

LEVIN COLLEGE OF PUBLIC AFFAIRS AND EDUCATION

WORKLOAD DOCUMENT

November 2, 2024

WORKLOAD POLICY AND PROCEDURE

Language in this policy that is quoted from the Collective Bargaining Unit appears in *italics*.

Because of the diversity of the Levin College of Public Affairs and Education, these guidelines, as well as the workload assignments issuing from them, rely upon the local expertise of departments and schools as to the appropriate standards for their disciplines, consistent with the CSU-AAUP Collective Bargaining Agreement currently in place.

According to the CSU-AAUP Collective Bargaining Agreement (hereafter referred to as the CBA), *workload guidelines shall be developed by each college using appropriate faculty governance mechanisms. Workload guidelines are subject to the approval of the Office of the Provost (13.1.D).*

The CBA offers the following general principles regarding faculty workload expectations: *Teaching, research and providing public, departmental and University service are together regarded as normal and necessary in fulfilling an academic appointment. Such an appointment implies that faculty members will do their fair share in student advising and serve on departmental, college, and University committees in assisting in the day-to-day operations of the academic enterprise. Where appropriate, it is expected that faculty members will contribute their expertise to the public good.* (13.1)

I. PROCEDURE FOR WORKLOAD DETERMINATION AND NOTIFICATION

A. PRELIMINARY PREPARATION

1. By December 1st, faculty will confer with their Chair/Director and provide documentation of their record of accomplishments and prospective activities that are relevant for workload determination. (13.1.B) In advance of that conference, faculty will provide their Chair/Director with an annual workload summary (using the standard CPAE form). The Chair/Director will use information in each faculty member's eFAAR to evaluate professional activity over the previous 5 years. These calculations should be based on finished products, as opposed to work in

progress.

2. The basis for determining a faculty member's record of performance will be the most recent eFAAR, the updated CV, the annual workload summary form, and other relevant supplemental information.
3. Each Chair/Director will review documentation of faculty research/scholarship/creative activity (hereafter referred to as RSCA), service contributions, and additional components of the faculty member's workload, including those elements and factors listed in 13.1.B of the CBA.
4. The Chair/Director will provide each faculty member with a list of all the activities that were included in the calculation for the assigned workload. It is imperative that faculty keep their eFAAR up to date to ensure that all relevant work is included.

B. WORKLOAD MEETINGS

1. Based on the review of each faculty member's record of completed accomplishments and workload assignment for the upcoming year, each Chair/Director will prepare proposed workload allocations to RSCA, teaching, and service for each faculty member, along with a supporting rationale.
2. Each Chair/Director will meet with the Dean to discuss each faculty member's proposed workload allocation.
3. *Prior to making annual teaching workload assignments for faculty members, chairpersons shall obtain the written approval of their dean. The teaching workload assignment agreed upon by the chairperson and the dean shall be submitted to the involved faculty member by January 31. Deans will bring difficult cases, issues of fairness, and issues regarding the best use of faculty to the attention of the Provost and Vice President for Academic Affairs (13.1.C).*
4. Faculty taking a 1-semester Professional Leave of Absence (PLOA) in the upcoming year will receive 50% of their assigned Academic Year workload allocation. Faculty taking a 2-semester PLOA will not receive a workload allocation.

C. FACULTY NOTIFICATION

1. Following the Chair/Director and Dean Meeting and on or before January 31st, the Chair/Director will notify each faculty member in writing of the workload allocation for the subsequent academic year (August-May). (13.1.C)
 - In the spirit of transparency, the Chair/Director will use the workload notification form. The form provides a detailed articulation of the point

allocation for the faculty member's workload assignment the following year. The responsibility rests with each faculty member to be an accurate, diligent recorder of their own activity in order for the Chair/Director to make a fair and accurate point determination with the relevant information.

