears to be a standard recruiting option in some fields.

Comments , Questions and Options

- What is the purpose of giving this, in the context of our jr faculty leave?
- Should we give this as a matter of course, or???
- How should this be funded when granted? Department must swallow the course? Replaced?
- Is the teaching reduction for first year only?

Graduate teaching and research supervision

Current Practices

- Taught congruently with an undergraduate section, count in some departments as a single course, in others count as an extra course
- Do count as part of faculty load
- Don't count as part of faculty load

Comments , Questions and Options

- Devise a formula, perhaps five tutorials equal one unit of teaching
- Similar to above for graduate tutorials, five graduated doctoral students and or ten doctoral committees (perhaps a mixture of these) equals one teaching unit.
- Similar to the issues raised about the senior experience. Graduate education is costly, how do we allocate resources to both support this endeavor and reduce its expense.