

# **College of Technology Workload Policy April 2010**

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The College of Technology Workload Committee was organized to develop a workload policy for the College in response to the newly adopted Idaho State University (ISU) policy. The purpose of the policy is to more clearly define workload assignments for some of the duties and responsibilities assigned to faculty in the College of Technology (see attached document). This policy will apply to all of the professional technical and academic programs in the College. The policy shall be reviewed at least every three years or if there are significant events to warrant a review. As per the ISU policy, workload may be assigned for the following: 1) instruction 2) research, scholarship, creative activity, 3) professional service and/or 4) administrative activities. Workload may also be assigned for other duties as identified in this policy in lieu of the four areas identified above.

Two methods for calculating workload have been identified for the College of Technology: one based on student instructional hours (SIH); the other based on equivalency units. These methods were developed in response to the diverse instructional environment in the College. Assignments are made based on the structure of the program and the number of hours faculty are engaged in teaching each week. Workload is assigned to faculty by program to ensure that all faculty in a given program are assigned load using the same method. Workload may be adjusted if an instruction assistant significantly impacts the amount of time the instructor is engaged in teaching or an instruction assistant may help mitigate a high enrollment situation, especially for quality and safety purposes.

Workload will be assigned prior to the beginning of each semester and submitted to the dean's office by the 15<sup>th</sup> day after classes begin. Both methods use the following calculations to define student contact hours and the associated credit yield.

- Lecture/didactic = 15 contact hours for one credit
- Laboratory or lecture/laboratory = 30 contact hours for one credit (agreed to use 30 as the standard for both lab and lec/lab and review the lec/lab issue as we implement the new workload policy to see if we need to make an adjustment for lec/lab)
- Clinical = 45 contact hours for one credit

## **Student Instructional Hour Model (SIH)**

Programs scheduled with back-to-back classes in a day long format will use the student instructional hour model. Instructional hours are defined as the number of hours assigned to teach students. Faculty are assigned 25-30 hours of contact with students weekly (typically five days a week; six hours a day) for the primary purpose of instruction which may include lecture, lecture/laboratory, laboratory, or clinical assignments. There may be variations in the number of hours due to programming needs and scheduling requirements. Student enrollment is also considered in the workload calculation. For example, some programs have established a maximum enrollment number based on the nature of the program, the capacity of the facility, etc. Hours per week and enrollment are considered when assigning load.

If the faculty member's workload does not meet the 25-30 hour requirement, workload may be assigned for major program and curriculum revisions, accreditation activities, professional service, or similar activities in consultation with the chair. In addition to these hours, faculty are expected to be available to students by appointment and/or through regularly scheduled office hours. Faculty on the student instructional hour model are not expected to engage in research/scholarship/ creative activities; however, they are expected to be involved in program development and improvement activities, new and innovative teaching methods, and professional service. The annual evaluation for College of Technology faculty has been revised to reflect these changes.

Professional service is expected and is generally accomplished outside assigned instructional hours. Under some circumstances, it may be accomplished during regularly scheduled instructional hours upon approval by the chair.

### **Equivalency Unit Model**

Faculty are assigned to 15 equivalency units per term for a total of 30 units per year over nine months, exclusive of summer school. Summer term load is assigned in addition to the 30 units. For each contracted month beyond nine months, a unit load factor of 3.33 is added. Underloads and overloads between terms may be balanced between fall and spring terms to reach the 30 unit total.

Workload equivalency units may be assigned for activities outlined in the ISU policy, Section D, Calculation of Workload Equivalencies for Instruction, Items 1-16 and Item 17. As noted above, workload is assigned for instruction/research/scholarship/creative activity, professional service and/or administrative activities. The maximum number of units assigned for professional service is two units (approximately 32 hours per semester) unless approved by the chair and the dean's office. Professional service does not include activities for which the individual has been compensated. Additionally, faculty are expected to schedule five office hours each week outside the classroom and be available to students during the specified hours.

Faculty pursuing tenure and/or promotion to the rank of assistant, associate or full professor will be assigned research/scholarship units. Non-tenure track faculty or

faculty who are not pursuing a promotion are not generally assigned research/scholarship units.