II. LEVIN COLLEGE OF PUBLIC AFFAIRS AND EDUCATION WORKLOAD GUIDELINES

A. NON-TENURE TRACK FACULTY (College Lecturers, Professors of Practice, Clinical)

1. TEACHING (Lecturers/Professors of Practice)

- a. Normally, College Lecturers/Professors of Practice *will teach 4 courses of 3 to 4 credits per semester, with the remainder of the 30 credits assigned to service or other defined activities. The faculty of the relevant Department/School will be consulted regarding assignments to teach upper-level undergraduate and graduate courses.* (12.2.I and 12.3.J)
- b. Teaching workload credit should be given for supervising (1) laboratories; (2) clinics or clinical courses; (3) internships, practicums, externships, field experience, workshops, seminars, tutorials, exit projects; (4) independent studies; (5) undergraduate/graduate student research such as honors projects, special projects similar to McNair Scholars (6) and any other instruction not included in a faculty member's assigned teaching load. The amount of credit will be allocated by the Chair/Director based on the number of students supervised and the extent and depth of the supervisory responsibilities. (13.1.B.2, 13.1.B.3, 13.1.B.5). **SEE APPENDIX A FOR EXAMPLES OF CREDITABLE INSTRUCTIONAL ACTIVITIES RELATED TO TEACHING**
- c. Teaching workload credits shall be considered for activities related to doctoral and/or master's student advisement and guidance, as well as for the Honors Program and McNair Scholar advisement or evaluating student applications to programs. The thesis/dissertation credit banking system is delineated in Article 14.3 of the CBA.
- d. Teaching workload credits shall be considered for having an extraordinarily large number of courses assigned, large class sizes, courses requiring time-intensive preparation, new or revised course preparations, and courses with time-intensive amounts of student work to evaluate. (13.1.B.1). The combination of these and other similar factors should be brought up to the Chair/Director by the faculty member to be considered when determining workload assignment. One additional workload credit* may be assigned under various circumstances, including, but not limited to:
 - Undergraduate lecture classes with high enrollment shall be considered for

additional workload credit. This applies to face-to-face, hybrid, remote, and asynchronous courses.

- WAC courses without a teaching assistant, enrollments of above 35 students or multiple WAC courses in a semester, shall be considered for additional workload credit.
- Graduate classes with high enrollment and no teaching assistant support shall be considered for additional workload credit. This applies to face-to-face, hybrid, remote, and asynchronous courses.
- Also see Appendix A for examples of creditable instructional activities related to teaching and Appendix C for Supervision of Student Research, Independent Studies, Internships, & Exit Projects

**More than one additional workload credit may be considered only under exceptional circumstances.*

- e. Course reductions are contingent on the availability of adequate instructional resources from other departmental/school faculty.
- f. Teaching workload credits may be given on a case-by-case basis for laboratory supervision, supervising internships, tutorials, independent studies, exit projects, and undergraduate/graduate student research and other instruction not included in a faculty member's assigned teaching load. The amount of credit will be allocated by the Chair/Director based on the number of students supervised and the extent and depth of the supervisory responsibilities. (13.1.B.2, 13.1.B.3, 13.1.B.5)
- g. Faculty may reduce their assigned teaching workload by using credits earned through the credit banking system, as delineated in Article 14.3 of the CBA.

2. SERVICE (Lecturers/Professors of Practice)

- a. Lecturers/Professors of Practice will perform service activity at a level compatible with their full teaching load and consistent with their responsibility as delineated in the CBA to be in full engagement in the life of the department. (12.2.F.2 and 12.3.G.2).
- b. The allocation of service credit can range from 0 to 6, based on the teaching workload assigned to a Lecturer/Professor of Practice. Service should be based upon the number of hours of commitment and participation required to perform said service. Service activities that will be considered in determining a faculty member's service credit allocation include:
 - Work with performing groups, professional organizations, and other field work. (13.1.B.4)
 - Professional associations with outside community agencies. (13.1.B.6)

- Departmental, college, University, and professional service. (13.1.B.7)
 - Other activities that are important for the department, college, and University. (13.1.B.8)
 - Participation, as appropriate, in academic advising and, as appropriate, in academic coaching, tutoring, and mentoring. (13.1.B.9)
 - Community engagement, defined as collaboration between the faculty member and larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (13.1.B.10).
 - Other activities, not otherwise numerated above, which contribute to student success and student retention. (13.1.B.11)
- c. The service credit for each documented service activity should be congruent with the amount of time and effort that faculty member anticipates for such activity. Time and effort that is spent by an individual faculty member on each service activity may vary based on the faculty member's rank and experience. See Appendix B for generally accepted levels of service credit.
- d. Faculty who demonstrate documented service that exceeds their assigned service credit hours in their annual workload assignment, subject to the general guidelines delineated in 13.1.F.3, shall be considered for one additional service credit.
- e. In the instances where the faculty member is asked to engage in the service activity that was not anticipated, for example, serving on a search committee, faculty should be granted a corresponding level of service credit for the upcoming year. Similarly, if a faculty member is asked to advise or mentor students outside of the academic year, appropriate credit should be given for the following year.
- f. Faculty members who are assigned administrative or supervisory functions which are very time-consuming may request a reduction in their normal teaching workload assignment. Such reductions must be made by the Provost and Vice President for Academic Affairs with the express knowledge and written approval of the appropriate Chair/Director and Dean. At the time of the administrative assignment or activity, there shall be a written agreement among the involved parties regarding the appropriate teaching workload assignment and duration. (13.1.G). Examples of functions that may be considered under this provision include, but are not limited to, service as a unit's director of undergraduate or graduate studies, faculty advisor, course or program coordination, supervisor of teaching assistants, and manager of laboratory facilities and/or supplies.

