



Office of the Vice Chancellor for Faculty and Staff Relations

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QUEENS COLLEGE

MEMORANDUM

OFFICE OF THE  
PRESIDENT

January 13, 1999

TO: The College Presidents  
The Dean of The CUNY Law School  
The Dean of The Sophie Davis School of Biomedical Education

FROM: Vice Chancellor Brenda Richardson Malone *B.R.M.*

SUBJECT: Revised *Statement of Policy on Multiple Positions*

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I am pleased to forward with this memorandum a copy of the revised Board of Trustees' *Statement of Policy on Multiple Positions*, which incorporates the recent changes on overload teaching and non-teaching assignments. This memorandum is in response to requests from several colleges for clarification of these changes and their relationship to the provisions of the 1996-2000 PSC/CUNY collective bargaining agreement concerning faculty workload.<sup>1</sup>

**Background**

Recognizing the multifaceted responsibilities of full-time faculty members, the University has had a longstanding policy limiting faculty participation in supplemental employment, consultative or other work, both within and outside of the University. Before June 1995, the policy permitted faculty, on an exceptional basis, to teach an additional course, or three hours, whichever was greater, "where the best interests of the college or university [made] it desirable or necessary." At its June 26, 1995 meeting, the Board of Trustees passed a resolution that precluded overload opportunities for full-time faculty except in special circumstances.<sup>2</sup>

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<sup>1</sup> A September 22, 1998 memorandum explained the rules on multiple positions for instructional staff titles not covered by *Statement of Policy on Multiple Positions*, i.e., Research Associates, Research Assistants, and employees in titles in the higher education officer series and the college laboratory technician series. A copy of the September 22, 1998 memorandum is attached.

<sup>2</sup> Minutes of the Proceedings of the Board of Trustees, June 26, 1995, Cal. No. 8.A. 34, page 100.

In conjunction with the negotiation of the 1996-2000 PSC/CUNY collective bargaining agreement, the Board of Trustees agreed to modify its *Statement of Policy on Multiple Positions*.

### ***New Provisions***

The salient changes appear in Section 2.b., Section 2.c., and Section 4.

#### Section 2.b.

In revised Section 2.b. the virtual prohibition of overload teaching assignments, which had existed since June 1995, is eliminated. In its place, there is a limited opportunity for overload teaching assignments.

**Faculty without reassigned time:** Faculty without reassigned time may be considered for an overload teaching assignment "when such assignment is determined to be in the best interest of the college and to serve a specific academic need." An overload teaching assignment, then, is not an entitlement that accrues to any faculty member who wishes to have one. Rather, in determining whether an overload will be assigned, primary consideration must be given to the college's interests and its academic needs. Further, the opportunity to perform an overload teaching assignment is limited to **no more than one (1) course per semester of not more than four (4) classroom contact hours per semester**. Overload assignments for faculty without reassigned time are subject to the **additional restriction that such assignments for the Fall and Spring semesters combined may not exceed six (6) classroom contact hours in most instances and in no event may they exceed eight (8) classroom contact hours**.

**Faculty with reassigned time:** Faculty with reassigned time for research are not eligible for an overload assignment. Other faculty with reassigned time during the academic year are not normally eligible for an overload assignment. The President may, however, approve an overload assignment for a faculty member with reassigned time for other than research, for academic reasons. **This exception is limited to one (1) course during the academic year, typically of three (3) classroom contact hours, but in no event to exceed four (4) classroom contact hours**. These restrictions apply to faculty members who have any reassigned time during the academic year, even if they do not have reassigned time during the semester in which the overload assignment is under consideration.

## Section 2.c

The revision to Section 2.c pertains only to the level of non-teaching overload assignments permitted during the academic work year. As in previous iterations of the policy, such non-teaching overload assignments are generally discouraged being permitted only "under the special circumstances of an urgently requested short term assignment, as expressly authorized by the Chancellor or the President." Previously, these assignments, when authorized, were limited to 12 working days per semester. Under the revised policy, only faculty without reassigned time may be given a non-teaching overload during the academic work year and only up to 150 hours during the academic year, although the ability to make further adjustments to meet the needs of particular situations that existed previously in the policy remains unchanged.

No change has been made in the ability of faculty to have a teaching assignment during the summer. Such assignments continue to be limited to 2/9<sup>ths</sup> of an academic year's commitment as measured both in time and remuneration. Historically, the University has construed 2/9<sup>ths</sup> of the academic year to be 105 hours of instruction in departments with three credit courses and 120 hours of instruction in department with four credit courses. This interpretation is unchanged. Non-teaching assignments during the summer continue to be limited to 175 hours.

