

ZICKLIN WORKLOAD POLICY

Date: March 2024
To: Faculty of the Zicklin School of Business
From: Marios Koufaris, Interim Associate Dean
Re: Workload Credits

This memo supersedes all prior memoranda regarding policies around workload credits in the Zicklin School of Business and is effective starting Fall 2024. The Zicklin Workload Policy will be reviewed and, if necessary, revised on an annual basis.

- 1. Contractual Workload.** The annual workload for all Professors, Associate Professors, Assistant Professors, and Distinguished Lecturers is 18 credits. Instructors and Lecturers have a 24-credit annual workload. 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 credits per academic year, with the difference in time attributed to research reassigned time.¹
- 2. Departmental Administrative Reassigned Time.** Reassigned time for department administrative assignments is negotiated between the Dean's office and each department. Factors to be considered are faculty size, curricular activity (number of programs, sections taught, SCH delivered, etc.), and other departmental productivity metrics. All administrative reassigned time is subject to approval by the Dean's office.
- 3. School, College and University Reassigned Time.** From time to time, individuals may be awarded reassigned time for service to the Department, School, College or University. The Department or 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 all faculty manage their workload over a three-year window.² 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 three years (including the initial year in which the excess or deficit occurs) during which to balance the overall workload back to the expected number of hours for the three-year period.

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

² Substitute lines are excluded since substitute appointments are limited to four semesters.

The faculty member should be in active consultation with the Department Chair and Scheduler to ensure compliance in this regard. Faculty with workload deficits are ineligible for compensated overload appointments. Any imbalance 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 for administration and/or teaching cannot exceed 3/9ths of the faculty member's annual salary. In addition, faculty being compensated for administration can receive no more than 1/9th in any given month.
7. **Minimum Class Size.** The minimum enrollment for Zicklin School classes is 20 for undergraduate courses and 15 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, but are not limited to:
 - Senior-level courses needed by students nearing graduation;
 - Courses offered for new programs or majors that are being developed or revitalized;
 - Graduate courses needed to support the doctoral program;
 - Special sections/courses offered to support mission-related objectives;
 - Required courses in a major where those are the only sections available to students.
8. **Lecture Saving.** Credit for teaching double classes or jumbos is listed as "Lecture Saving" on the faculty workload report. Class sections intended as doubles must have initial limits of 74 or more. Class sections intended as jumbos must have initial limits at the maximum of their range, per the table below. Course enrollment will be assessed two weeks before the start of the semester for possible room changes. If the course enrollment is 45 or fewer, the course section may be moved to a smaller classroom.

Sections scheduled as doubles but which fail to reach the minimum of 46 students will not be honored as doubles. 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).** To ensure that CIC courses provide sufficient time and attention to the communication needs of students, these course sections will have an initial limit of 30 and will be considered singles. However, departments may choose to run a CIC course as a double, in which case it will have an initial limit of 74 or more and will need a final enrollment of 46 or more students to be a double, consistent with the Baruch College workload policy.
10. **Zicklin Undergraduate Honors Classes.** Courses developed specifically for and taught in the Zicklin Undergraduate Honors Program are granted status as doubles, without regard to enrollment. This only applies to Zicklin Honors elective courses that are developed by faculty invited by the Director of Zicklin Honors to do so.

The following grid summarizes course enrollment workloads for Zicklin classes:

Undergraduate Classes	
# Students	Course Load
20 - 45	Single
46 - 100	Double
101-200	2.5
201-300	Triple
301-400	3.5
More than 400	Quadruple
Graduate Classes	
# Students	Course Load
15 - 45	1 Course
46 - 79	Double Course
80-115	2.5 Course
More than 115	Triple Course

11. Asynchronous Online Courses. The workload assigned to asynchronous online courses will be determined based on the total number of students enrolled in all asynchronous sections of the same course taught by the same instructor in the same semester. In other words, if one instructor teaches two or more online asynchronous sections of the same course in the same semester, the workload will be determined by the total enrollment over all those sections, using the guidelines shown above. For example, in the case of an undergraduate course, teaching one asynchronous section of 50 and a second asynchronous section of 46 of the same course in the same semester will result in six credit hours of workload, since the total enrollment is between 46 and 100.

12. Doctoral Courses and Dissertation Supervision. Doctoral courses in both the PhD and DPS 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 Executive Officer of the PhD Program.

13. Independent Study and Other HTBA Classes. Faculty supervising undergraduate honors theses or independent study courses (both undergraduate and graduate) will receive 0.3 workload credits. Faculty supervising research-based masters theses will receive 0.5 workload credits.

14. Buyouts. CUNY, like most universities, does not allow faculty to augment their base salaries with grant funds. Funded projects during the academic year are 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 dollar-for-dollar, so that the salary received for the year is the un-augmented base salary. In that case, the faculty member should be given reassigned time commensurate with the 'buyout' sum, but that person cannot be paid for overload teaching during the time s/he is receiving this buyout compensation. It has been normal practice in the Zicklin School not to support reassigned time through buyouts because of the School's need to meet AACSB accreditation requirements and the shortage of full-time faculty. The School will consider a course buyout on a case-by-case basis for large grants and at a cost negotiated between the School

and the grant recipient.

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, benefit faculty by maintaining research currency and building external visibility, and provide necessary support to professional societies. Most editorial commitments require modest support (office supplies, telephone, email) that the school is more than willing to provide. In return, the school asks that such activities do not interfere with the performance of faculty duties on behalf of the school (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 is a premier academic publication (typically an “A” journal, ranked either in the *Financial Times 50* 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.