3. RESEARCH / SCHOLARSHIP / CREATIVE ACTIVITY (RSCA) (Lecturers/Professors of Practice)

For non-tenure track faculty with active RSCA, a case can be made for workload at the recommendation of the department Chair/Director and Dean. The criteria used by administration in this determination include the degree to which the research is aligned

with the faculty member's job description.

4. TEACHING (Clinical Faculty)

Clinical faculty shall be assigned up to 16 credit hours per semester of introductory/ clinical instruction, or practical supervision of students, or a combination of these functions. The Dean has sole discretion to reduce the instructional workload of Clinical faculty, in light of a Clinical faculty member's non-classroom contributions such as program coordination, amount of clinical supervision, time spent in clinical supervision, committee work, and professional service. (13.B.1)

- A. When considering workload of Clinical Faculty, the 16 credit hours per term should include the consideration of faculty members' non-classroom contributions such as program coordination, amount of Clinical supervision, time spent in Clinical supervision, committee work, and professional service. (13.5.B.1).
- B. Faculty whose job description includes field supervision are entitled to include estimations of driving time and other administrative necessities such as meeting with field supervisors.

5. RESEARCH / SCHOLARSHIP / CREATIVE ACTIVITY (RSCA) (Clinical Faculty)

Clinical faculty are allocated RSCA credits commensurate with their productivity in the scholarship of teaching (including scholarship of clinical instruction and supervision).

6. SERVICE (Clinical Faculty)

Clinical faculty are expected to engage in service if their teaching is less than 30 credit hours per year.

B. TENURE-TRACK & TENURED FACULTY (NON-CLINICAL)

1. TEACHING

- a. The normal instructional activity for a full-time faculty member shall range from 50% to 80% of the average workweek. Departments will determine the portion of instructional time devoted to undergraduate and graduate instruction. (In LCPAE, "department" also refers to School) (13.1.A)
- b. The expected teaching load is 16 credit hours for bargaining unit tenured/tenure-track faculty's annual workload assignment. This expectation is inclusive of credits for thesis and dissertation advising, Provost-approved credits for academic program coordination, and any externally funded or Provost-approved research credits within allowable limits. (13.1.F.1)

- c. Normally, all tenure-track and tenured bargaining unit faculty will be assigned at least 9 credit hours of teaching each academic year, though grants, credit banking, and other buyouts may reduce the instructional assignment below that level. (13.1.F.1)
- d. Normally, all tenure-track and tenured bargaining unit faculty will be assigned at least 6 credit hours of teaching each academic year, regardless of grants, credit banking, and other buyouts. (13.1.F.1)
- e. Teaching workload credits shall be considered for having an extraordinarily large number of courses assigned, large class sizes, courses requiring time-intensive preparation, new course preparations, and courses with time-intensive amounts of student work to evaluate. (13.1.B.1):
 - Undergraduate lecture classes with high enrollment shall be considered for additional workload credit. This applies to face-to-face, hybrid, remote, and asynchronous courses.
 - WAC courses without a teaching assistant, enrollments of above 35 students or multiple WAC courses in a semester, shall be considered for additional workload credit.
 - Graduate classes with high enrollment and no teaching assistant support shall be considered for additional workload credit. This applies to face-to-face, hybrid, remote, and asynchronous courses.
 - Also see Appendix A for examples of creditable instructional activities related to teaching and Appendix C for examples of creditable independent studies, internship supervision

