

**MEMORANDUM**

June 6, 2016

To: Faculty of the Zicklin School of Business

From: Donald H. Schepers

Re: Workload Credits

This memo supersedes all prior memoranda regarding policies around workload credits in the Zicklin School of Business.

- 1. Contractual Workload.** The annual workload for all Professors, Associate Professors, Assistant Professors, and Distinguished Lecturers continues to be 21 credit hours, with a 3 credit research reassigned time granted to those qualifying for such under the Faculty Qualifications Policy. Instructors and Lecturers have a 27 credit workload, and are not eligible for research reassigned time. Any faculty member serving in a Substitute appointment, regardless of rank, must add 3 credits to the workload for that rank. Doctoral students serving in Substitute lines are expected to carry a teaching load of at least 18 hours per academic year, with the difference in time attributed to research reassigned time<sup>1</sup>.
- 2. Departmental Administrative Reassigned Time.** Reassigned time for department administrative assignments is negotiated with each department. Factors to be considered are faculty size, curricular activity (number of programs, sections taught, SCHs delivered, etc.), and other departmental productivity metrics.
- 3. School, College, and University Reassigned Time.** From time to time, individuals may be awarded reassigned time for service to the School, College or University. The School will provide documentation (typically a memo) to support the reassigned time. We ask that faculty members granted reassigned time by the College or University obtain a memo from the appropriate authority documenting the reassigned time that pertains to the service assignment.
- 4. Editorial Reassigned Time.** Reassigned time is granted only in exceptional cases, upon approval of Department Chair and Dean. See Appendix A.
- 5. Workload Management.** The PSC-CUNY contract mandates that faculty manage their workload over a 3 year window. For Professors, Associate Professors, Assistant Professors, and Distinguished Lecturers, the required workload is 63 credit hours over 3 years. For Instructors and Lecturers, the

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<sup>1</sup> Doctoral students serving as Graduate Teaching Fellows are not allowed to serve in Substitute lines.

required workload is 81 credit hours over 3 years<sup>2</sup>. The first instance of either a workload excess or deficit “opens the window”. Beginning with the academic year in which the workload imbalance occurs, the faculty member has 3 years (including the initial year in which the excess or deficit occurs) in which to balance the overall workload back to the expected number of hours for the 3 year period. The faculty member should be in active consultation with the Department Chair and Scheduler to ensure compliance in this regard. Any remaining excess or deficit at the end of the three year window is erased from the faculty member’s workload.

6. **Summer Workload.** Faculty receiving compensation for administration and/or teaching during summer must file the Multiple Position Report for summer. Total compensation cannot exceed 3/9ths of the faculty member’s annual salary. In addition, faculty being compensated for administration can receive no more than 1/9<sup>th</sup> in any given month. Faculty members being compensated for teaching are not subject to this requirement.
  
7. **Minimum Class Size.** The normal minimum enrollment cutoff for Zicklin School classes is 15 for undergraduate courses and 10 for graduate courses. The Dean’s office will communicate to chairs and schedulers no later than two weeks prior to the start of classes the list of sections that should be dropped from the schedule. Exceptions to this rule are considered on a case-by-case basis following discussion with the Dean’s Office and Department Chair. Typical exceptions include:
  - a. Senior-level courses needed by students nearing graduation;
  - b. Courses offered for new programs or majors that are being developed or revitalized;
  - c. Graduate courses needed to support the doctoral program;
  - d. Special sections/courses offered to support mission-related objectives; and
  - e. Required courses in a major where those are the only sections available to students.
  
8. **Lecture Saving.** Credit for teaching double classes (or better) is listed as “Lecture Saving” on the faculty workload report. Class sections intended as doubles or better should have initial limits of 60 for graduate classes or 80 for undergraduate classes. The course load grid is as follows:

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<sup>2</sup> Substitute lines are excluded as substitutes in any position can only teach a maximum of 4 semesters. After 4 semesters, that individual can no longer work as a substitute in that given position.

