CNS PILOT ASSIGNED TIME POLICY FOR 2019-20   **April 27, 2020**

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A. PREAMBLE

This pilot policy is based on recommendations made by the 2018-19 CNS Assigned Time Policy Committee, which consisted of Mike Chao (committee chair), Brett Stanley, Shawn McMurran, Mandy Rymal and Sally McGill. The committee was charged with creating a draft policy for use of assigned time within the College. The committee began by soliciting information from CNS chairs on how departmental assigned time (not reimbursed by other entities on- or off-campus) is used in their departments. The committee shared its preliminary recommendations with CNS chairs in a progress report dated March 15, 2019 and several iterations of a draft policy were discussed at chairs' meetings after that. The pilot policy below takes into account feedback that was received from chairs and from Dean Pantula throughout the process.

This policy only addresses assigned time that is funded by the department or college. Assigned time funded at the University level (e.g., Q2S, Provost, IR, OSR, mini-grants), by the Chancellor's Office, or by external grants is not addressed by this policy.

B. OVERVIEW

The committee suggests an approach to the part-time faculty budget in which each department **(1)** receives sufficient part-time faculty funds to teach its courses and provide any assigned time necessary to run the program at the most basic level, and **(2)** has equal opportunity to offer discretionary, departmental assigned time for professional development (e.g., research) or other faculty activities that are valued by the department (e.g., new course or new pedagogy preparation, excess service not accounted for in category 1, etc.).   These two broad categories of assigned time are explained in Section C below and are summarized in Table 1. Section D provides additional details on specific types of assigned time within each of these two categories. Section E provides a financial analysis and Section F describes the mechanisms that will be used for accountability. Section G provides guidelines for banking of supervision units, and Sections H and I state the time constraints for use of assigned time (and other funds) from faculty class accounts.

C. BROAD CATEGORIES OF ASSIGNED TIME
1. Directly Funded Assigned Time

"Directly Funded Assigned Time" refers to assigned time that is acknowledged by the College as being a legitimate annual cost that is necessary to support the basic functioning of the department. We recognize three different sub-categories of Directly Funded Assigned Time,

Table 1: Summary of Categories of Assigned Time used in this pilot policy   7/15/2019

	Definition (See Section D)	Allocation of Funds to Department (See Section C)	Allocation of WTU to faculty (See Section C)	Accountability (See Section E)
1. Directly Funded Assigned Time	Assigned time needed for the basic functioning of the department	Funds for this will be included in the PT budget formula, along with WTU needed for teaching.	Chair allocates WTU to faculty as appropriate.	See below
1a) Mandatory Assigned Time	Assigned time mandated by the CBA (Sabbaticals, New Faculty Assigned Time) or specifically required by regulatory or accrediting bodies. Also chair fraction & admin assignments outside dept.	See above	See above	Sabbatical reports; FARs
1b) CNS Standard Assigned Time	Minimum WTU that should be provided for certain standard tasks (excess enrollment, course/lab coordination, graduate program coordination, departmental assessment coordination, self-study reports)	See above	See above	Annual assessment reports; self-study reports
1c) Department Requests for Long-Term (3-5 years) CNS support	Other types of assigned time that may be unique to certain departments (e.g., undergraduate program coordinators, schedule coordinators or associate chairs, excess advising, and other unique service tasks that are necessary for the basic functioning of the department.	See above	See above	By August 15, 2019, initial justifications are presented to the Dean, who may choose to build the requested assigned time into the department's part-time faculty budget, subject to re-evaluation after a specified number of years.
2. Discretionary Departmental Assigned Time (DDAT)	Assigned time for faculty professional development (research, enhanced pedagogy, professional service), or other needs of the depatment (new course development, other service activites that benefit the department and its students)	Recommend that each department have equal opportunity to offer this type of assigned time, such as by making these funds proportional to the FTE tenure-line faculty in the department (at least to begin with).	Allocation of WTU to faculty is done at the department level, most likely by the Chair, subject to guidelines and priorities developed by the department. There is documentation of what the WTU are for, approved by Dean.	Dept chairs submit annual report (by July 15 each year) on use of DDAT during prior year for Dean's consideration in allocating the PT fac budgets to provide equitable access of departments to DDAT (e.g., in proportion to the productivity of the department in research, effective pedagogy leading to improved student outcomes, and/or significant accomplishments resulting from assigned time for excess service.)

each with a different mechanism by which the assigned time is acknowledged as a necessary, annually re-occurring expense.