**More than one additional workload credit may be considered only under exceptional circumstances*

- f. Teaching workload credits shall be considered for laboratory supervision, supervising internships, tutorials, independent studies, exit projects, and undergraduate/graduate student research and other instruction not included in a faculty member's assigned teaching load. The amount of credit will be allocated by the Chair/Director based on the number of students supervised and the extent and depth of the supervisory responsibilities. (13.1.B.2, 13.1.B.3, 13.1.B.5)
- g. Faculty may reduce their assigned teaching workload by using credits earned through the credit banking system, as delineated in Article 14.3 of the CBA.
- h. Tenured faculty may request a higher teaching load in lieu of RSCA activity at relevant points in their careers.
- i. Department Chairs and School Directors are normally expected to teach not less than one-half the normal teaching workload assignment for the faculty in the unit. In small departments, as defined by the University, the Chair's/Director's teaching

workload assignment may exceed one-half the normal faculty teaching workload assignment. Chairs/Directors on a twelve-month contract are normally expected to teach during each of the three semesters. Exceptions to this rule must be approved by the college Dean, and the Provost and Vice President for Academic Affairs. (13.1.H)

2. RESEARCH / SCHOLARSHIP / CREATIVE ACTIVITY (RSCA)

- a. A faculty member's "anticipated performance" in RSCA is based on the faculty member's record of accomplishment and prospective work to be completed in the forthcoming academic year.
- b. A faculty member's "record of accomplishment" in RSCA is derived from a review of the previous five-year period.
- c. Evaluation of a faculty member's RSCA record focuses on productivity, quality, and independence of RSCA accomplishments as defined by the department/school and within the faculty member's discipline, with emphasis on peer-reviewed accomplishments. The evaluation should also take into consideration the fact that, at different stages of one's career, changes occur in the impact of one's work, extent, and success of funding and RSCA efforts.
- d. Faculty who demonstrate assessable research/scholarship/creative activity at levels commensurate with rank according to their department's/school's promotion guidelines shall be assigned 6 RSCA credits for their annual workload assignment. (13.1.F.2).
- e. Faculty who demonstrate assessable research/scholarship/creative activity at levels that exceed their department/school's promotion guidelines may be assigned more than 6 RSCA credits for their annual workload assignment, subject to the general guidelines delineated in 13.1.F. (13.1.F.2).

- f. Faculty who demonstrate assessable research/scholarship/creative activity below levels commensurate with rank according to their department's/school's promotion guidelines shall be assigned 1-5 RSCA credits for their annual workload assignment. (13.1.F.2)
- g. Faculty who do not demonstrate assessable research/scholarship/creative activity shall be assigned 0 RSCA credits for their annual workload assignment. (13.1.F.2)
- h. Probationary (untenured tenure-track) non-clinical faculty are normally allocated a minimum of 7 RSCA credits per academic year. This increase of 1 credit is to help junior faculty set up their RSCA activities in preparation for their tenure application.
- i. Adjustments in a faculty member's teaching workload assignment may be made by a Chair/Director to encourage the initiation of a research program or to acknowledge a continuing record of scholarly or creative achievement. (13.1.B) Such an adjustment to the faculty member's RSCA credit allocation could be made in consideration of a faculty member's plan to conduct a significant RSCA project in the academic year under consideration.

3. SERVICE

- a. Service credit will be awarded only for documented service or administrative duties (13.1.E.)
- b. Service activities that will be considered in determining a faculty member's service credit allocation include:
 - Work with performing groups, professional organizations, and other field work. (13.1.B.4)
 - Professional associations with outside community agencies. (13.1.B.6)
 - The amount of departmental, college, University, and professional service. (13.1.B.7)
 - Other activities that are important for the department, college, and University. (13.1.B.8)
 - Participation, as appropriate, in academic advising and, as appropriate, in academic coaching, tutoring, and mentoring. (13.1.B.9)
 - Community engagement, defined as collaboration between the faculty member and larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (13.1.B.10).
 - Other activities, not otherwise numerated above, which contribute to student

success and student retention. (13.1.B.11)

