



COLLEGE POLICY

GUIDELINES/PROCEDURES

POLICY NUMBER: 3104-B
DATE: January 29, 2018
POLICY TYPE: Academic & Instruction
POLICY TITLE: Faculty Professional Workload

GUIDELINES/PROCEDURES:

Guiding philosophy

Assignments are variable depending on the established and agreed to guidelines of the program, department or college. Non-teaching service and professional growth is in addition to the base teaching load depending on the needs of faculty, program/department, School or College. In cases where there is no essential or substantive non-teaching service available or needed, faculty may be assigned additional teaching.

It is recommended that programs/departments develop written instructional norms and reasonable guidelines and a rationale for these guidelines based on financial, enrollment, mission, quality, access and other data-based considerations. Examples of best practice models are available as are workload coaches who can assist in the design and implementation of a model best suited for a program/department and based on the principles of shared governance.

Guidelines should be reviewed and updated as needed and should address:

- Number of actual student contact hours and course sections in a typical semester for that unit.
- Number of preparations expected and reasonable.
- Normal class sizes for the unit, taking into consideration assessment complexity, student preparedness, course or lab complexity, safety, etc.
- All delivery modalities and scheduling variations (i.e. online, accelerated, hybrid, face-to-face, etc.) are treated in a similar manner.
- Other considerations unique to the program or department.

These guidelines will be the basis for assignments. If enrollment increases or programming changes and increases numbers of sections and students in any given department, innovative ways to meet demand will be explored including adding full time faculty and/or adding part time faculty.

In unique or extreme situations, overload conditions may occur and require a workload in excess of 100%. In those cases, additional teaching should be assigned in lieu of non-teaching service or professional development whenever possible before overload is assigned. Overloads are assigned by mutual agreement of the faculty and the Dean.

Best practice models, IBPS and coaching resources are available to help move teams toward consensus and resolve workload conflicts.

Scheduling and Assignment process

The aim of **scheduling** is to offer a student-focused, demand/market-based set of courses, offerings and non-teaching service options that meet the academic, enrollment and financial goals of the College. A key to scheduling is to leverage available trend data, the insights of experienced faculty and Deans, and balance access, quality and sustainability. Once a strategic schedule is determined, **assignments** will be done in the spirit of collaboration and inclusivity in a fair and equitable way as determined by the department/program faculty, department/program chair and the Dean. The collective interest of the College is to engage the talents of all faculty and serve the students and mission of the College in the best way possible. In cases where this collaborative, inclusive method is possible, recommendation for assignments of work will be presented to the Dean for final consideration and assignment. When there are issues that prohibit collaborative resolution or participation in a professional workload model, the Dean may lead a process to reach resolution or issue assignments.

Teaching and non-teaching service assignments under this professional model will be made through a collaborative process within each unit, program or department that considers criteria such as:

- The needs of students.
- Qualifications, interests, and experiences of all faculty.
- Goals of the unit, program, department and college.
- Best interest of the college as a whole.
- Quality of instruction and the learning experience.
- Fair and reasonable distribution of assignments within the faculty team, inclusive of faculty talent, experience, interests, and availability.
- Service to all campuses, districtwide perspective.
- Annual (or longer) assignments that are encouraged and made whenever possible.
- Inclusion of all faculty categories in a meaningful way.
- Fiscal responsibility and sustainability
- Other criteria as defined by the program or unit in consultation with the Dean.



Input from all faculty and the judgment of the Deans in an environment of mutual trust are essential elements of a successful, fair and transparent process. Deans will provide support and oversight of the professional model and have authority to ultimately assign work and ensure full contribution, participation and engagement in this process. However, the intent is that assignment decisions are agreed to and carried out at the unit, program or department level.

These guidelines are not absolute rules but should provide a basis for assignments in pursuit of program, department and college goals. In addition, faculty have the flexibility to teach across disciplines and Schools if/when opportunities arise and qualifications are met.