1a) Mandatory Assigned Time: This includes assigned time that is mandated by the Unit 3 Collective Bargaining Agreement (CBA) such as maternity/paternity leaves, sabbaticals and assigned time for faculty in the first two years of the probationary period. The approved chair fraction and administrative assignments outside the department (e.g., at the college or university level) are also considered in this category. Assigned time that is specifically mandated by an accrediting body or government regulation may also be included in this category but must first be justified as a request for Long-Term CNS Support (see 1c below).

1b) CNS Standard Assigned Time: This policy proposes minimum standard amounts of assigned time that should be assigned for certain tasks that are fairly similar across the college, such as teaching classes with large enrollments, coordination of multiple sections of a course, coordination of graduate programs, and coordination of departmental assessment (with the exception that departments that request Long-Term CNS Support [see below] for undergraduate program coordination or annual data tracking for accreditation will not receive standard assigned time for assessment and should instead include any necessary support for assessment within their request and justification for long-term CNS support).

1c) Department requests for Long-Term (3-5 yrs) CNS Support: This policy allows for departments to make a case that the unique situation of their department requires other types of assigned time for specific purposes every year (or a larger number of WTUs than the standard amounts proposed in 1b) in order for their department to function minimally. Assigned time in this category may include program coordinators, schedule coordinators and assigned time for annual tasks related to accreditation. If a strong case is made, it could potentially include assigned time for excess advising, assigned time for regular use in specific critical courses of labor-intensive pedagogies that have been demonstrated to improve student success and that a department wishes to institutionalize, and additional assigned time of any types listed in 1b for which the unique situation of the department requires more than the standard amount of assigned time. However, these activities will normally be funded out of departmental discretionary assigned time instead (see "2" below).

For a particular type of assigned time to be considered for "Long-Term CNS Support" the department must submit a proposal to the Dean describing any additional assigned time (beyond categories 1a and 1b) that is needed for the department to function minimally. A template will be provided for submission of these requests. The deadline for departmental requests for 2019-20 is August, 15 2019. For many of the categories listed in 1c, this could be a one-time request: once a certain number of WTUs are approved for specific purposes (e.g., program coordination), these would continue to be considered part of the minimal number of WTUs to run the department, with re-evaluation every 3-5 years, or when circumstances change (e.g., increase or decrease in enrollment, change in accreditation requirements, addition or discontinuation of a program, change in overall budget available to the college …).

The approval of any Long-Term CNS Support shall specify the year in which an updated justification must be submitted for re-evaluation of the need.

For some types of Long-Term CNS Support (e.g., institutionalization of labor-intensive pedagogies), the specific number of WTU required in a given year may vary, depending on the number of sections of the course that are taught with that pedagogy. For budget allocation purposes, the department would thus need to submit a request each spring (before the next AYs part-time budget funds are allocated) for the number of sections of these approved courses with enhanced pedagogy it plans to offer in the following academic year.

It is recommended that the CNS part-time faculty budget model be designed to ensure that each department receives sufficient funds to offer the courses that students need to take and to provide the Mandatory and CNS Standard Assigned Time, as well as any other assigned time that has been approved for that department for Long-Term CNS Support.

Departments may choose to use Discretionary Departmental Assigned Time to fund any requests for Long-Term CNS Support that are not approved.

2. Discretionary Departmental Assigned Time

Each department should have sufficient part-time faculty funds to provide some Departmental Discretionary Assigned Time to tenure-line faculty for **research**, for **new course or new pedagogy preparation**, and/or for **excess service** that benefits the department and its students. All of these activities are considered part of a tenure-line faculty member's professional responsibilities as outlined in the Unit 3 CBA (20.1.a,d; 20.3a.a). Although all tenure-line faculty members receive 3/15 WTU per term for service and/or research, the service commitments for many faculty (departmental, college or university committees, student advising, …) fully use or exceed the 9 hours per week that are provided by these 3 WTU per term, leaving little or no time for research, for pedagogical enhancement or for unusually time-consuming service commitments to the department or community that are above and beyond what is normally expected.

