

<b>Workload, Full-time Faculty Procedure</b>	Procedure Number	2.18P
	Effective Date	October 19, 1995

## 1.0 PURPOSE

In accordance with Board Policy 2.18 Workload, Full-Time Faculty, Laramie County Community College (LCCC), the purpose of this procedure is to formally establish the expectations of faculty work, specifically to delineate instructional workload requirements that allow for full-time faculty to fulfill their teaching duties, as well as other College obligations. Specific guidelines related to workload requirements are outlined in further detail within this procedure.

## 2.0 REVISION HISTORY

Revised on: 10/19/95, 10/9/97 (Reduction in faculty teaching load from 30-32 to 30 equated credit hours per academic year became effective academic year 1997-98), 4/21/03, 9/2/08, 5/14/16

## 3.0 PERSONS AFFECTED

Persons affected by this procedure include all full-time faculty and administration at LCCC.

## 4.0 DEFINITIONS

- A. *Academic Year* – Generally, an academic year for workload purposes consists of the fall semester and the following spring semester of two consecutive calendar years. For most faculty the academic year consists of 168 duty days (Faculty Category A). The academic year for faculty on extended appointment also will include all or a portion of the subsequent summer semester and will consist of 187 duty days (Faculty Category B), 206 duty days (Faculty Category C), or a maximum of 246 duty days (Faculty Category D) as defined by programmatic needs and as specified in the faculty contract. Faculty in Category D will accrue vacation per Administrative Procedure 6.6.1P.
- B. *Contact Hour* – A 50-minute instructional activity in which the student and faculty interact to meet specified learning objectives.
- C. *Contract Term* – The duration of time in which contracted employees have an active employment relationship with the College.
- D. *Credit Hour* – The unit of measurement for course credit based on the number of contact hours for a course over a semester-long period.
- E. *Credit Hour to Instructional Hour Ratio* - The ratio used to equate student credit hours to faculty instructional hours for the purpose of calculating workload assignment.
- F. *Duty Day* – Refers to those days in which contracted faculty (those under an active employment relationship with the College) are required to perform compensable work for the College. For most faculty, the duty days within a contract year are identified by the academic year. For

faculty with an extended appointment, the duty days are identified by the academic year with additional duty days required to meet program needs.

- G. *Independent Study* – A course section with an enrollment that is below the required course enrollment threshold. A school may offer an independent study in one or more of the following circumstances:
- 1) There is a unique opportunity or educational need of students requiring a special arrangement with a faculty
  - 2) There are no other sections of the course offered on that specific campus or online
  - 3) There are no alternative courses for the completion of a defined program printed in the catalog and available during that semester
- H. *Instructional Structure* (includes all modalities)
- 1) *Clinical* – A method of direct instruction in which students provide direct patient/client care within a clinic setting, is credit-bearing, and required for all students in that course. Faculty must be available in the facility at all times for supervision and assistance in the provision of direct patient care and ongoing evaluation of students. Faculty are responsible for the quality of care provided to the patient/client, monitoring the students' performance, and mentoring them as needed.
  - 2) *Internship/Practicum/Preceptorship* – A method of indirect instruction in which students are placed in a community affiliate to conduct supervised work to fulfill course or program learning requirements. This instruction is credit-bearing and required for all students in that course. Faculty makes periodic visits to the learning site; however, he/she is not required to be present during the entire student learning experience. When faculty are not present, the student works directly with or under the supervision of a designated, qualified employee of the affiliate. Faculty are responsible to coordinate the affiliate placement, monitor the students' performance, mentor students as needed, and evaluate the student experience.
  - 3) *Laboratory* – A method of direct instruction in which the faculty is continually on site and accessible to students, and facilitates the student learning experience which includes activities such as demonstrations, exercises, projects, experiments, etc., that require direct involvement and evaluation by the faculty. This instruction is credit-bearing and required for all students in that course.
  - 4) *Lecture* – A method of direct instruction in which students encounter knowledge through the active facilitation of the learning environment through lecture, discussion, or other activities. This instruction is credit-bearing and required for all students in that course.
  - 5) *Studio* – A method of direct instruction characterized by faculty instruction and student-driven creation and exploration through in-depth consideration and practice of discipline-specific techniques, questions, and problems. This instruction is credit-bearing and required for all students in that course.
- I. *Instructional Hour* – An instructional hour equivalent is used for the purpose of calculating loads and payment of supplemental contracts except where indicated and is defined by the current federal government definition.
- J. *Master Course Outline of Record (MCOR)* – Required for all credit courses and which contains student-centered description, measurable competencies, a summative common course assessment, and a detailed outline of topics that are included in the course. MCORs help define the levels of content introduction, reinforcement, and mastery within courses in a program.

