Guidelines for “banking” of teaching contributions for TT and tenured faculty in Arts and Sciences

We assume that a typical TT faculty member in any given semester is dividing her time among teaching classes, scholarship/creation and other departmental/university obligations (including advising). If a faculty member feels that it would be productive in a given semester to teach more, with a corresponding reduction in time available for scholarship/creation, in return for an additional equivalent block of time for the latter purpose in the future, then we will consider allowing them to “bank” the implied teaching credit, and withdraw it in the future. If the initial “extra” teaching benefits the curriculum, and the reduction in teaching is scheduled to avoid harm to the curriculum, then everyone benefits.

1. Each “deposit” or “withdrawal” into the course bank must be approved by the Dean, in consultation with the Department Chair. Banking of courses through the teaching of overloads will only be approved when there are clear benefits to the curriculum. Teaching relief based on “cashing in” banked courses will only be approved if the curriculum will not suffer as a result. Departments will normally not be given resources to hire adjunct faculty to cover course gaps created by faculty cashing in banked courses.

2. Pay as you go: you have to teach additional courses, in advance, before teaching less.

3. The maximum number of courses that any faculty member can bank is three, except for faculty who teach two or fewer courses per year who can bank no more than two courses.

4. A faculty member will normally be allowed to use banked courses to reduce classroom teaching to zero no more than one semester in any three year period. Sabbatical or unpaid leave semesters will not count toward the three-year interval.

5. Tenure-track assistant professors will not normally be allowed to teach overloads and bank, in order to avoid encouraging procrastination on the research agenda, and because they are less experienced teachers.

6. Subject to the above provisions regarding approval of the Department Chair and Dean, banked courses can be used in one of two ways:

   a. If faculty wish to reduce their teaching obligations by the same number of courses that are “cashed in,” this rearrangement of classroom teaching obligations has no impact on faculty’s obligations in terms of advising, departmental service or university service. A semester freed of classroom teaching under this option is not a semester of leave. During such a semester, a faculty member’s obligation to be physically in residence, to attend departmental meetings, to advise students, and to be available for other responsibilities is the same as if a full teaching load were being carried.
b. Alternatively, faculty may accumulate banked courses to earn a full sabbatical, i.e. a semester free of all teaching and service obligations. In order to earn a full sabbatical, the faculty member must “cash in” one more course than they normally teach per semester. That is faculty with a 4-course teaching load must teach 3 extra courses to earn a sabbatical semester.

Approved by the Faculty Senate, the Dean of A&S and the Provost, 2008-09