Decisions about how to prioritize support for these important activities with reassigned time are best made at the department level. It is proposed that after allocating the part-time faculty budget to meet the minimum needs for teaching courses and for the category 1 (Directly Funded) assigned time in each department, the remaining part-time faculty funds within the college should be allocated so as to allow departments equal opportunity to award Discretionary Departmental Assigned time. The precise meaning of "equal opportunity" in the context of allocating part-time faculty budgets to the departments will be the purview of the Dean.

The part-time budget model should also provide a mechanism by which departments can increase their available discretionary assigned time by scheduling courses efficiently. Thus, if a department chooses to combine sections into a larger class size, the department should have

discretion to choose how the salary savings are used (e.g., to support research, excess service or new course development for any member of the department).

The term "discretionary" is *not* intended to indicate that the activities in these categories are optional or superfluous, but rather that the department has discretion over how funds in this category are used and can also make choices [e.g., about class size] that will affect the amount of discretionary part-time faculty funds that are available to the department.

Faculty requesting Discretionary Departmental Assigned Time should submit a written request to the department chair using the Google Form link that will be provided. Department chairs will set their own deadlines for these requests. The template will ask requestors to summarize (a) the planned activities and expected outcomes, (b) the benefit to the department and (c) how the faculty member is using the 3 WTU provided to all faculty for service and/or research (to justify why additional assigned time is needed for the proposed activities). It is recommended that faculty discuss their requests with their chair before submitting them. Department chairs will prioritize requests subject to any guidelines and priorities developed by the department and will approve those highest-priority requests that can be funded from within the department's part-time faculty budget. Chairs will submit to the Dean's Office prior to the start of the academic year a list of departmental discretionary assigned time requests that have been approved by the chair and a budget analysis that demonstrates that department funds are available to provide this assigned time in addition to meeting the teaching needs of the department. The Dean's Office will verify that departmental budget resources are sufficient to cover the costs before granting final approval.

Departmental Discretionary Assigned Time should be awarded according to guidelines developed by the department and the process should be transparent.

Departments may not award an amount of Disrectionary Departmental Assigned Time to faculty that would cause them to exceed their appointment timebase (typically 12 WTU, but may be less for FERP faculty or more for lecturers).

D. GUIDELINES FOR SPECIFIC CATEGORIES OF ASSIGNED TIME

1. Directly Funded Assigned Time

1a) Mandatory Assigned Time:

1. *Sabbatical Leaves* are governed by Article 27 of the Unit 3 CBA.
2. *New Faculty Assigned Time* is governed by Article 20 (20.36) of the Unit 3 CBA, which stipulates that faculty in the first two years of their probationary period should be assigned a maximum of eighteen (18) direct weighted teaching units on a semester campus (normally resulting in the instructional assignment being reduced by two courses per academic year) or a maximum of twenty-four (24) direct weighted teaching units on a quarter campus (normally resulting in the instructional assignment being reduced by three courses per academic year).

3. *Other:* Departmental chair fractions and faculty administrative assignments outside the department will also be treated as mandatory assigned time. Assigned time that is specifically mandated by an accrediting body or government regulation may also be included in this category but must first be justified as a request for Long-Term CNS Support (see 1c below).

1b) CNS Standard Assigned Time:

