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## Faculty Workload – Division of Arts & Science

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**Policy Number: AC 180(a)**

**Responsibility: Academic Dean, Division of Arts & Sciences**

### PURPOSE

The Kettering College Faculty Workload Policy is designed to provide guidelines for administration to determine college needs for faculty staffing, and for academic department chairs and faculty to be confident that the academic workload has been distributed appropriately and equitably between the departments of the college.

### DEFINITION

Kettering College faculty workload agreements, developed annually in consultation with department chairs and individual faculty members, include all the activities related to the professional role of the faculty. Teaching duties are defined as instructional activities which promote student learning such as didactic instruction and clinical supervision and the attendant responsibilities that accompany effective teaching such as class/clinical preparation, delivery of instruction, evaluation, and reporting. Faculty also have other generally accepted academic professional obligations which include academic advising, committee membership, service – both internal and external to the college, and attendance of academic and/or professional meetings (i.e. Faculty Colloquium, Faculty Forum, conferences, etc.). Scholarship and research are also considered an essential part of a graduate faculty's role and a highly desirable part of an undergraduate faculty's responsibility. From time to time, the department or institution or the faculty member may request to participate in activities that are mutually beneficial to both the institution and the individual faculty member. These would be considered custom duties and would be negotiated with the Academic Dean's involvement. Specific teaching assignments are decided by the Program/ Department Chair with the approval of the Academic Dean and may be subject to change.

### INSTRUCTIONAL LOAD COMPONENTS

Instructional activities may include (but not be limited to) the following activities and will be within the calculations of the instructional load formula (described below):

#### Didactic:

- Organize course planning and revision ensuring currency and academic/professional standards
- Development of course syllabi for each class taught
- Presentation and/or coordination of classroom learning
- Creation and delivery of a supportive and effective learning environment
- Laboratory instruction and supervision
- Supervision of independent study
- Tutoring and remediation such as assignment review or student help sessions
- Sound design of tests and assignments
- Timely and appropriate response to student assignments
- Uploading of relevant course materials in the current LMS (learning management system)
- Evaluation of students' academic progress for each assigned class/clinical
- Professional preparation and reporting of course grades
- Regular and appropriate review of students' progress
- Advising of students
- Referring students to Academic Services, when necessary

#### Clinical:

- Clinical instruction
- Clinical coordination
- Clinical supervision, including site visits
- Clinical scheduling, recording, grading
- Acquisition, assessment, maintenance and improvement of clinical sites
- Public relations with clinical sites
- Meeting accreditation expectations for clinical programming
- Addressing issues arising from clinical assignments
- Review of student clinical competencies, when necessary

### Program and Institutional Support Activities

There are additional activities that are considered a part of a Kettering College (KC) faculty member's responsibilities. These non-instructional professional activities are beyond the role of teaching/instruction and are considered a part of the overall workload expectations but are not calculated within the instructional load formula. The following list provides a representative sample of these activities:

#### Program Support

- Participation in departmental meetings
- Program assessment and/or program related research
- Professional accreditation activities and/or program self-study
- Review and revision of curriculum
- Teaching evaluation e.g. peer review, self-evaluation
- Preparation of student recommendations
- Program recruitment
- Development of new clinical sites
- Memberships in relevant professional organizations
- Activity in professional organizations, including site visits
- Attendance and/or presentations at academic/professional conferences

#### Institutional Support

- Participation in college governance
- Involvement in student activities and organizations
- Attendance at student/college functions
- Involvement in orientation and registration
- Service to the college
- Service to the local and/or global communities



DETERMINATION OF INSTRUCTIONAL LOAD

Department Chairs will work with each faculty member on the appropriate instructional load for the next academic year. In January, the Chair will invite the faculty member for their input and will have completed the instructional load assignment by the middle of March for the upcoming contract year. The instructional load will be submitted to the Academic Dean for approval. Once the proposal has been approved, the Academic Dean will use the agreement to prepare the contract for the next year in conjunction with the college's financial officer. The annual instructional load will be taken into consideration when determining whether the faculty member is considered in an overload position (i.e. one semester with an overload does not necessarily mean that additional compensation for that semester. The entire year's instructional load will determine this.) The discussions between the faculty member and the Department Chair are intended to encourage faculty input and will include an agreement on institutional expectations and professional growth. Faculty evaluation, promotion, and the resulting contracts will be, in part, based on the faculty member's fulfillment of previous workload assignments which s/he helped develop.