- c. Faculty who demonstrate documented service at levels commensurate with their rank shall be assigned 2 service credit hours for their annual workload assignment. (13.1.F.3)
- d. Junior faculty on the tenure-track will normally be assigned 2 service workload hours, pursuing service activities recommended by their Chair/Director that do not interfere with their primary obligation to establish a satisfactory research and teaching performance record.
- e. Faculty who demonstrate documented service that exceeds levels commensurate with their rank may be assigned more than 2 service credit hours for their annual workload assignment, subject to the general guidelines delineated in 13.1.F. (13.1.F.3), with an understanding that the maximum service workload assignment is 3 points, except under extraordinary circumstances.
- f. Faculty who demonstrate documented service at levels below what is commensurate with their rank shall be assigned 1 service credit hour for their annual workload assignment. (13.1.F.3)
- g. Faculty who do not demonstrate documented service shall be assigned 0 service credit hours for their annual workload assignment. (13.1.F.3)
- h. Faculty members who are assigned administrative or supervisory functions which are very time-consuming may request a reduction in their normal teaching workload assignment. Such reductions must be made by the Provost and Vice President for Academic Affairs with the express knowledge and written approval of the appropriate Chair/Director and Dean. At the time of the administrative assignment or activity, there shall be a written agreement among the involved parties regarding the appropriate teaching workload assignment and duration. (13.1.G). Examples of functions that may be considered under this provision include, but are not limited to, service as a unit's director of undergraduate or graduate studies, faculty advisor, course or program coordination, supervisor of teaching assistants, and manager of laboratory facilities and/or supplies.
- i. Some service work, such as chairing search committees or election to College or University committees, is hard to anticipate at the time that the workload is determined. When such conditions occur, and the Chair/Director and Dean determine that allocation of additional service credit is merited but would result in unacceptably disruptive last-minute changes in faculty teaching assignments, service credit can be banked so that faculty can defer credit earned through these special circumstances or responsibilities. The service credit may be awarded at the time a faculty member performs the eligible service if the Chair/Director and Dean agree that it can be done reasonably and without hardship to other faculty and the department or without potentially harming the students.

III. Instructional Workload Credit Banking

- a. Reductions in instructional workload based on eligible banked hours shall be taken upon mutual agreement of the faculty member and the faculty member's home department Chair/Director. (14.5.C)
- b. Faculty members who wish to apply banked hours to reduce their instructional workload for the following year shall notify their Chair/Director by December 1. (14.5.B)
- c. Faculty are jointly responsible with Chairs/Directors to maintain accurate and up to date record of credits earned for the supervision of thesis/dissertation students, as provided in 14.3 of the CBA, and for credits or debits that have been accumulated as a result of a difference between assigned and actual number of credits taught in an academic year. (14.2)
- d. Each faculty member's total number of hours banked, positive or negative, will be verified at the end of each spring semester by the Chair/Director in consultation with the faculty member, and reported to the Dean's office. *Normally any credit balances of three or more hours banked for three years and not requested by the faculty member under section 14.5 (B) toward a reduced instructional workload will be canceled from faculty members' accounts.* (14.4) Credit balances will not be canceled after three years if, in this time, the faculty member has asked to apply them to reduce their instructional workload, but the request was denied due to the unavailability of adequate instructional resources. Banked credits short of sufficiency for a full course reduction (of a 3- or 4-credit course) do not expire.
- e. Chairs/Directors will also observe other conditions of Article 14 of the CBA that pertain to instructional workload credit banking and the use of banked credits.

APPENDIX A

Examples of Instructional Activities to be Considered for Additional Teaching Workload Credit

As appropriate, the following factors shall be considered in determining the target teaching workload for individual faculty members (from CBA 13.1.B):

1. Number of courses assigned, size of classes, amount of preparation, number of course preparations, type and amount of student work to evaluate;
2. Tutorial and independent study assignments, exit projects, and graduate student supervision;
3. Laboratory supervision;
4. Work with performing groups, professional organizations, and other field work;
5. Supervision of interns and other students assigned to outside organizations;
6. Professional associations with outside community agencies;
7. The amount of departmental, college, university, and professional service;
8. Other activities that are important for the department, college, and University; and
9. Participation, as appropriate, in academic advising and, as appropriate, in academic coaching, tutoring, and mentoring,
10. Community engagement, defined as collaboration between the faculty member and larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
11. Teaching credit may be assigned for duties related to essential preparation work with practicum courses and internships, but may not be earned during the summer term
12. Other activities, not otherwise numerated above, which contribute to student success and student retention.

In some cases, Program Directors overseeing re-accreditation site visits may be granted a one course reduction.

APPENDIX B

Examples of Service to be Considered for Service Workload Credit

Internal service responsibilities are required to earn the standard 2 service workload credits for tenure/tenure-track faculty and the 0-6 service credits for lecturers and professors of practice. See "Faculty Committees" Spreadsheet for the rubric of point allocation for service quota by rank for committees within the department, college, and university.