1. *Large Lectures (excess enrollment):* The Unit 3 Collective Bargaining Agreement (CBA) 20.3.a.a (should be "b"?) indicates that consideration for adjustments in workload shall be given for class size/number of students. The following guidelines have been in place within CNS since Fall 2015 with only minor changes. The guidelines apply to supporting all instructors teaching large lecture classes independent of the mode of teaching (for example, face-to-face, online, and hybrid).
   a. The amount of support will depend upon the student enrollment. A support unit (SU) is equivalent to 1 WTU added to the instructor's compensation for the semester or up to 60 hours of paid instructional student assistance for the semester. The amount of student assistant time included in a support unit has been increased. Faculty are encouraged to use student assistants to support active learning in large lectures.
      - Enrollment between 120 and 179: 1 SU
      - Enrollment of 180 students or more: 2 SU
   b. Support units for classes with enrollment of 180 and above can be given as 2 WTU, as 1 WTU plus 60 hours of student assistance, or as 120 hours of student assistance.
   c. Support units can only be converted to WTU up to a full-time workload.
   d. Support is based on the highest state enrollment in the class between the first day of classes and census day. For lecturers, this may involve issuing a revised contract after census.
   e. The chair determines class capacity. If a class was not designated as a large lecture, an instructor cannot add students beyond the maximum enrollment set by the department chair for the purpose of receiving large lecture support. The chair should communicate this guideline clearly to the instructors.
   f. Courses that can run as large lecture for which the department deems there is no exceptional workload to warrant support units will receive none. The dean or designee must approve such courses and add them to the list below.
      i. NSCI 325 has an alternate support structure so no SU will be provided
   g. A department that has a course or courses that do not meet the large lecture criteria but for which one or more SUs is desired must request support units from the dean. Such requests should be accompanied by a rationale.
   h. If any course has significant changes in course requirements, its status will be reviewed to identify whether it should or should not receive support units when run in the large lecture format.

       i. If a large lecture class is team-taught and support units are converted to WTU, those WTU should be assigned to each instructor based on the percentage of work assigned.

       j. Support units given to a faculty member may not be used by another faculty member.

2. *Lab coordination / course coordination:* Many departments provide WTU for a faculty member to coordinate multiple sections of a course. The coordinator is responsible for ensuring consistency between sections, for establishing course policies (in consultation with the chair and relevant faculty), for training new instructors, for communicating safety issues to lab instructors, and depending on the course, developing a common syllabus, coordinating assessment of the effectiveness of the course sections, and contributing to the general education certification process. In departments that lack technical support, set up of weekly lab activities and requesting the ASC to order supplies when needed may also be part of the job. Providing 1 WTU for each five lab sections or course sections that someone is coordinating seems to be consistent with the current practice of most departments.

3. *Graduate program coordinators:* Each graduate program coordinator should be provided at least one course release per year (4 WTU per year on quarters or 3 WTU per year on semesters). General duties of graduate coordinators are described in the Graduate Coordinators Guidebook 2019-20 at https://www.csusb.edu/sites/default/files/Graduate%20Coordinators%20Handbook%202019_2020.pdf . Assessment of the graduate program is included among the other duties of graduate coordinators. For large graduate programs additional support may be needed, and will be awarded using a metric based on graduate applications (10%), graduate enrollment (40%) and graduate degrees awarded (50%) using data averaged over the past three years. The WTU provided to the department for unaccredited graduate program coordination will be 0.32 WTU multiplied by the metric, or a minimum of 4 WTU per year, whichever is larger. For accredited graduate programs, the WTU provided will be 0.32 WTU multiplied by the metric, or a minimum of 8 WTU per year, whichever is larger. Graduate programs with less than 5 students enrolled may be asked to justify whether 4 qtr-WTU (or 3 sem-WTU) per year is necessary to administer the program or whether a smaller amount would be sufficient. The 0.32 WTU coefficient was selected so that the total WTU provided for graduate coordinators within the college remains approximately the same as it has been for the past two years. If a department thinks the formula does not provide sufficient WTU for graduate program coordination it may provide additional WTU from its discretionary assigned time. Accredited graduate programs may submit a Departmental Request for Long-Term (3-5 yrs) CNS Support (see 1c below) for an appropriate number of WTUs for both program coordination/assessment and annual accreditation activities, in lieu of accepting the standard graduate coordinator assigned time resulting from the formula.

4. *Undergraduate Program Assessment:* Some departments provide assigned time for an undergraduate assessment coordinator, others build this duty into the responsibilities of an undergraduate program coordinator, others spread assigned time among multiple faculty to collect assessment data in their courses, and in other departments the department chair takes on this role. Each department should have sufficient funds to provide the equivalent of one course release per year (4 WTU per year on quarters or 3 WTU/yr on semesters) to support its annual undergraduate program assessment efforts, including gathering assessment data from faculty and courses, writing the annual assessment report, collaborating with the chair and/or program coordinator to lead departmental discussions about using assessment data to drive program improvement, and serving on a college-level assessment committee. Because the duties associated with program coordination, program assessment and annual activities associated with program accreditation overlap, departments that request Long-Term CNS Support (see 1c below) for undergraduate program coordination or for annual accreditation activities will not receive standard assigned time for assessment and should instead include any necessary support for assessment within their request and justification for Long-Term CNS support for Program Coordination/Assessment/Accreditation.

