

24-25 ECH LOAD PROCEDURE

RATIONALE

The goal of this procedure is to establish a standard workload that is equitable and uniform for teaching faculty, district chairs, program chairpersons, group leaders, counselors, librarians, and academic achievement center faculty.

LOAD COMMITTEE

1. The Load Committee is a standing committee comprised of equal representation from the DMACC Higher Education Association and the Administration. Membership will be comprised of three members representing each area.
2. The Load Committee will meet on a regular basis with no fewer than one meeting per calendar quarter.
3. The Load Policy document is the responsibility of the Load Committee. All revisions and additions must be approved by the Committee. Interpretation of the document may be referred to the Committee for case-by-case decisions. All decisions will be reduced to writing and be disseminated to all interested parties.
4. Decisions will be final with the exception that those issues related to mandatory subjects of bargaining will take the form of recommendations to the respective table teams. No decision by the Committee will be construed to pre-empt the individual rights of bargaining members to grieve contract issues or to modify management's right to assign work.

DEFINITIONS

1. Academic Achievement Center - Students work at their own pace with occasional instructor help in a classroom environment.
2. Blended Practicum: - For Health program student work experiences for which faculty members periodically spend a full day during the semester observing, evaluating, and providing feedback to students. The visits are not as regular as observed practicum, but are more structured than a regular internship in which the employer provides the majority of the observation for evaluation of student performance.
3. Company Sponsored Training - Courses that are non-credit that are offered solely to individual businesses and are classified as 600 level courses.
4. Contact Hour - The amount of time that an instructor actually performs formal

5. Consulting – Amount of time instructor spends on-site conducting research and providing opinions and direction to client.
6. Continuing and General Vocational or Recreational - Eligible or Non Eligible
 - Courses usually taught for personal enrichment at the local high schools. These do not count toward workload. These courses are generally identified with a four character acronym and a 700 level course number.
7. Credit Course - An offering which includes assessment of student learning and assignment of student grades. These courses meet the DE requirements for receiving college credit. These courses are identified with a three character acronym.
8. Directed Study- Regular college courses offered to students, in exceptional circumstances, by a means other than regular class scheduling. These courses will afford the students the same experiences, standards, and competencies equivalent to those of a regularly scheduled class.
9. Honors course advising duties- Faculty who teach Honors specific courses (HON 100 and HON 200) shall receive one additional ECH for advising Honors students enrolled in each of these classes. The specific advising duties are outlined in the Honors Program Handbook.
10. Independent Study- Courses offered to students to explore topics that are not covered in the general curriculum or who wish to go into greater depth with topics introduced in the classroom. Independent Study may not be used to earn credit for any courses listed in the College catalog or substitute for any required or option courses in a program.
11. Industry Specific Training - Courses offered at DMACC and sponsored by a specific industry through ongoing yearly contracts.
12. Individualized Instruction - Students are taught on an individual basis. Teacher may or may not be present for instruction. Does not count toward workload. Faculty assigned to individualized instruction for compensation will be paid via a personnel action notice.
13. Institution Building – 5 hours per week toward fulfilling the Quality Faculty Plan (QFP) competencies.
14. Internship/Unsupervised Practicums - Students are in an employment-related setting, usually off-campus, where the instructor is responsible for instruction but need not be present in the employment setting at all times.
15. Observed Practicum – Students are in an employment-related setting, either on or off campus, where the instructor is present with the students on a regular basis. Limited to the Early childhood Education and Surgical Tech programs.

16. Online course- A course taught entirely online. Students are not required to come to campus at any point during the semester.
17. Laboratory - A session in which students apply knowledge or techniques. Periodically, new material is presented by the instructor, and instructor preparation time is required for each session.
18. Lecture - Generally, a session that is instructor-dominated and in which new material is presented at each meeting.
19. Office Hours - Hours that are posted by instructors to be available to students.
20. Preparation for Teaching - Represents the time spent preparing for students and the teaching assignment including grading student work, course or curriculum customizing, or other duties related to the teaching assignment.
21. Seminars/Workshops/Conferences - A learning activity that is less than 12 hours in length offered to the general public. These do not count toward workload. These courses are generally identified with a four character acronym and a 900 level course number.
22. Supervised Practicum - Students are in an employment-related setting, where the instructor is present with the students at all times.
23. Teaching - Any structured activity that provides an opportunity for student learning.
24. Vocational-Technical Supplemental/Preparatory - Non-credit courses for which Continuing Education Units (CEUs) are granted, and are public offerings. These courses are generally identified with a four character acronym and a 500 level course number.
25. Web-blended course- The course format has at least one of the course credits (15 hours) online and at least one credit (15 hours) offered in a classroom.