FORMULA FOR UNDERGRADUATE INSTRUCTIONAL LOAD DETERMINATION

The calculation for the instructional load credit is based on the following formulas.

ACTIVITY	LOAD CREDITS
<i>Didactic</i>	
Teaching (recognizes the preparation, delivery of instruction, evaluation and reporting components of teaching)	Credit hours x 2
Teaching – new course (recognizes extra preparation required for new course)	Credit hours x 3
Teaching –laboratory course's lab portion e.g. science course's lab (see Clinical chart-Direct Supervision)	Lab credit x 4.5
Team Teaching – courses where both instructors are present, prepared and responsible for the material being presented.	Load credit x 0.75
Coordinated Teaching – courses where each faculty member is responsible for their own content being presented. Both faculty do not need to attend all classes.	Load Credit x 0.5
Contact for the course – courses that have multiple guest speakers assigned to present course content. The faculty functions as the course liaison for the guest speakers, writing course syllabi, and responsible for student contact.	Load Credit x 0.5
Directed Course – courses in which the students are performing independent course work with the direction and advisement of an assigned faculty member.	Load Credit x 0.25

<i>Clinical*</i>	LOAD CREDITS
Direct Supervision – i.e. instructor is with students during entire clinical/laboratory session and is responsible for substantial preparation for each clinical and/or laboratory session, direct instruction, evaluation, and reporting.	Clinical/lab credit (will vary per course) x 4.5
Indirect Supervision - where students have indirect supervision by a faculty member (i.e. lab/simulation/clinical rotations. Instructor periodically visits the various clinical sites with minimal preparation or instruction.	1 load credit = 15 clock hours

\*Clinical Coordinators (titles may vary per department) are required by external accrediting bodies in some programs to be a full-time position so will be excluded from the regular instructional load calculation. A clinical coordinator's workload may be adjusted according to the number of students, clinical sites and/or the use of an administrative assistant. A clinical coordinator may be assigned other tasks depending on these adjustments which may include teaching, research, or custom duties. Determination of a clinical coordinator's workload will be decided with the Program Chair and the Academic Dean.

### Sample Calculations\*

#### **Credit hours x Load Credits = Instructional Load**

##### *Didactic Class*

$$3 \times 2 = 6 \text{ Instructional Load Credits}$$

##### *Didactic Class – New*

$$3 \times 3 = 9 \text{ Instructional Load Credits}$$

##### *Laboratory/Clinical – Direct Supervision*

Nursing Clinical or a Science Lab course e.g. NURS 2XX or BIOL 2XX with clinical/lab

$$[3 \text{ (lecture credits)} \times 2] + 1 \text{ (clinical/lab)} \times 4.5$$

$$6 + 4.5 = 10.5 \text{ Instructional Load Credits}$$

##### *Clinical – Indirect Supervision*

E.g. #1 – 16 clock hours/week x 15 weeks (full semester)

$$16 \text{ (2 days of clinical per week)} \times 15 = 240 \text{ total clock hours}$$

$$240/15 = 16 \text{ Instructional Load Credits}$$

E.g. #2 – 24 hours/week x 10 weeks (summer semester)

$$24 \text{ (3 days of clinical per week)} \times 10 = 240 \text{ total clock hours}$$

$$240/15 = 16 \text{ Instructional Load Credits}$$

\*Some classes will have a combination of didactic, lab and/or clinical components as a part of the instructional load calculation.



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### INSTRUCTIONAL LOAD TARGETS

Each faculty member's annual instructional load will be based on the following targets. A 10% variance above or below this target is within an acceptable range. If an instructional load is outside this range, the Department Chair and the Academic Dean will determine how to best accommodate for these loads. This may include research/scholarship assignments or custom duties for those faculty members who are under loaded or may include adjunct salary for an overage based on a per credit count. It is important to note that the target is for a full academic year and not a semester-by-semester basis. The faculty instructional load targets for annual teaching and/or clinical assignments are as follows:

STANDARD CONTRACT (Fall/Winter Terms)	EXTENDED CONTRACT (Fall/Winter/Summer Terms)
48 (10% plus/minus variance: 43-53)	60 (10% plus/minus variance: 54-66)

### LOAD ADJUSTMENTS FOR ADMINISTRATIVE ROLES

It is recognized that the administrative duties of a Program Chair and/or a Program Director require varying amounts of work, depending on the department size, number of faculty, number of students, and external accreditation responsibilities and expectations. To provide for an equitable amount of time for administrative duties, the Academic Dean will review the duties with each Program Chair/Director and from that discussion will determine the amount of time provided for the administrative function. Any remaining time will be allocated for teaching, research and scholarship, and/or custom duties or a combination thereof.