5. *Self-study reports:* In the year in which a program is required to submit a self-study report for campus-level program review and/or external accreditation that year, it is recommended that the College provide funds to support a faculty member with one course release (4 WTU on quarters or 3 WTU on semesters) who is responsible for writing the self-study report. Funds equivalent to the replacement rate for the aforementioned WTU may be taken as summer stipend, if requested by the faculty member and approved by the chair and dean. For accredited programs, it is expected that the self-study report created in preparation for an accreditation visit will also serve as the self-study report for campus-level program review. If preparation of the self-study report for an accreditation visit will require more than 4 qtr-WTU (or more than 3 sem-WTU), then the department should submit a one-time request for additional WTU to support preparation of the self-study report for an accreditation visit.

1c) Department Requests for Long-Term (3-5 years) CNS Support:

1. *Undergraduate Program coordination and/or annual accreditation activities:*
Departments that need to provide assigned time for either of these activities should submit (by August 15, 2019) a description of the tasks that must be completed annually above and beyond the standard roles of faculty members and department chair, as well as how these tasks will be apportioned to one or more faculty members. (Faculty members do not need to be named, but roles should be defined). Departments that submit a request for Long-Term CNS Support in these categories should include any assigned time needed for program assessment because they will not be eligible for the CNS standard assigned time for assessment.

2. *Schedule coordinator and/or associate chair*: These positions, which take on part of the duties normally assigned to the department chair should ideally be funded from the

chair fraction. For example, if a department chair chooses not to use their entire chair fraction (e.g., chooses to teach or take assigned time from a grant), the unused WTU from their chair fraction may be assigned to a schedule coordinator or associate chair. Ideally, the chair fractions for each department will eventually be re-evaluated using consistent criteria, to ensure that they are appropriate for the amount of chair-level work required in each department. Until this is done, departments may submit a request for Long-Term CNS Support for a schedule coordinator or associate chair to be funded in addition to the assigned chair fraction if they can justify why the existing chair fraction is insufficient and describe which specific duties will be delegated to a schedule coordinator or associate chair.

3. *Excessive student advising:* A certain level of student advising is expected of all faculty and is covered within the 3 WTU that all faculty are provided for service and/or research. If faculty advising loads exceed an average of 30 hours per year (e.g., 60 half-hour student appointments) per faculty member, the department may submit a written advising plan, documenting the need to assign additional WTU for excess advising. This plan should describe the number of majors, the quarters in which advising is mandatory, the number of students assigned to each faculty adviser and how the advising workload is distributed between faculty, professional and peer-advisers.

4. *Other annually recurring duties required for basic functioning of department:* Departments may also submit requests that other **annually recurring service duties** that are unique to the department be included in the department's Directly Funded Assigned Time allotment as "Long-Term CNS Support".   The department should submit a written description of the job duties and justification of the importance of the work and the number of WTU required per year to complete it. The Dean (or designee) will determine which requests are included within the department's Directly Funded Assigned Time as "Long-Term CNS Support". Other department initiatives that go beyond basic functioning of the department may be supported with Discretionary Departmental Assigned Time (see below).

2. Discretionary Departmental Assigned Time

1. Research: Many CNS faculty spend significant amounts of time on research, which is part of their professional responsibility as outlined in the Unit 3 CBA (20.1.a,d; 20.3a.a). Although all tenure-line faculty members receive 3/15 WTU per term for service and/or research, the service commitments for many faculty (departmental, college or university committees, student advising, …) use or exceed the 9 hours per week that are provided by these 3 WTU, leaving no time for research. The CNS Assigned Time committee recommended that all faculty members who are making good use of their existing assigned time for research and service (whether it is the standard 3 WTU that all faculty receive, or additional WTU) and who can provide a reasonable research agenda should be eligible to receive additional assigned time for research. Ideally faculty members who remain productive in research would continue to receive up to 1-2 course releases per year for research. While it may not possible to support all research-active faculty at this level, each department should have some Discretionary Departmental Assigned

Time available to allocate to their faculty who are productive in research or who have reasonable research agenda and have been productive with any assigned time that was previously provided for research.