GENERAL WORKLOAD GUIDELINES

The average workload of full-time faculty will be 40 hours per week. Saturday assignments are voluntary. The college realizes that faculty members are members of a professional community; therefore, at peak times, this 40 hour time parameter will be exceeded, and other times, the total commitment will be fewer than 40 hours. Faculty will not be assigned load with fewer than 12 hours off duty between workdays unless voluntary overload is agreed upon.

1. Teaching Faculty - Each faculty member will have:
 - a. 15 hours ECH load, classroom time.
 - b. 15 hours of prep time - Some hours can be done off campus if agreed upon by your supervisor.
 - c. 5 posted office hours a week (minimum).

- d. 5 hours per week toward fulfilling the QFP competencies - Faculty members and Dean will agree on what constitutes institution building. All faculty will complete the QFP documentation.
- e. Remaining time will be split between teaching and preparation time. On-campus is defined by location of work assignment. Faculty who teach extended schedules (day and evening classes) may be exempt from the 5 day per week requirement if a faculty member is on a 4 day work week because of teaching both day and evening classes. Documentation (P-38 / Alternative Work Schedule) must be on file with Human Resources, and be signed by the faculty member and the dean.

2. Academic Achievement Center Faculty - Faculty assigned to the Academic Achievement Centers teach in predominately open lab settings. Load will be as follows:

Open Lab Contact	Preparation for Teaching	Institution Building	Total
32	4	4	40

3. Librarians - The normal work week of a 36-hour teaching (library duties) responsibility will be standard for librarians. It is assumed for librarians that preparation for teaching (library duties) will be taken within the normal workload since their responsibilities are not instructionally scheduled. Time not spent with students will be counted as preparation time. Thirty-six (36) hours of teaching responsibility and four (4) hours of preparation will constitute a normal work week.

Contact Hours	Preparation Time	Total
36	4	40

4. Counselors – The average workload for full-time counselors (counseling and classroom teaching) will be 40 hours per week. For the portion of their load that may be assigned to classroom teaching, counselors will receive the pro-rated amount of prep time accorded to other teaching faculty. For counselors who may teach 2 ECH (in periods of need the ECH teaching load may be exceeded) in the classroom in the Fall and Spring Terms (1 ECH in the Summer), Load will be distributed as follows:

- a. Classroom teaching (2 ECH 6 hours) 2 hours in class
- b. 2 posted office hours a week
- c. 2 hours of institution building (committee work, etc.)

- d. 4 hours prep time 1 hour may be taken on or off campus and documented for master calendar.

5. Counseling (12 ECH—28 hours)

- a. 25 contact hours (counseling, assisting the Judicial Officer, assisting with new student orientation activities)
- b. 3 preparation hours (time not spent with students will count toward preparation for this half of the workload)

During the interims between terms, the counseling portion of load for counselors will expand to 36 contact hours and 4 preparation hours.

LOAD

Teaching faculty loads will be calculated using a weighted factor system. Using ECH’s (Equivalent Credit Hours) the following factors are to be multiplied by weekly contact hours to achieve an equivalent ECH toward load.

Load Factors (Teaching Faculty)

Lecture	1.0 Load	Lab	1.0 Load
Open Lab	.5 Load	Supervised Practicum	1.0 Load
Consulting	.5 Load	ESL (non-credit)	.5 Load
Acad Achv. Ctr.	.5 Load	Internships	.2 Per Student
Observed Pract.	.4 Load	Blended Practicum (Health)	.25 Per Student

15 - 16 ECH's = Load per semester

Full Time Loads

1. 9 Month and 12 Month Faculty-

Fall and Spring terms = 15-16 ECH

Summer Term = 10-11 ECH

15 ECH's is a full workload; anything over 16 ECH is an overload with the overload calculated from 15 ECH. *

*For counselors, up to 25% of their load could be classroom teaching. Counselors will be eligible for overload when their load exceeds 16 ECHs. The amount of overload will be calculated from 15.5 ECHs.

2. Librarians

Some librarians teach classes in addition to their regular assignments.

Fall and Spring Terms = 16 ECH

Summer Term = 11 ECH

16 ECHs is a full workload; anything over 16 ECHs is an overload with overload calculated from 16 ECHs.

3. Counselors

May be assigned up to 2 ECH of classroom teaching in the Fall and Spring Terms and up to 1 ECH of classroom teaching in the Summer Term (in periods of need the ECH teaching load may be exceeded). Any classroom teaching assignments above these limits will be counted as overload, with overload calculated from 15.5 ECH's in Fall and Spring Semesters and 10.5 ECHs in Summer Semester.

Load Averaging

Fall to Spring may be averaged to achieve 15 - 16 ECHs per term by mutual agreement between faculty and administration. A faculty member may load average once per contract year. Only twelve month faculty may load average from Spring to Summer term. If a faculty member chooses to average load, documentation must be on file in the dean's office, the scheduling office, and Human Resources.

