Table of Contents

A. PREAMBLE

This policy began as a pilot policy in 2019-20 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. A pilot policy was developed that took into account this feedback and was implemented in 2019-20. Minor revisions to the Pilot Policy were made during the pilot year and during 2020-21. This document brings the policy up-to-date with current practice and was reviewed by CNS chairs during the month of August 2021, culminating with final discussion on August 30, 2021.

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

B. OVERVIEW

The committee suggested 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 reassigned 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.

Consistent with Academic Affairs policy, all reassigned time must be approved in advance by the Dean. Department chairs or ASCs should input planned reassigned time into PeopleSoft by the end of the 12th week of the preceding semester. This will allow 2 weeks for collection of any necessary information about reassigned time and 2 weeks for Dean's approval prior to the end of finals week of the preceding semester.

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.)

C. BROAD CATEGORIES OF REASSIGNED 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,

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 reassigned 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. Reassigned 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 reassigned 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 automatically 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 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 undergraduate 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).

Requests for Long-Term CNS Support were approved in August 2019 and were converted to semester units in Fall 2020.

2. Discretionary Departmental Assigned Time

When possible, each department should have sufficient part-time faculty funds to provide some Departmental Discretionary Assigned Time (DDAT) 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, …) often 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.

Departmental Discretionary Assigned Time (DDAT) should be awarded according to guidelines developed by the department and the process should be transparent. Like all reassigned time, DDAT is subject to approval by the Dean.

Departments may not award an amount of Discretionary Departmental Assigned Time to faculty that would cause them to exceed their appointment time-base (typically 12 WTU but may be less for FERP faculty).

D. GUIDELINES FOR SPECIFIC CATEGORIES OF ASSIGNED TIME

1a. Mandatory Assigned Time

1. Sabbatical Leaves
   Sabbatical leaves are governed by Article 27 of the Unit 3 Collective Bargaining Agreement (CBA).

2. New faculty reassigned time
   New faculty reassigned 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 (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 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 3250 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 laboratory science departments.

3. Graduate program coordinators

Each graduate program coordinator should be provided at least one course release per year (3 WTU per year on semesters). General duties of graduate coordinators are described in the Graduate Coordinators handbook at https://www.csusb.edu/graduate-studies/coordinators-resources/graduate-coordinators-toolbox . The College considers assessment of the graduate program to be 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 0.213 semester-WTU multiplied by the metric, or a minimum of 3 semester-WTU per year, whichever is larger. For accredited graduate programs, the WTU provided will be 0.213 WTU multiplied by the metric, or a minimum of 5.5 WTU per year, whichever is larger. Graduate programs with less than 5 students enrolled may be asked to justify whether 3 semester-WTU) per year is necessary to administer the program or whether a smaller amount would be sufficient. The 0.213 semester-WTU coefficient was selected so that the total WTU provided for graduate coordinators within the college remains approximately the same as it was from 2017-2019. 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 (if available). 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 (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 (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 3 semester-WTU, then the department should submit (by April 15 of the prior academic year) 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 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 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. 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 automatically 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-related 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 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 the 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, if funds are available. Ideally faculty members who remain productive in research would 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 a reasonable research agenda and have been productive with any assigned time that was previously provided for research.

2. 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 Part-Time faculty budget. When possible, the College has provided student Learning Assistants to help faculty implement active learning strategies in the classroom.

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 department's Part-Time faculty budget to support reassigned time.

E. FINANCIAL IMPLICATIONS

A preliminary cost estimate of the 2019-20 Pilot Reassigned Time Policy indicated 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 two prior years (2017-2019). 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

The College uses electronic forms for reporting on the use of most types of reassigned time at the end of the assignment (end of semester or end of AY, depending on the assignment). Generally, these reports may be a few sentences or a short paragraph summarizing the activities and/or outcomes of the assignment. No reports are required for reassigned time for excess enrollment, for use of WTU from previous supervision overload, for FMLA or LOA or for reassigned time funded from outside the College (the funding agency usually has its own reporting requirements).

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 teaching load. Guidelines for requesting approval of supervision courses within CNS are as follows:

1. Students who intend to register for a supervision course should be encouraged to enroll as early as possible. A GoogleDoc will be created after the first week of the semester and faculty will be asked to input the student names, project titles, and other information about each supervision course by census date.
2. 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 1-unit supervision course with S36 will generate 0.33 WTU per student up to a maximum of 1 WTU. Requests for exceptions to this must be submitted as soon as known and must be approved in writing by the Dean.
3. 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. SUPERVISION OVERLOADS

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 a tenure-line 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 supervision WTUs accumulated in excess of the normal load:

Default is stipend (with option for PD in same year)

1. If a tenure-line (non-FERP) faculty member's assigned workload exceeds 12 WTU in a at the end of the academic year, the excess units from supervision courses in the current academic year will be paid out as a stipend at the standard replacement salary rate ($2033.33 per WTU during AY 2020-21).

2. In lieu of a stipend, a faculty member may choose to receive the funds as professional development funds (e.g., for travel, research supplies, student assistant, etc.) to be used in the academic year in which WTU are accumulated.