- K. *Stacked Courses* – Multiple sections of the same course or different courses taught by the same faculty for the purpose of delivering courses that would not run as stand-alone sections.
- L. *Student Credit Hour* – The number of semester credits awarded by the College to a student upon successful completion of a course.
- M. *Instructional Workload* – The sum of the faculty instructional assignments during the day, evening, and/or weekend, in-person or online, as determined by the current course schedule, and approved by the respective supervisor each semester and annually.
- N. *Workload Hour* – The units used to calculate faculty load. Workload hours are derived from assigned instructional hours multiplied by the appropriate load modifier identified in section 5.0 D. of this procedure.

## 5.0 PROCEDURE

- A. Essential Functions of Faculty: Performance Expectations
  - 1) Facilitate Learning – Faculty employ effective teaching practices coupled with the development and use of appropriate educational materials, delivery strategies, and effective assessment practices.
  - 2) Service to the College – Faculty contribute to the College by engaging in activities that support, stimulate, and sustain the institution and the community.
  - 3) Professional Development – Faculty are knowledgeable about their subject matter and maintain relevancy in their field through activities such as research, publications, presentations, professional association memberships, and/or conference attendance.
- B. Instructional Workload
  - 1) The instructional workload for faculty in Category A will be 168 duty days and 30 workload hours per academic year, divided between the fall and spring semesters.
 

The instructional workload may be divided unequally among the fall and spring semesters, serving the best interest of the students, faculty, and the College. In rare circumstances, the instructional workload may be distributed over the summer semester. Circumstances requiring division of workload beyond fall and spring semesters to satisfy the instructional workload requirement will be discussed with the faculty and approved by the school dean and the Vice President of Academic Affairs prior to the final assignment. Workload assignments that extend beyond the academic year and that are needed to “make load” will not result in additional compensation.
  - 2) The instructional workload for faculty on extended appointments will be one of the following:
    - a. Category B: 187 duty days and 36 workload hours
    - b. Category C: 206 duty days and 39 workload hours
    - c. Category D: Maximum 246 duty days and 42 workload hours
- C. Office Hours and Faculty Work Schedule – Faculty must post office hours in places accessible to students: the course syllabus, in the learning management system (LMS), and outside their office doors. The number and location of scheduled office hours should provide students with access to the faculty as well as accommodation of student needs. The following should be used as a guide when determining the work schedule.