Load averaging should not be confused with Faculty Sabbatical Leave policy. A faculty member who intends to accumulate sufficient ECHs to take a leave of absence for a term should follow procedures outlined in the Faculty Sabbatical Leave, procedure number HR3745.

Adjunct Faculty

Adjunct faculty may teach more than 8 ECHs in either fall or spring term, and up to 8 ECHs in the remaining term, in any academic year. Summer assignments are not subject to these limitations.

OVERLOADS

Faculty workload will be calculated separately over 3 consecutive terms. Faculty with traditional calendars can only be assigned to classes beginning and ending during the traditional academic term. All classes will be assigned to the term in which they begin. Terms will be:

Fall Term: First professional day of fall term to December 31.

Spring Term: January 1 to last professional day of spring term.

Summer Term: First day after last professional day in spring term to last day before first professional day of fall term.

Non-credit 500-600 courses may be used to reach load for a full time faculty member but shall NOT earn ECH

credit if the faculty load is above 16 ECH's. Non-credit 500-600 courses cannot be used to earn ECH load for an adjunct faculty member.

1. The maximum overload for an individual will be the equivalent of two course per term. Limited exceptions will be made on an individual basis. Documentation will be kept in the Executive Academic Dean's office.

2. Overloads will be paid for ECHs with the highest rate of pay. Overload may be paid at more than one rate if the overload is split between two or more courses.
3. Note that overload for non-teaching faculty will be calculated on the higher Full-time base appropriate for the individual's normal assignment.
4. In some disciplines, prep may be needed on campus. Work with the Dean.

PAY/TIME FOR OTHER DUTIES

Directed or Individual Study Pay is tuition generated (based on in-state tuition rate).

Individual Study

Drama Drama will receive 4 ECHs of release time per production toward workload or extra duty pay per the bargaining agreement.

Music Pay per lesson per board approved rate.

Team Teaching Defined as both faculty present at all classes, sharing in grading, and preparation. Both faculty will receive full workload at the dean's discretion.

Preps The dean has discretion to assign release time when a faculty member has 5 or more preps for credit courses.

Vocational Advisors of vocational clubs may list those duties as institutional- Clubs building activities in lieu of committee and commission memberships.

Other Duties Faculty assigned extra duties may receive release time at the dean's discretion with appropriate documentation including a written plan and an identifiable product. Other duties will be evaluated each term.

Online Supplemental Pay, per the Faculty Contract: \$100.00 per ECH for the first time a course is taught online. Employees will be paid \$50.00 an hour for training to teach online courses

PTK Faculty who serve as PTK campus advisors may, in cooperation with their Dean or Provost, receive up to 3 ECHs release time for duties associated with PTK.

RELEASE TIME

1. Release time may be granted at the rate of 1 ECH equal to 2 1/2 clock hours per week of release time. All release time must be approved by the appropriate campus administrator and the Vice President, Academic Affairs.
2. Minimum teaching load - Minimum teaching load – assignments which result in a teaching load of fewer than 8 ECHs for fall/spring and 5 ECHs for summer for faculty who receive a full contract extension or have a 12-month contract require the approval of the Vice President of Academic Affairs.
3. Professors may be assigned District or Program Chairperson/Group Leader responsibilities.

DISTRICT CHAIRS/GROUP LEADER/PROGRAM CHAIRS

Three classifications:

The following guidelines for assignment of release time are recommendations, considering all factors are equal.

The recommended release time is dependent on many factors, which may vary from campus to campus. Therefore, release time granted on one campus may not equal that granted on another.

Factors considered for release time for program chair/group leader/district chair include:

1. The number of full-time faculty in a program or discipline
2. The number of adjunct faculty hired and scheduled each term
3. The number of courses offered at a specific campus or across the district
4. Laboratory maintenance and scheduling and equipment purchases and replacements
5. Number of book orders to coordinate and order through the Campus Bookstores

Other factors are considered each term, including special circumstances, such as preparation for an accreditation visit, development of new curriculum, development of Canvas Community sites. The deans will work with the vice president, academic affairs to assure that a fair and transparent process is used to assign release time. All decisions will be communicated to district chairs, program chairs, and group leaders, with the understanding that the special circumstances listed here, and others, may dictate changes in release time awarded.

One campus or career cluster program chairs/group leaders = 2-3 ECHs (additional time may be awarded to vocational program chairs when the curriculum is primarily open lab and the program faculty consists of one person, or in liberal arts disciplines when the volume of work required exceeds that of program chairs/group leaders on sister campuses.).

District-wide discipline or program chairs = up to 8 average ECHs per term in a school year (district-wide includes most campuses or sites including evening and weekend colleges). District-wide

disciplines or programs have been identified as communications, humanities, social science, math, science, administrative assistant, accounting, business administration, criminal justice, nursing, and Computer Information Systems. District-wide disciplines may be added or deleted as a result of program expansion or contraction.