Above-and-beyond service credit may be earned through these optional other activities:

- Internal service to the Department/School, College or University that is above-and-beyond the requirements outlined in the "Faculty Committees" spreadsheet.
- Lead editing or managing an academic journal that has direct bearing on the college's mission.
- Other journal editorial responsibilities will be recognized with credit based on the volume of work, visibility and impact of the journal, and the journal's relevance to the college's mission and prominence.
- Holding a substantial managerial office with a national or international professional organization.*
- Service with professional organizations, such as holding a leadership position, organizing a large national conference, or having other major responsibilities.*
- Major curriculum development
- Substantial service on editorial boards of major journals in one's field or grant application reviewing.
- Minor published comments on articles and rejoinders, and contributions to newsletters or other forms of commentary are considered to be professional service and carry significantly less weight than publications.
- Extensive service using one's professional expertise fostering university engagement with the community.*
- Unpaid contributions to a community, such as organizational board service or volunteer work that leverages a faculty members' professional expertise.*
- Non-enumerated external professional or community service that benefits the College and/or University.*

** External service shall be considered for activities requiring a minimum of 16 clock hours of work per semester.*

Appendix C

Supervision of Internships, Clinical Rotations, Independent Studies, Student Research & Exit Projects

The purpose of this appendix is to recognize faculty supervision of internships, independent studies, exit projects, and undergraduate/graduate student research as a form of teaching under Article 13.1 of the CBA, specifically provisions 13.1.B.2, 13.1.B.3, and 13.1.B.5.

- a. Teaching workload credit may be given for supervising internships, practicums, and student teacher training placements. Credits are awarded according to the following table:

	Course	General Responsibilities	Workload credit
Education	Internship 1: Practicum	4 visits/semester	1 workload credit/student
	Internship 2: Student Teaching	6 visits/semester	1 workload credit/student
	Clinical Rotations: <i>Rotation 1:</i> EDB 241 with EDB 242 <i>Rotation 2:</i> ECE 341 with ESE 400* EDM 341 with ESE 400* ESE 341 with ESE 342 ESE 361 with ESE 362 <i>Rotation 3:</i> ECE 351 with EDB 302* EDM 351 with EDB 302* ESE 351 with EDB 302* ESE 371 with EDB 302*	* Varies – instructor must demonstrate that clinical supervision occurred in sections where this is variable (ESE 400 and EDB 302).	1 additional workload credit/course
	Public Affairs (Communication, Criminology, Sociology, Urban Affairs)	CRM 491 COM 490 SOC 490 UST 490 UST 690	Instructor of record for students completing internships (working with employers and sponsors, completing midterm and final grading, overseeing sponsor and student evaluations, intervening with intern sponsors <i>(as needed)</i> ; the faculty member also works in advance

		of supervising the internship by locating opportunities and assisting students with internship registration/placement.	level class requires 15 students, the ratio is 1 banked hour for every 15 student credit hours.
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Workload credit awarded under Appendix C (a) only applies when such activities are not offered as a fully enrolled class for which the faculty member receives normal teaching workload credit. For example, if SOC 490 has enough students to meet minimum enrollment requirements, the course will count as 3 credit hours towards the faculty member's assigned teaching workload for the year and this provision will not apply. If SOC 490 has only two students enrolled, the course would not count towards the faculty member's assigned teaching load for the year, but this provision would apply to ensure that some credit is awarded for the work.

- b. Teaching workload credit may also be given for supervising independent studies, exit projects, and Honors contract courses not included in faculty members' assigned teaching loads. Chair/Director approval may be required in some units, not in others. Credits are calculated based on a ratio using the university's minimum class enrollment policy for 400, 500, 600, 700, and 800-level courses. For instance, if a 400-level class requires 15 students, the ratio is 1 banked hour for every 15 student credit hours. Mentoring a student in the Undergraduate Research Award (URA) or the Undergraduate Summer Research Award (USRA) program will be counted as the equivalent of 3 student credit hours of independent study per student supervised. In cases where the URA/USRA student also registers for an independent study, the faculty member would receive credit for the URA/USRA or independent study (whichever is greater), but not both. Banked credit rules follow the CBA (14.4).
- c. The use of banked credits, including those earned through the supervision of internships, independent studies, student research, and exit projects are subject to the provisions of the CBA, Article 14.5.
- d. Teaching workload credit will not be awarded for Thesis and Dissertation course credits; supervision of student theses and dissertations receives credit under CBA Article 14.
- e. Utilization of credit earned under this plan is subject to conditions of the CSU-AAUP CBA, including the minimum teaching workloads described in Article 13.1.F.(1): *Normally, all ... faculty will be assigned at least 6 credit hours of teaching each academic year (CBA, 13.F.1.).*