2. **New course / new pedagogy:** The College recognizes the value of faculty developing pedagogical skills and practices that are effective at promoting student success. 1-3 WTU may be provided for new course preparation or preparing to use a new pedagogy in a previously taught course, subject to availability of funds within the department's PT faculty budget.

3. **Excess service:** WTU may be provided for excessive service, if a faculty member's total service & research commitment exceeds 3 WTU per term (9 hours per week), and if funds are available within the PT faculty budget to support reassigned time.

E. FINANCIAL IMPLICATIONS

A preliminary cost estimate indicates that the Mandatory and CNS Standard assigned time will use up about 50% of the departmental and college assigned time that was awarded for each of the past two years. The remaining available assigned time will be split between Departmental Requests for Long-Term CNS Support and Departmental Discretionary Assigned Time. For 2017-18 and 2018-19, the distribution of department and college assigned time was about 40-45% for Mandatory and CNS Standard assigned time, about 27-30% for assigned time categories that would be eligible to apply for Long-Term CNS Support under this policy, and 20-25% for assigned time categories that would fall into the category of Department Discretionary Assigned Time under this policy. The aim of this policy is to distribute the existing part-time faculty budget in a manner that meets each department's basic needs and provides equal opportunity for departments to offer discretionary assigned time to productive faculty for research, pedagogy enhancement or exceptional service to the department. This policy will also provide a mechanism for documenting how assigned time is being used in various categories, which will provide data regarding the amount of assigned time available with CNS to support assigned time for faculty research and pedagogy enhancement once the teaching and service duties needed to run the department are funded.

F. ACCOUNTABILITY

Preliminary recommendations for accountability measures are provided below. These may be revised after implementation of this pilot policy during 2019-20.

1. Directly Funded Assigned Time

1a) Mandatory Assigned Time: Sabbatical Leaves and New Faculty Assigned Time are governed by the CBA. Accountability is provided by Sabbatical Leave reports and by review of FARs for tenure-track faculty.

1b) CNS Standard Assigned Time: The purpose of defining standard WTU for some types of assigned time is to minimize the number of types of assigned time that require case-by-case justification. The CNS Assigned Time committee agreed that standardization of minimum levels of assigned time was possible for (1) excess enrollment, (2) lab/course coordination, (3) graduate program coordination, (4) assessment coordination and (5) self-study reports. The committee did not think that further accountability measures were necessary for the standard minimum level of assigned time in each of these categories, although it notes that annual assessment reports and self-study reports do provide a measure of accountability for those two types of assigned time.

1c) Department Requests for Long-Term (3-5 yrs) CNS Support: Assigned time in this category (undergraduate program coordination, schedule coordination or associate chair positions, excess advising, annual reporting activities for accreditation and other annually recurring service responsibilities that may be unique to a department) must be justified and approved in advance by a proposal submitted by the department to the Dean (by August 15, 2019). Requests for the pilot year of 2019-20 will be approved for one year. After the pilot period, the Dean may approve the long-term support for any length of time, but a general rule of thumb is that assigned time in these categories should be reevaluated every 3-5 years.

2. Discretionary Departmental Assigned Time

While decisions about the use of Discretionary Departmental Assigned Time are best made at the department level, faculty should be accountable for the use of these funds, and the Dean should have access to information on the outputs of activities supported with these funds, so that (s)he can allocate part-time faculty budgets to departments in a manner that promotes equal opportunity for departments to offer Discretionary Departmental Assigned Time to productive faculty.