Faculty Liaison to Distance Education: (up to 6 ECHs per term)

Faculty Liaisons to Distance Education will be recommended by the Executive Director of Distance Learning.

Faculty Liaison will direct and report district activities through the Executive Director.

Faculty Liaisons to Distance Education will have the responsibility to call meetings a minimum of twice a term with all other Faculty Liaisons to Distance Education to address issues and initiatives.

Faculty Liaisons to Distance Education will meet quarterly with Executive Director of Distance Learning to discuss planning, initiatives, concerns and other issues.

DISTRICT CHAIR/GROUP LEADER/ PROGRAM CHAIR EXPECTATIONS

District-wide discipline or program chairs will be recommended by academic deans. Each district- wide discipline or program chair will direct and report district activities through their supervising dean.

District-wide discipline or program chairs will have the responsibility to call meetings a minimum of twice a term with the discipline faculty to address issues and initiatives. Agendas will be developed and minutes of action items kept and distributed as necessary.

District-wide discipline or program chairs will meet quarterly or more with district administration to discuss planning, curriculum initiatives, concerns and other issues. Minutes will be recorded and action taken and communicated as necessary.

The following list indicates general responsibilities for each of the three types of program chairs. The program chair will meet with the appropriate dean to identify which of the listed responsibilities will be assumed, as well as other duties that may not appear on the general responsibilities list. The program chair will be accountable for those stated responsibilities and the dean will provide support for completion of those responsibilities.

Responsibilities will vary depending upon the discipline and the location. This is meant to be a general list and by no means inclusive of all program chair, group leader, or district chair duties.

1. Assist deans in coordination of class schedules with other departments and campuses.
2. Maintains and updates syllabi/competencies/program competencies.
3. Coordinates textbook selection committee (district-wide).
4. Coordinates assessment and evaluation activities for discipline or program.
5. Provides information regarding hiring of adjunct faculty.
6. Coordinates flow of information between deans and faculty, and with vice president of academic affairs.
7. Promotes positive image, serves in a leadership role when issues regarding the program level.
8. In cooperation with deans and provosts and the Distance Learning department, develops online teaching schedules, and recommends faculty to sections.

9. In cooperation with the Program Development Department, works with high schools and teachers who teach DMACC courses as part of the Career Advantage program. Visits high schools (or coordinates visits of other faculty) to consult with high school teachers and principals.
10. Assists in marketing the program and recruiting students.
11. Assists in curriculum development and submission to the Curriculum Commission.
12. Recommends faculty work assignments.
13. Orients new full and adjunct staff.
14. Participates with dean in budget preparation and recommends expenditures.
15. Assists with articulation activities (up, down, horizontal).
16. Acts to resolve problems between students and faculty in assigned area.
17. Participates in the development and implementation of goals, procedures, and long range plans within discipline/department.
18. Participates in coordination of external evaluations and accreditation activities.
19. Identifies and articulates to administration the needs of discipline/program.
20. Recommends staff and professional development activities for discipline.
21. Recommends program software purchases.
22. Serves as a resource to new full-time and part-time instructors.
23. Assists DBR with course development and staffing when necessary.
24. Assists in submitting proposals for grants and contracts.
25. Provides leadership to other faculty in regard to teaching methodologies; fosters effective teaching.
26. Advising (student).
27. Maintains inventory.
28. Coordinates and chairs for DMACC any program advisory committees.

FACULTY LIAISON TO DISTANCE EDUCATION RESPONSIBILITIES

The following list indicates general responsibilities for each of the Faculty Liaison to Distance Education. Responsibilities will vary depending upon the discipline and the location. This is meant to be a general list and by no means inclusive of all Faculty Liaison to Distance Education duties.

1. Maintains and updates online syllabi and signature course shells.
2. Serve as member of design team for all new signature courses and redesigns.
3. Coordinates online textbook selection (district-wide).

4. Provides information regarding hiring of online adjunct faculty.
5. Maintains and promotes discipline specific Blackboard Community activities.
6. Facilitates annual online training for NACEP.
7. Promotes positive image, serves in a leadership role when issues regarding the program level.
8. Mentor online faculty in course creation and best practices.
9. Distance Learning Contact for online adjunct faculty district-wide.
10. Cooperates with District chairs to recommend faculty work assignments.
11. Evaluates and integrates publisher content and software where appropriate.
12. Evaluates and integrates new technology where appropriate.

13. Train faculty in the use and best practices of new technologies in online teaching and learning.
14. Recommends and facilitates online professional development activities for online faculty.
15. Participates in the development and implementation of goals, procedures, and long-range plans for online courses within discipline/department.
16. Participates in coordination of external evaluations and accreditation activities.
17. In Cooperation with deans and provosts, and the Distance Learning department, assists on hiring committees with regards to online faculty.