## **Other Workload Assignments**

### **Advising and Recruiting**

For both models, program faculty are expected to be involved in advising and recruiting students. These activities can be accomplished during hours assigned for the SIH method. Generally workload is not assigned for advising or recruiting in the College of Technology because it is an integral part of the overall duties assigned to faculty (refer to the Faculty Duties and Responsibilities); however, under certain circumstances, load may be assigned depending on the nature and intensity of these activities (Part D, Calculation of Workload Equivalencies for Instruction, Item 6, ISU Faculty Workload Policy).

### **Accreditation and Regulatory Boards**

Workload consideration may be given to meet standards associated with accreditation organizations and regulatory boards. This may include initial accreditation, ongoing maintenance of standards, and database management.

### **Coordinator Pay**

Workload may be assigned for coordinator responsibilities or faculty may receive a stipend for these duties—but not both. If workload is assigned, it will need to fit into the overall instructional assignments for the program to ensure classes are covered. This would generally be done only for the equivalency model because release time is very difficult to schedule for SIH faculty. However, if faculty receive release time in the form of a workload assignment and adjunct faculty are hired to backfill the release time, adjunct faculty would need to meet the same instructor qualifications for the program as the full-time faculty.

### **Class Size**

Class size may be considered when assigning workload. Maximum and minimum numbers are reviewed by the chair and faculty to determine when a workload adjustment is warranted. Accreditation and safety standards will need to be reviewed when class size is determined. Available equipment should also be considered. Refer to the University policy Section D, 7 for further information.

Class size limits for General Education courses set by another College (i.e., English and Math) should be followed when these classes are taught by qualified staff in the College of Technology.

### **Distance Learning Classes**

Distance learning is defined as a teaching method by which students access education via two-way audio/video, Internet-based classes, web conferencing, or other electronic means.

Two-Way Audio/Video - Consideration may be given for the development of a two-way audio video course depending upon the amount of effort required to start a new class.

Internet-Based (Moodle, podcasting, Elluminate, etc.) – Additional workload may be assigned for the delivery of synchronous and asynchronous courses or components within a course. The following factors may be considered: amount of time devoted to responding to students, class enrollment, amount of time required to coordinate test proctoring at remote sites or implementing the learning management system, etc. Weighting may be assigned within the range of 1.0 to 1.5 (factor would be multiplied by the total number of credits for the course).

Faculty may be compensated up to \$1000 or receive workload credit, if time is available, for developing a new web-based course and for teaching the new course. Faculty may be compensated up to \$500 or have workload assigned for converting or making major revisions to an existing course and teaching the course in a web-based format. Compensation may be adjusted if the instructor does not teach the course.

### **Course and Program Revisions and Development**

Faculty may be compensated up to \$500 or receive workload, if time is available, for a major course revision above and beyond the duties defined in the Faculty Duties and Responsibilities document, Section A, Instructional Duties, Number 7.

Workload may also be assigned for major program revisions or for program development. Internal and external grant funding opportunities could also be considered to cover the costs, all or in part, for major program or course revisions.

### **Special Topics and Independent Study Courses**

Workload may be assigned for special topics courses based on the number of credits and the number of students enrolled in the class. Special topics courses are not designed to function as an independent study course or to replace required courses. Special topics courses are organized to allow faculty and students to explore new, related, or more in-depth content that is not part of the established curriculum.

Special topics courses may also be used to assign load for faculty who are engaged in projects outside their regularly assigned workload, i.e., for joint

projects with other colleges, for students working on research projects outside regular assignments, etc. This would only be applicable for credit courses and these courses would be assigned workload by using the laboratory guidelines.

For independent study, load may be assigned based on the following. For the equivalency model, load would be calculated at 0.1 hour/per credit per student up to three equivalency units per semester. For the SIH model, independent study is accomplished as an integral part of the instructor's assignment or it is considered in the total number of students in the program.