Undergraduate Classes	
# Students	Course Load
15 - 45	1 Course
46 - 100	Double Course
101 - 200	2.5 Courses
More than 200	Triple Course
Graduate Classes	
# Students	Course Load
10 - 45	1 Course
46 - 79	Double Course
80 - 115	2.5 Courses
More than 115	Triple Course
Communication Intensive Courses (CIC)	
# Students	Course Load
15 - 28	1 Course
29 - 56	Double Course

Sections scheduled as doubles but which fail to reach the minimum of 46 students will not be honored as doubles unless the Dean's Office has specifically pre-authorized the section as a double, regardless of enrollment. The date for determining class size for purposes of workload credit will be the day following the close of the ADD period (e.g., approximately one week into the Fall or Spring terms).

9. **Communication Intensive Courses (CIC).** All BBA students are required to complete at least 4 CIC courses as part of the BBA requirement. In order to ensure that CIC courses provide sufficient time and attention to the communication needs of students, the size of these sections is smaller than those of other Zicklin courses. Pertinent limits are listed in the grid. The date for determining class size is the same as for all other lecture saving.
10. **Zicklin Undergraduate Honors Classes.** Courses taught in the Zicklin Undergraduate Honors Program are granted status as doubles, without regard for enrollment.
11. **Doctoral Courses and Dissertation Supervision.** Doctoral courses in both the PhD and EDBA programs qualify for normal workload credit upon approval of the appropriate Executive Officer for that program. Supervision of doctoral thesis work will result in 3 credits reassigned time on accumulation of five student-semesters of official thesis supervision based on data provided by the doctoral office. The awarding of reassigned time earned in this manner will be managed by the Dean's Office.

**12. Independent Study and Other HTBA Classes.** Unless prior arrangements have been made with the Dean's Office, independent study and HTBA classes earn no workload credit.

**13. Buyouts.** CUNY, like most universities, does not allow faculty to augment their base salaries with grant funds. Funded projects during the academic year are supposed to be done as part of the faculty member's assigned duties for the semester. If compensation from the grant is provided, that compensation must replace tax-levy salary money dollar-for-dollar, so that the salary received for the year is the unaugmented base salary. In that case, the faculty member should be given reassigned time commensurate with the 'buyout' sum, but that person then cannot be paid for overload teaching up to 21 credits (annualized) during the time s/he is receiving this buyout money. It has been normal practice in the business school not to support reassigned time through buyouts, due to the school's need to meet AACSB accreditation requirements and the shortage of full-time faculty.

## Appendix A

### ZSB Policy Concerning Support of Faculty Editorial Positions

The Zicklin School of Business continues to support and encourage faculty editorial service for academic journals, including editorships, advisory boards, and refereeing. Such activities play an important part in enhancing the general reputation of the school, are beneficial to the faculty member by maintaining research currency and by building external visibility, and provide necessary support to professional societies. Most editorial commitments require modest support (postage, supplies, and telephone) that the school is more than willing to provide. In return, the school asks that such activities do not interfere with the normal performance of faculty duties (teaching, research, and service).

Resources available to provide additional support for such activities are limited, so that only exceptional editorial positions can be considered for special treatment. The first criterion is that the journal involved be a premier academic publication (typically an "A" journal, ranked either in the *Financial Times* 45, or in the UT-Dallas ranking), so recognized by peers. This will be determined by agreement between the Dean and the Department Chair as to the significance of the journal. They may seek consultation with external experts as to the journal's stature with peers. The second criterion is that the editorial assignment be the top editorial position (Editor, Editor-in-Chief, Senior Editor, etc.) for that journal. The third criterion is that the department will be able to meet its teaching needs (assuming reassigned time is granted), including those required to satisfy AACSB accreditation and can provide research assistance. A statement from the Department Chair to the Dean indicating that sufficient teaching and research assistance is available can substantiate this.

In return for such support the school requires that the recipient meet several conditions. If the journal provides any financial support, these funds are to be deposited in a school account and used to cover, where possible, added costs of supporting editorial activities; such funds are not to be used as a salary supplement. In addition, the assumption of an editorial position does not reduce the faculty member's responsibilities to the department, school, and college. Teaching quality must be maintained, service expectations are not reduced, and research productivity needed for tenure/promotions and support of reassigned time for research is not lessened. Failure to meet these expectations will result in loss of support.

Individuals considering new editorial positions or seeking added support for existing positions should first consult with their Department Chair.