Discretionary Departmental Assigned Time should be allocated by the Department Chair (as it currently is), subject to any guidelines and priorities developed by the department.   Part-time faculty budgets will initially be set by the Dean to provide each department an amount of discretionary assigned time funds that is proportional to number of FTE tenure-line faculty in the department. In future years, department chairs will submit an annual report (by July 15 each year) on use of Discretionary Departmental Assigned Time during the prior year.   The Dean will take these reports into consideration in allocating the part-time faculty budgets in a manner that provides equitable access to Discretionary Departmental Assigned Time funds in proportion to the productivity of the department with respect to research, improvement (or maintenance of previously improved) DFWI rates and/or graduation rates (e.g., as a result of enhanced pedagogy), and/or significant accomplishments resulting from assigned time for excess service.   Faculty receiving discretionary departmental assigned should submit a report on the outcomes of their work to the department chair, for inclusion in the department's annual report to the Dean.

G. APPROVAL OF SUPERVISION COURSE OFFERINGS AS PART OF TEACHING LOAD

Per CSUSB Academic Affairs Policy, faculty will not receive teaching load credit for teaching supervision courses unless the Dean of their respective college provides prior explicit written approval of the assignment as part of their WTU teaching load. Within CNS, the approval process will be as follows.

1. Prior to January 15, 2020, each department will submit to the Dean's Office a list of all its supervision courses (from the semester curriculum), along with the following information for each course (see spreadsheet template).
   a. List any program(s) in which the course is required or elective (and specify whether required or elective)
   b. Approximate number of students expected to enroll in the course per academic year (may be expressed as a range).
   c. Whether the WTU indicated by the CS# will be counted as part of the instructor's teaching load, and if not, describe any alternate ways in which teaching load will be assigned, such as:
      i. no teaching load is assigned for the course and faculty are not pressured to teach it;
      ii. or, no teaching load is assigned for the course; it is considered part of a faculty member's service responsibilities.
      iii. or, the teaching load designated by the CS# is only assigned on a case-by-case basis with approval of the chair, depending on department needs and available budget;
      iv. or, a different number of WTU is routinely assigned than is indicated by the CS# (e.g., 1 WTU per 20 student internships coordinated)
2. The CSN Dean's Office will post on its website, along with this policy, a document ("Pre-Approved Supervision-Course WTU") listing the WTU assignments that have been pre-approved in general for each specific course.
3. When a supervision course is offered with a high enrollment, such that the WTUs generated by the CS# for the supervision course exceed the WTU that would be generated by a lecture or seminar course bearing the same number of student credit units, the WTUs counted toward the faculty member's teaching load will be capped so as not exceed those that would be generated by a lecture or seminar course with the same number of student credit units. For example, a 2-unit supervision course with S36 will generate 0.33 WTU per student of up a maximum of 2 WTU. A 4-unit supervision course with S36 will generate 0.33 WTU per student up to a maximum of 4 WTU. Requests for exceptions to this must be submitted as soon as known, and no later than two weeks before the start of the term, and must be approved in writing by the Dean. For courses in which the "Pre-Approved Supervision-Course WTU" document indicates that the teaching load is not based on the CS# (e.g., "1 WTU per 20 internships coordinated", or "no teaching load is assigned") the "Pre-approved Supervision-Course WTU" document shall continue to define the teaching load that is

assigned unless an exception is requested by the chair and approved in writing by the Dean.

4. Any requests for case-by-case deviations from the approved teaching load assignments for supervision courses must be submitted by the department chair to the Dean's office as soon as known and no later than two weeks prior to the start of the term. In these cases, teaching load credit will only be assigned if approved in writing by the Dean.

5. If at any time the department appears to be in danger of over-spending its part-time faculty budget, the Dean may require the department chair to submit a list of all supervision course offerings (or a list of all supervision courses of a specific type) as soon as known and no later than 2 weeks prior to the start of the term, for review by the Dean's office. In these cases, teaching load credit will only be assigned if approved in writing by the Dean.

6. For cases in which a supervision course requires little or no workload the department chair may be assigned as instructor of record and the work considered part of their chair duties. However, when a department chair supervises student research, the WTU provided by the supervision course shall be considered additional workload on top of their chair duties.

H. BANKING OF EXCESS WTU

Most supervision courses come with fractional WTU per student enrolled (depending on the CS# assigned to the course). In general, it is preferable for the teaching load associated with supervision courses to be fit within the 12 WTU assigned to the faculty member during the term in which the student is enrolled, or at least during the same academic year, so that the faculty member has time to work with the student while they are enrolled in the course. However, there are times when this is not practical because the fractional WTU earned for supervision do not add up to a sufficient number of WTU to justify a course release that same academic year.