### **Internships and Clinicals (Externships, etc.)**

Workload may be assigned for supervising internships/clinicals and load for internships is calculated on faculty effort rather than the number of credits students register for in a given class. Workload for supervision may be included in the total number of instructional hours/equivalency units assigned to the instructor or it may be calculated based on the total number of students being supervised. Load is assigned based on the number of hours associated with supervision and it is based on the amount of direct (faculty remain with students during the internship or clinical and indirect supervision (faculty are not present or do occasional on site visitations or supervision).

Faculty on the equivalency model, may receive a maximum of three units for supervising internships/clinicals (assumes that faculty are not engaged in directly supervising students at their internship site). Faculty assigned primarily to clinical/internship responsibilities may receive more than three units because faculty would probably be engaged in more direct supervision of students at the clinical or internship site.

For SIH faculty, internship and clinical workload will be assigned based on whether faculty are directly or indirectly supervising students and the number of hours available after instructional hours are assigned. For example, if an instructor is assigned 25 hours of instruction, five hours could be assigned for supervision. Instructional hour requirements may need to be adjusted to accommodate internships/clinicals or internship or clinical requirements may need to become more of an integral part of the program. Load may also be assigned for setting up internships and clinical, but it could also be combined with the supervision calculation.

All internships/clinicals are based on student learning outcomes, learning outcomes are developed in cooperation with the internship supervisor (if not otherwise identified), and faculty are expected to visit students onsite to evaluate student progress. Travel time to and from the internship site, if outside the Pocatello area, may be factored into the workload calculation, again calculated at the clinical credit rate. All internships/clinicals must have affiliation agreements

developed between the ISU and the site prior to having students engaged in these activities.

### **Assignments in Other Programs**

Workload assignments may be met by teaching in other programs with the understanding that faculty need to be appropriately qualified/certified.

### **Supplemental Instruction**

Instructors may be compensated for teaching assignments beyond their regularly assigned classes. Supplemental teaching assignments must be based on the needs of the program and department. Supplemental pay is not assigned for teaching a portion of a course or as compensation for service activities, research, etc. A separate contract is developed for all supplemental teaching assignments and instructors will be compensated based on a pay matrix established for full time faculty with supplemental assignments. Supplemental assignments for faculty on the equivalency model are limited to three to four credits per semester or six to eight over two semesters. For SIH faculty, a teaching assignment becomes supplemental after the 30 hour per week requirement is fulfilled.

### **Team and Turn Teaching**

Additional load may be assigned for team teaching when two or more instructors are jointly responsible for teaching the class. The combined load for the instructors may exceed 100% of the normally assigned load for the course. For example, for two instructors, each person could receive 66% of the assigned load for the class; for three, each instructor could receive 50%.

Load may be assigned for “turn teaching” when more than one instructor participates in teaching a single course. Proportional workload credit is assigned for the percent taught. Load assigned to the course is divided proportionally among the instructors and may not exceed 100% of the load for the class.

### **Student Organizations**

Faculty involvement with student organizations may be used to fulfill the professional service requirement

### **Regularly Scheduled Student Tutoring**

Workload units or instructional hours may be assigned to faculty who regularly tutor students. Load assignment for tutoring is calculated based on the number of hours associated with clinical supervision.

### **Summer Term**

For the equivalency model, a full load for summer school is a minimum of 6.6 equivalency units for an 11 month contract and 3.33 for 10 months for instructors with a teaching assignment. For instructors who do not teach during the 10<sup>th</sup> month, the chair and instructor will develop a program of work with defined outcomes for this month.

SIH faculty who teach summer terms are engaged in 25-30 hours of instruction per week for one eight week summer session.

SIH faculty on non-teaching contracts for summer term will schedule 40 hours of work per week based on program or department needs. The schedule will be mutually developed by the chair and the faculty member; the schedule will be approved by the chair.

### **Other**

Workload may be assigned by the dean for additional activities not specified above for other duties performed in the best interest of the College's instructional programs.

A workload assignment may be reviewed by the dean if faculty believe their load has been unfairly or inappropriately assigned.

