

# Overload Banking Policy

(May 2, 2000)

## Rationale for the proposed changes

It is our assumption that enriching course offerings is valuable to the University and its students and should be encouraged. Sometimes the only way to do this is through overloads. While this is typically recognized through the faculty member's annual report and, sometimes, through additional compensation, when the amount of overload teaching is high or has to be undertaken regardless of faculty preference in order to satisfy student needs, recognition in the form of course release may be appropriate.

This policy is designed to allow additional compensation, in the form of a 3 hour course release, for faculty who teach independent studies, especially those that result from the cancellation of courses because of low enrollment.

The policy outlines general guidelines governing the awarding of compensation but allows flexibility for diverse situations. For example, the amount of time required to supervise a student working on a library research project could be very different from the amount of time required for supervising a student in a laboratory experience. The first case might only require meeting for an hour a week while the second case might require 3-9 hours of faculty supervision per week due to safety considerations. Therefore the policy allows the division chair flexibility in deciding how many student credit hours are equivalent to one course release.

### 7.5 Banking Policy for Uncompensated Overloads

For a variety of reasons faculty may choose to teach an overload, especially for required courses. In certain cases compensation in the form of a course release in a subsequent semester may be appropriate. Overload teaching may be allowed without necessarily counting toward a course release.

- 7.5.1 The overload teaching may take several different forms:
- a. A regular course for which a faculty member would normally be compensated.
  - b. A regular course about to be canceled for low enrollment, but which a faculty member may choose to teach anyway.
  - c. Independent studies which are student-driven and faculty mentored.

- d. A special offering of a course at an irregular time in response to individual student needs.

7.5.2 When taught as an addition to regular FTE, faculty members may choose to bank these against future reductions in regular FTE rather than request overload compensation. Regularly scheduled courses taught as an overload will always qualify for banking. The following guidelines should be used to determine whether independent studies and special course offerings qualify for banking.

- a. Normally the course will not be among the regular course offerings for the year.
- b. The course must be approved for banking, during the year the course is offered, by the division chair. Criteria include whether the course is required for the major, necessary for a student to graduate in a timely manner, a cancellation due to low enrollment which unduly hinders a student, and the absence of equivalent courses currently offered.
- c. Normally the accumulation of 15 - 30 student credit hours will be considered equivalent to one 3 credit hour course. The specific equivalencies will be negotiated with the division chair. The credit hour equivalency should take into account the contact hours and preparation required of the instructor.
- d. The banked time may not normally exceed 3 credit hours.
- e. The banked time must be used as soon as practical, ordinarily within the next year. The timing of the reduction will be negotiated between the faculty member and the division chair.
- f. The faculty member is responsible for keeping records and documentation (including a copy of the independent study form and a memo from the chair approving the course for banking) and requesting course release when he/she has sufficient credit hours.