For CNS, the following policy will be followed with respect to banking of WTU in excess of the normal load:

1. If a tenure-line (non-FERP) faculty member's assigned workload exceeds 12 WTU in a given term, the excess units from teaching and from assigned time for service duties that are funded by CNS long-term support or by the University may be banked for use in any remaining term of the same academic year, or any term in the following academic year.

2. WTUs provided from departmental discretionary funds or by internal or external grants may not be banked. Funds from grant sources should be kept in the grants until the term in which they will be applied toward workload. Neither grant funds nor departmental discretionary assigned time should be used to give a faculty member more than 36 WTU per year. Faculty should work with their chairs to come up with a plan for expending grant funds for assigned time before the expiration of the grant.

3. Banked units not applied toward teaching load by the fourth semester after the term in which the units were banked will expire and will not be available for use.
2. No more than 6 WTU may be banked in any given academic year.
3. The Dean's office will track overload units that are banked, and, per Academic Affairs policy, will provide a banking statement to each department by the beginning of the ninth full week of the term. Departments will distribute a banking statement to each tenure-line faculty member.
4. When a full-time, tenure-line faculty member has a workload assignment of < 12 WTU in any term, any WTU that have been banked for that faculty member will be used to bring them up to 12 WTU (or as close to 12 WTU as possible). If the banked units are not sufficient to bring the faculty member up to 12 WTU, the difference between the assigned workload and 12 WTU will be carried forward as a negative amount of banked WTUs. Nonetheless, this situation should be avoided when possible.5. Whenever "banked" WTU are used and applied to a faculty member's teaching load, they should be reported as assigned time code 14, and the description should begin with the letters "PREV" (e.g., "PREVIOUS Overload").
6. Banked WTU are to be used for activities of the faculty member's choosing as long as they support the mission of the university (e.g., research, professional growth, extra time spent improving teaching, or any service projects that the faculty member chooses to do or to commit additional time to).
7. The faculty member may choose to convert their banked WTU to professional development funds (e.g., for travel, research supplies, student assistant, etc.) instead of using them as assigned time. The conversion to professional development funds will be at the standard replacement salary rate for the term in which the funds are converted ($1175 per WTU during AY 2019-20). However, the expiration date for the funds remains the same whether they are used for assigned time or professional development. Any banked WTU or professional development funds that are not used by their expiration date will revert to the college.
8. Scheduling of classes and the associated WTU are the purview of the department chair. The decision on scheduling of coursework WTU or utilization of banked WTU should primarily consider the needs of the department.
9. No faculty member shall be pressured into teaching an overload.
10. Faculty who choose to teach an overload and to bank their excess WTU should take the initiative to work with their department chair to determine a plan for when their banked WTU may be used for reassigned time. Faculty should only accept an overload assignment and the opportunity to bank WTU if they are comfortable with the policy described above on the expiration date of banked WTU and their use for activities or expenses of the faculty member's choosing that support the mission of the university.
11. At the quarter to semester transition, banked quarter-WTU will be converted to banked semester-WTU using the formula 1 quarter-WTU = 2/3 semester-WTU.

12. Lecturers will generally not be assigned to more than 30 semester-WTU in any academic year. If there is a compelling need to hire a lecturer to exceed 30 semester-WTU in an academic year, this will only be done when it does not violate University policy or the Collective Bargaining Agreement, and written approval of the Dean must be obtained as soon as possible and no later than 2 weeks prior to the start of the term. When an overload occurs, the lecturer will be paid in the academic year in which the work is assigned. There will be no banking of units for lecturers from one academic year to another.
13. FERP faculty may not be assigned an overload, thus there will be no banking of WTU for FERP faculty.

I. ASSIGNED TIME (AND OTHER FUNDS) IN CLASS ACCOUNTS

Assigned time (and other funds) in class accounts (e.g., from mini-grants, OSR, etc.) must be spent by the date specified in the award letter and no later than the end of the fiscal year following the year in which the funds were awarded, otherwise they will revert to the College. For example, internal grant funds awarded anytime during FY 2018-19 must be spent by June 30, 2020.