Exceptions to the default

3. Supervision overloads <0.5 WTU will be banked for use in the following academic year, or faculty may choose to be compensated with professional development funds, during the academic year in which the supervision overload accumulated.
4. Department chairs may request that faculty be allowed to bank 0.5 WTU or more in cases in which there is a concrete plan for how the banked WTU will be used bring the faculty member up to 12 WTU in the fall semester of the next academic year.
5. Similarly, department chairs may request that the expiration date for any pdf funds taken in lieu of a stipend be extended into the following year if there is a specific plan for expending the funds (e.g., travel to a conference over the summer or the following fall).

Expiration

6. Overload supervision WTU not paid out as stipend or applied toward teaching load by the fall semester after the academic year which the WTU are accumulated will expire, unless an extension is approved in advance by the Dean.

Supervision Overload Accounting

7. The Dean's office will track supervision overload WTU, and, per Academic Affairs policy, will provide a supervision overload statement to each department by the ninth full week of the term. Departments will distribute an individual statement to each applicable tenure-line faculty member.
8. If a faculty member has Departmental Discretionary Assigned Time (DDAT) and WTU from supervision in the same term, the DDAT will be reduced to the amount needed to bring the faculty member up to 12 WTU for the term, including supervision WTU (See example 2 at end of document). DDAT is designed to provide flexibility for departments to support faculty research or other departmental priorities when funds are available and when faculty time is available. A faculty member may not accumulate a supervision overload in a term in which DDAT is assigned.
9. Other forms of reassigned time, such as mandatory, CNS standard, CNS long-term support, buy-out from grants or from other units outside the college, and use of previously banked supervision WTU may be used toward a tenure-line faculty member's 12 WTU prior to inclusion of any **new** supervision WTU. Any **new** supervision WTU that cause the total workload to exceed 12 WTU are payable by stipend, subject to provisions #11 and #12 below. (See examples 4a and 4b at end of document).
10. The non-supervision elements of a faculty member's workload (teaching k-factor courses, reassigned time, grant buy-out and use of previously banked supervision WTU)

should be planned in advance so as not to exceed 12 WTU. If a faculty member's non-supervision workload exceeds 12 WTU, the excess due to these components is neither bankable beyond the current academic year nor payable by stipend or professional development funds and should be reduced.

11. No more than 3 WTU of overload supervision may be accumulated in any given semester. (See example 3 at end of document).

12. The total of any supervision overload WTU accumulated in a given semester, any salary payments from a grant or from other sources within the university and the faculty member's regular responsibilities should not exceed 125% of the faculty member's timebase.

13. 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 within the same academic year but will not be carried forward into future academic years. Nonetheless, this situation should be avoided when possible.

14. Whenever previously "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").

15. 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).

Other provisions

16. 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.

17. No faculty member shall be pressured into teaching an overload.

18. Faculty should only accept an overload assignment if they are comfortable with the policy described above.

19. 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.

20. FERP faculty may not be assigned an overload, thus there will be no banking of WTU for FERP faculty.

I. FUNDS IN CLASS ACCOUNTS

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, unless an earlier date is specified in the award, internal grant funds awarded any time during FY 2019-20 must be spent by June 30, 2021.

Examples of Supervision Overload accounting (See section H)

EXAMPLE 1: No special circumstances			EXAMPLE 2: DDAT (see H.8)			
Semester Assignments	WTU		Semester Assignments	WTU	Revised WTU	
Course 1	3		Course 1	3	3	
Course 2	3		Course 2	3	3	
Course 3	3		Course 3	3	3	
Course 4	3		Course 4	1	1	
			DDAT	2	1.67	
Supervision course	0.33		Supervision course	0.33	0.33	
TOTAL	12.33		TOTAL	12.33	12	
Supervision overload	0.33		Supervision overload		0	

Example 3a: Non-supervision overloads (See H.10)			EXAMPLE 3: Non-supervision overloads (See H.10)			
Semester Assignments	WTU		Semester Assignments	WTU	Revised WTU	
Course 1	3		Course 1	3	3	
Course 2	3		Course 2	3	3	
Course 3	4	*	Course 3	4	4	
Course 4	3		Program Coordinator (or grant funding, or use of WTU previously banked with approval)	3	2	
Supervision course	0		Supervision course	0	0	
TOTAL	13		TOTAL	13	12	
Compensatable overload	0		Compensatable overload		0	
* Workload should be planned ahead to provide 11 WTU in the other term of the AY.			* Remaining 1 WTU for program coordinator may be taken in other term of same AY or given to another faculty member to help but may not be paid as			
			* Remaining 1 WTU of grant funds should be left in the grant. If grant is expiring, funds should be used for other expenses the grant allows.			

Examples continue on next page …

EXAMPLE 4a: Other reassigned time (see H.9)		
Semester Assignments	**WTU**	
Course 1	3	
Course 2	3	
Course 3	3	
Program Coordinator (or grant funding, or use of WTU previously banked with approval)	3	
Supervision course	0.33	
TOTAL	**12.33**	
Supervision overload	**0.33**	

EXAMPLE 4b: Other reassigned time (see H.9)		
Semester Assignments	**WTU**	**Revised WTU**
Course 1	3	3
Course 2	3	3
Course 3	4	4
Program Coordinator (or grant funding, or use of WTU previously banked with approval)	3	2
Supervision course	0.33	0.33
TOTAL	**13.33**	**12.33**
Supervision overload		**0.33**
* See notes on example 3		