- 1) Office hours should be distributed at various days and times in order to meet student needs unless otherwise approved by the school dean.
  - 2) Faculty's work schedules will reflect the office hours for each week of the semester.
  - 3) The office hours and work schedule will be given to the school dean by the end of the first day of the semester as defined in the academic calendar. An updated work schedule will be provided to the dean in the event revisions to the work schedule are needed due to course additions or cancellations.
- D. Calculating Instructional Workload – Standard instructional workload is calculated each semester according to the type of instructional structure assigned to the faculty. The instructional structure method is defined by the contact hours and credit hours indicated in the approved MCOR for a given course. Each instructional structure method has a correlating student credit hour and student contact hour amount, as well as a credit hour to instructional hour ratio for the faculty instructional workload calculation. Instructional workloads are calculated as specified below.
- 1) Clinical instruction – One student credit hour equates to 45 student contact hours. (1:3 student credit hour to instructional hour ratio). Workload hours for clinical instruction are calculated based on one instructional hour equating to 0.75 workload hours (Example: a one-credit clinical that meets for 45 hours equates to 2.25 [ $0.75 \times (45/15) = 2.25$ ] instructional workload hour assignment).
  - 2) Internship/Practicum/Preceptorship Instruction – One student credit hour equates to 30 or 45 student contact hours. Workload hours for Internship/Practicum/Preceptorship are calculated by dividing the number of contact hours per course by 15. Workload allocation for these types of instruction is determined by the number of enrolled students:
    - a. Less than or equal to five students: Workload is calculated based on one instructional hour equating to 0.25 workload hours. (Example 1: A 2-credit internship that meets for 60 hours with 5 students enrolled equates to 1 [ $0.25 \times (60/15) = 1$ ] instructional workload hour assignment). (Example 2: A 2-credit internship that meets for 90 hours with 5 students enrolled equates to 1.5 [ $0.25 \times (90/15) = 1.5$ ] instructional workload hour assignment).
    - b. More than five but less than or equal to 12 students: Workload is calculated based on one instructional hour equating to 0.33 workload hours (Example 1: A 2-credit internship that meets for 60 hours with 8 students enrolled equates to 1.32 [ $0.33 \times (60/15) = 1.32$ ] instructional workload hour assignment). (Example 2: A 2-credit internship that meets for 90 hours with 8 students enrolled equates to 1.98 [ $0.33 \times (90/15) = 1.98$ ] instructional workload hour assignment).
    - c. More than 12 students: Workload is calculated based on one instructional hour equating to 0.40 workload hours (Example 1: A 2-credit internship that meets for 60 hours with 14 students enrolled equates to 1.60 [ $0.40 \times (60/15^*) = 1.60$ ] instructional workload hour assignment). (Example 2: A 2-credit internship that meets for 90 hours with 14 students enrolled equates to 2.40 [ $0.40 \times (90/15) = 2.40$ ] instructional workload hour assignment).
  - 3) Laboratory instruction – One student credit hour equates to 30 or 45 student contact hours. (1:2 or 1:3 student credit hour to instructional hour ratio depending on 30 or 45 lab contact hours). Workload hours are calculated based on one instructional hour equating to 0.75 workload hours (Example 1: A one-credit lab meeting for 30 contact hours equates to 1.5 [ $0.75 \times (30/15) = 1.5$ ] instructional workload hour assignment). (Example 2: A one-credit lab meeting for 45 contact hours equates to 2.25 [ $0.75 \times (45/15) = 2.25$ ] instructional workload hour assignment).

- 4) Lecture instruction – One student credit hour equates to 15 student contact hours. (1:1 credit hour to instructional hour ratio). Workload hours are calculated based on one instructional hour equating to one workload hour (Example: A one-credit lecture equates to 1 workload hour assignment).
  - 5) Studio instruction – One student credit hour equates to 30 student contact hours. (1:2 credit hour to instructional hour ratio). Workload hours are calculated based on one instructional hour equating to 0.75 workload hours (Example: A one-credit studio equates to 1.5 [ $0.75 \times (30/15) = 1.5$ ] instructional workload hour assignment).
- E. Alternative Course Structures and Instructional Workload – Nonstandard course variances and faculty load details are defined as follows:
- 1) Stacked courses – Stacking of courses can only be done when the courses in question do not meet the minimum enrollment threshold established by Administrative Procedure 2.13P Course Enrollment Management Procedure. Stacked courses do not carry additional compensation outside of the regular workload hour allocation per one instance of the course. For example, if the courses stacked are three credit hours each, the workload will be equal to one three-credit hour course. Stacking of courses with varying credit hour allocations will result in a workload equal to one instance of the course with the highest credit hour allocation. The total enrollment for all of the stacked courses should not exceed the highest cap of one instance of the stacked course. Stacking requires the authorization of the appropriate dean and the Vice President of Academic Affairs. Faculty acceptance of a stacked course assignment is voluntary.
  - 2) Team-taught courses – In some instances, it may be beneficial to students to have courses taught by a team of faculty. In this instance, the number of instructional workload hours are to be divided among the team-teaching faculty according to the proportion of instructional hours taught by each faculty.
  - 3) Independent Study – Independent study courses may not add to instructional workload hour accrual unless needed to “make load”.
    - a. Compensation for independent study teaching will be determined according to the following:
      - i. Independent study course pay is based on 10 percent of the adjunct rate multiplied by the instructional hour equivalent when the course is run under normal circumstances multiplied by the number of students in the independent study course ( $10\% \times \text{adjunct rate} \times \text{\#of students}$ ).
      - ii. If needed to “make load,” the instructional workload will be calculated by the number of students enrolled divided by the enrollment threshold, multiplied by the instructional hour equivalent when the course is run under normal circumstances ( $(\text{\#of students}/\text{enrollment threshold}) \times \text{instructional hours}$ ).
    - b. All independent study courses will include active course content within the LMS. This content will capture the educational activity and performance of students.
    - c. The faculty will provide a course syllabus and an independent study course contract that meets the objectives of the course to the dean for review and approval; the approved documents will be provided to the enrolled student(s).
    - d. Online independent study courses must have active course content, assessments, communication, and gradebook.
    - e. Faculty acceptance of an independent study course assignment is voluntary.