## Section 4

Section 4 now stipulates that the University will continue to monitor overload assignments and requires the Chancellor and the Presidents to report to the Board all overload assignments, including the names of all persons involved and the specific reasons for the assignment.

Although not included in the *Statement of Policy on Multiple Positions*, there was agreement in the bargaining with the PSC to establish a PSC/management committee to study workload issues, including overload assignments and reassigned time.

### ***Relationship to Contractual Workload Provisions***

An overload is an assignment in addition to a faculty member's contractual workload. A faculty member's undergraduate *teaching* workload, as defined in the Appendix to the PSC/CUNY collective bargaining agreement entitled "Pertinent Sections of the Workload Settlement Agreement," consists of an annual number of classroom contact hours. While this number may translate typically into recognizable patterns in the Fall and Spring,

colleges have great flexibility in the distribution of these hours within the academic year as long as the annual total equals the stipulated workload.<sup>3</sup>

A new provision in the 1996-00 PSC/CUNY collective bargaining agreement states:

In order to avoid the loss of teaching hours due to difficulties in scheduling, the annual undergraduate teaching contact hour workload shall be managed over a three-year period. The intent of this provision is to ensure that classroom contact hours not scheduled in one year because the courses assigned to the faculty member do not permit an exact correspondence with the stated workload, may be scheduled in a subsequent year within the three-year period. Calculated over the three-year period, the average annual undergraduate teaching contact hour workload of every faculty member shall equal the hours specified above.

As is clear from its terms, this provision is not intended to alter the basic faculty workload. It permits minor adjustments of the annual workload to avoid the loss of teaching classroom contact hours because of scheduling difficulties. It is not intended and should not be used to accomplish other purposes. This provision may not be used to manipulate a faculty member's annual workload through a system of debits and credits to other academic years to enable a faculty member to have an overload assignment.

The issue of manipulation of a faculty member's workload has arisen in the context of science departments that predominantly have courses in excess of four classroom contact hours. Since the available courses exceed the maximum number of hours permitted for an overload assignment, a number of creative proposals to create overload opportunities have emanated from these departments. In evaluating these proposals, it must be restated that, in the assignment of overloads, the interests of the college are primary. Furthermore, the overload must be in addition to the faculty member's contractual workload and must serve a specific academic need. Only after those tests are met, should consideration be given to the following:

- Some colleges have found it to be academically beneficial to divide science courses with laboratories so that different faculty members are responsible for the lecture and laboratory parts of the course. Courses may be split in this way, if the college believes it is academically sound and in its best interests. In this event, the faculty member may have either the lecture part or the

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<sup>3</sup> The workload includes reassigned time assigned to the individual and approved by the college.

laboratory part as an overload provided it does not exceed four classroom contact hours.

- Alternatively, the same faculty member may teach both the lecture and laboratory parts of the course with one part counting toward annual workload and the other part counting as an overload.

Such course adjustments to accommodate a multiple position, as discussed above, must be reconciled within the same semester in which the overload is assigned. Colleges may not credit part of an overload assignment as regular workload in a subsequent semester.

For example, a faculty member at a senior college in a science department has a Fall 1999 workload of 12 classroom contact hours and a projected Spring 2000 workload of 9 classroom contact hours. During the Fall 1999 semester, he/she also wishes to teach a course comprising 6 classroom contact hours, 4 hours of which are lecture and 2 hours of which are laboratory work. As noted above, if it is in the best interests of the college and serves an academic need, the college could permit the course to be divided and he/she could teach either the lecture portion or the laboratory portion as an overload.

Alternatively, either part of the course could comprise part of his/her regularly assigned workload for the Fall 1999 semester. The college **may not**, however, assign the full 6 classroom contact hours of the overload assignment, pay for only 4 hours as an overload, and credit the remaining two classroom contact hours toward the faculty member's workload in the Spring 2000 or subsequent semesters.

I hope that this memorandum is helpful as you implement the revised *Statement of Policy on Multiple Positions*. If you have any questions, please call me or Mr. Raymond F. O'Brien at (212) 794-5386. Thank you for your cooperation.

BRM:rob  
Attachments

c: Interim Chancellor Christoph M. Kimmich  
Interim Deputy Chancellor Patricia Hassett  
Cabinet  
Chief Academic Officers  
Labor Designees  
Personnel Officers