**Workload Policy**  
**Q & A – Based on November 2009 Forums**  
**April 2010**

1. If two sections of a course must be offered in order to comply with accreditation requirements for faculty to student ratio, will the instructor get credit for teaching two sections of the same course?

It would depend upon the total workload assignment and the nature of the class (lecture, lab, lec/lab, etc.) and the amount of preparation for the second section.

2. If there are less than 35-36 students in a class due to room capacity, will the instructor get full workload credit for the course?

Yes.

3. How do you calculate workload for evaluating students?

This is normally done as an integral part of the workload assignment for each class; load is not figured separately for evaluation. However, some programs have intensive evaluation requirements. Load would be assigned by having the chair and instructor agree on the amount of load to be assigned. Under certain circumstances, program requirements may need to be adjusted to accommodate intensive evaluation. For example, intensive evaluation could be given lab credit which would also carry workload.

4. How is load assigned for clinical coordination?

Load would be assigned like any other coordinator assignment. It could be in the form of release time, additional pay, or workload units/hours could be assigned.

5. Can overload be assigned for internships/clinical.

Yes, however, one of the purposes for establishing a workload policy is to make assignments within established parameters.

6. If some students in a class attend via Elluminate, will the instructor get additional credit for this?

Yes, depending upon the additional amount of work to serve these students. It would be factored at 1-1.5 per credit.

7. If podcasts are used as a course supplement, will the instructor get additional credit for this?

Yes, depending upon the additional amount of work to serve these students. It would be factored at 1-1.5.

8. Will the instructor be given credit for time spent developing instructional programs?

Yes. Refer to Section 6, Course and Program Revisions and Development.



9. If an instructor must go on extended leave, will the instructor picking up this individual's course load be given credit for teaching extra load?

Yes, within certain limitations. Faculty would not be expected to take over the entire load; adjunct would be hired most likely and depending upon the amount of time, it may be necessary to hire a full-time temporary person.

10. What is the maximum numbers of credits allowed for internships? How is workload assigned for internships?

See Section 8, Internships and Clinicals

11. Is workload credit given for non-credit internships where the instructor must contact employers, arrange internships, and follow-up with employers?

Yes, however, internships are usually offered for credit and should be an integral part of the instructional program. The program may need to be revised to accommodate this change.

12. Is the maximum for service two credits in the equivalency model? Will additional service be considered merit? Calculation of committee service equivalency?

Yes, additional service beyond two credits would be considered merit. Service is roughly calculated based on the same effort for a class.

13. Will release time be considered for committee service?

Yes, for a select few of committees such as University Curriculum Committee, Faculty Senate, Faculty Council subcommittee work, etc. However, the standard maximum of 2 service credits would need to be met by the majority of faculty. Refer to the second paragraph under the Equivalency Unit Model section for any exceptions.

14. Will instructors be given credit for accompanying students to competitions, conferences, learning labs, etc. on weekends? Will there be any differentiation between various types of student club activities faculty participate in (mentoring v. concession stand) when calculating load?

Not specifically. This type of activity would be included in the overall workload assignment for student organizations.

15. For instructors on the equivalency model, with 19 credits/semester, will there be compensation such as overload?

Yes, but our goal would be to avoid an overload. Refer to Section 10, Supplemental Instruction Section.

16. Are workload calculations made in relation to the number of students in the class/program?

Workload calculations are not usually based on enrollment unless it is extremely low or high in a certain course. Enrollment concerns are usually associated with the overall number of students in a program.

17. Where did \$1,000 and \$500 come from (referring to the Section 5, Distance Learning).

These amounts are from past practices.

18. Instructors that team teach multiple classes with multiple instructors, how will that be figured?

This depends upon how the class is structured. Refer to Section 11, Team and Turn Teaching.

19. Regarding workload for internships, how is load calculated for two distinct courses which occur in the same semester, maximum 3 credits?

Refer to the Section 8, Internships and Clinicals

20. Can paid professional service be counted as professional service?

The review copy of the document on page 2 indicates that “professional service does not include activities for which the individual has been compensated”. This issue was discussed at the April Forum. The committee needs to review this issue. Under certain circumstances, paid professional service could be counted.