- F. Alternative Instructional Workload – A number of variables may cause a faculty’s contracted instructional workload requirement to be fulfilled in a manner that differs from the standard instructional workload.
- 1) Release Time – Release time from teaching duties may occur in order to accomplish objectives of a program, school, or the College (for example, the first-year experience in the Faculty Academy). Assignments for release time may only be established for a semester or an academic year and must be defined in an agreement signed by the faculty and the school dean, and approved by the Vice President of Academic Affairs. Release time agreements must be documented with a list of expectations and evaluated separately from the primary faculty assignment every semester.
  - 2) Underload – When a faculty’s course is canceled due to insufficient enrollment or a full instructional workload cannot be assigned to a faculty during the fall and/or spring semester, the school dean will make arrangements for the faculty to meet his or her contractual load. The alternative work assignment may include additional duties during the current semester and/or workload in the following semester and/or summer semester.

If faculty have had a course cancelled due to low enrollment, the faculty’s instructional workload plan will be modified to reflect this change in their teaching assignment. Reassignment of courses will be prioritized to ensure that full-time faculty are able to meet the instructional workload requirements defined above and in Administrative Procedure 2.13P Course Enrollment Management Procedure.

- 3) Overload – A faculty may request or be asked to teach a course or courses over and above his/her required instructional workload.
  - a. Unless deemed necessary and approved by the school dean, instructional workload should not exceed 15 workload hours in any fall or spring semester. Teaching over 18 workload hours in any semester requires the authorization of the school dean and the Vice President of Academic Affairs. Although faculty may request an overload, there is no guarantee that an overload will be assigned. Overload assignments are contingent upon enrollment and institutional need and are based upon the ability of the faculty to successfully deliver quality instruction.
  - b. Faculty may teach up to 12 workload hours during the summer. Any exceptions to this load must be approved by the appropriate school dean and the Vice President of Academic Affairs. Although faculty may request to teach during the summer semester, there is no guarantee that a summer teaching load will be assigned. Summer teaching assignments are contingent upon enrollment and based upon institutional need.
  - c. Although a school dean may request a faculty to teach overload, overload assignments are not a requirement to remain in good standing. Faculty acceptance of an overload assignment is voluntary.
  - d. Overload compensation is calculated at the adjunct rate of pay. Faculty are compensated for overload after the contracted workload hours have been met.

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REQUIRED APPROVALS	NAME/SIGNATURE	DATE
Originator(s) Name(s)	Interim Academic Affairs Vice President Terry Harper	4/18/16
Approval by President's Cabinet		4/18/16
Ratified by College Council	Co-chair Chad Marley	5/13/16
Approval by President (Signature)		5/13/16