

## Course Banking in the College of Arts and Sciences

### Policies and Procedures for Tenured and Tenure-Track Faculty

University policies governing semester banking can be found in section 6.4.4 of the *Faculty Handbook*. The College of Arts and Sciences agrees with the principle that “the need of many faculty members upon occasion to devote large uninterrupted amounts of time to a single research or creative project without teaching or committee work and to spend time periodically in personal renewal and development is fundamental to every good university” (6.4.4). At the same time, as the subsequent language in the *Handbook* indicates, departments must take into account curricular needs (undergraduate and graduate) and the use of departmental resources before approving any banking arrangements for zero-teaching terms. No additional costs for teaching should be incurred, all department needs must continue to be met, and no barriers to student progress should be raised as a result of such arrangements.

The College requires that those individuals seeking full release from teaching and service during a specific semester apply for a Faculty Development Leave (FDL), which constitutes a sabbatical. The FDL program is the formal way to relieve responsibilities for teaching and other duties from the university to focus on research/scholarship/creative activity. Course banking is a more limited mechanism to adjust teaching load in order to free up additional time for a clearly-defined project or opportunity. Use of course banking to extend a one-semester FDL to a full-year FDL is allowable. Individuals and departments need to realize that only teaching is being banked, so faculty members on a zero-teaching load earned through banking should take steps to ensure that they do not lose touch with student research supervision and required service commitments, including participation in those departmental activities (such as committees) for which their involvement is essential. In order to ensure that these commitments are met, individuals and departments may make arrangements for essential committee work to be conducted electronically or by other appropriate means. Alternatively, they may propose that service commitments be shifted to non-leave semesters as “overload” service work. The department has the responsibility to ensure that all service responsibilities are satisfied, either by the faculty member requesting leave or by other members of the department.

Only tenure-track and tenured faculty are eligible to participate in course banking, assuming that they have a supportable reason as noted above. We recognize that non-tenure track faculty also engage in additional teaching. Only in exceptional situations should banking be allowed. Typically, they should be compensated with extra pay in the semester they provide the additional teaching.

Requests to substitute unpaid summer terms of teaching for fall or spring terms must be made in advance of the actual summer teaching and must be approved in advance by the College. Spring and Winter mini-term courses may not be used for the purposes of banking. Overload courses used for the purpose of course banking must actually be taught and must be completed before the semester to which they are being applied. Unused teaching releases for service work cannot be banked. Zero-teaching terms or other special accommodations during the semester immediately preceding retirement normally will not be approved.

Banking is most commonly applicable when teaching additional traditional lecture/seminar courses. However, banking may also be applied for additional undergraduate teaching via independent study (e.g., 493), directing a student in College Scholars (HONR 498), directing a capstone project in the Chancellor's Honors Program, other undergraduate educational experiences, etc. In these cases, students must be enrolled in a course associated with one of these categories. Faculty must bank 60 student credit hours to be eligible for a release from a 3-credit course (equivalent to a course with 20 students). To receive credit, faculty must be engaged with the undergraduate student on a regular basis (preferably weekly or more) throughout the semester, and provide individual instruction, mentoring, and/or other pedagogical techniques. Faculty will not receive credit toward banking in cases where students are receiving course credit for assisting with research activities (e.g., conducting procedures, collecting and/or entering data, etc.) and/or attending research lab meetings.

Faculty intending to bank teaching (standard courses and/or independent study/other courses) for a future course release must obtain department and College approval *in advance* of offering any of these courses to determine whether they meet the aforementioned requirements by submitting the **Course Banking Request Form**. Faculty will not be granted retroactive credit toward banking. The department head may request additional documentation to demonstrate adequate pedagogical engagement with the student(s) following the completion of the course.

Faculty will need to submit for College approval all Course Banking Request Forms with faculty leave applications that involve banking. These applications, which must also include a completed **Request for Approval of Faculty Leave Form** and its **Cover Sheet**, will need to have a clear, specific project or opportunity in order to be successful. Applications normally must be made three terms in advance. Examples: Application in Fall 2022 for zero teaching in Spring 2024; application in Spring 2023 for zero teaching in Fall 2024. This process will allow the banking to occur as expeditiously as possible once the zero-teaching semester is approved.

In addition to the required approval signatures, applications must be accompanied by a memo of support from the Head or Director. This letter should describe the faculty member's specific project or opportunity and should specify the normal / expected departmental teaching load. The letter should indicate that the proposed zero-term teaching semester is consistent with departmental expectations and needs in the areas of teaching and service, and it should detail whatever arrangements are made to ensure that student research supervision and service commitments are met (see above).

Departments with active and ongoing programs of banking should establish written policies ensuring that applications for zero-teaching semesters do not conflict with department needs in the areas of teaching and service. All such policies must be approved by the College to ensure that they are consistent with College policies.