### ADVISING/OFFICE HOURS

Advising is considered a basic element of a faculty member's responsibilities. Each faculty member must be available for student advising and/or student support and will schedule times for this activity during normal student hours. The schedule for these hours is to be publicly posted at the faculty member's office. The minimum office hour weekly requirement is five (5) hours, which should be evenly spread across the week.

#### CLASS-SIZE LIMITATIONS

Under certain circumstances instructional load considerations may be given for exceptional situations, and in the following situations class sizes may be limited rather than adjusting instructional load calculations. The following course categories that merit this consideration include:

- Laboratory sections
- English writing-intensive courses
- Online courses

These courses will be normally limited to 24 students. In some circumstances, a Department Chair and/or the Registrar may ask for an accommodation with a reasonable adjustment to this number to meet the needs of the students and/or the department (e.g. 1 or 2 extra students so that efficiencies can be realized).

#### SCHOLARSHIP & RESEARCH

Scholarship and research are both integral parts of an academic institution, the former seeking knowledge and the latter creating it. It is the expectation that at Kettering College, graduate faculty are fully engaged with both while undergraduate faculty also seek knowledge through scholarship and are strongly encouraged to create knowledge through research. (Graduate research expectations are outlined in the Graduate Faculty Workload Policy). For undergraduate faculty, provision is made to be active in research with the recognition that the time engaging in research will be a part of the workload. An undergraduate faculty member who has an active research agenda may seek the opportunity for research release time from teaching. In discussion with the Program Chair and Academic Dean an appropriate amount of time may be provided for research activities. Upon approval, the standard practice would be that a faculty member be granted a release from one class per semester (if possible) to provide the time necessary to successfully accomplish the research tasks. The expectation would be that the faculty member spend at least 10 hours per week on the research project in meeting the goals/outcomes and timeline as articulated in the approved research proposal with the expectation of publicly presenting the results through publication in an academic journal and/or presentation at an academic/professional conference.

#### CUSTOM DUTIES

There are times that the institution or degree program/department has special needs in which a faculty member may be asked to participate. These may take the form of accreditation reports, quality assurance initiatives, or other projects. If a faculty member is under-loaded according to the instructional load calculations, he or she may be asked to participate in a form of custom duties by the Program Chair and/or the Academic Dean. Alternately, a faculty member may be provided release time from a regular teaching load to accomplish these tasks.

#### GRADUATE FACULTY INSTRUCTIONAL LOAD

Graduate faculty members teach full-time in graduate programs and are required to be involved in scholarly activities. These activities typically fall under the following types of scholarship:

- The scholarship of discovery
- The scholarship of integration
- The scholarship of application/ engagement
- The scholarship of teaching and learning

In addition to the scholarship activities graduate faculty often engage in instructional activities that fall outside the normal assigned teaching duties. These activities include but are not limited to thesis and/or dissertation committees, and doctoral projects.

The scholarship component is an essential part of a graduate faculty workload and therefore the standard and extended instructional contract hours for a graduate faculty are reduced from that of an undergraduate faculty member. Each faculty member's annual instructional load will be based on the following targets. A 10% variance above or below this target is within an acceptable range. If an instructional load is outside this range, the Department Chair and the Academic Dean will determine how to best accommodate for these loads. It is important to note that the target is for a full academic year and not a semester-by-semester basis.





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The graduate faculty instructional load targets for annual teaching and/or clinical assignments are as follows:

STANDARD CONTRACT (Fall/Winter Terms)	EXTENDED CONTRACT (Fall/Winter/Summer Terms)
34 (10% plus/minus variance: 31-37)	42 (10% plus/minus variance: 38-46)