COLLEGE POLICY

POLICY NUMBER:	3104-A
DATE APPROVED:	January 29, 2018
POLICY TYPE:	Academic & Instruction
POLICY TITLE:	Faculty Professional Workload Policy
RESPONSIBLE ASSOC. /VICE PRESIDENT:	Provost

POLICY PURPOSE:

Madison College supports a faculty professional workload framework grounded in collaboration, flexibility and accountability. The aim is to maximize faculty talent, experience and contribution to meet student and market demand for high-quality education, while advancing the College's mission, vision, values and goals.

POLICY:

Madison College values all faculty and their unique contributions to students and the college mission. We are committed to a full-time faculty workforce, and are also committed to a qualified and engaged part-time faculty workforce.

Faculty talent will be leveraged via a professional workload framework based in teaching, non-teaching service and professional growth. The faculty professional workload framework includes the following policy guidelines: Faculty workload is centered on three areas: teaching, non-teaching service and professional development. Responsibilities also include other core faculty responsibilities. Each area is outlined in Appendix A and Appendix B. The boundaries among the three areas of responsibility are porous and flexible. It is the whole of a faculty contribution that is ultimately valued and expected. Faculty contribute to teaching, non-teaching service and professional development in a number of ways. The combination may vary from year to year or term to term, or department to program to School, and between full time faculty and part time faculty.

This workload framework recognizes that there are different needs and demands of faculty across the various disciplines and academic programs at Madison College. Determining how to meet those District-wide demands is dependent on collaboration of faculty, program/department teams, and the Deans. That process is supported by college goals, resource availability and data, including student and market demand.

In the case of full-time faculty, workload is based on a full-time expectation*. The work that comprises full time is determined in collaboration with faculty, department/program teams, and Deans, may be inclusive of credit, non-credit or customized training, and is based on College goals and strategies.

Best practice models, IBPS and coaching resources are available to help move teams toward consensus and resolve workload conflicts. The core values of collaboration, respect, inclusion and maximizing faculty contribution and experience in pursuit of college goals and student success apply equally to all faculty. It is recognized that the expectations and requirements must be adjusted for different faculty employment categories (Appendix A and Appendix B).

Full-time faculty work is based on a 35-hour work week as outlined in the Employee Handbook. A full-time faculty annual employment contract is based on 38 weeks (with some modifications for special category faculty). Full-time faculty members are considered exempt, salaried employees. Salaried employees are expected to work the number of hours necessary to complete responsibilities and assignments. This may mean that at times exempt employees work more hours than the standard workweek.

DEFINITIONS:

TEACHING

Teaching encompasses the teaching assignment and the associated planning, design, preparation, delivery assessment, and engagement to support student learning and the overall student experience. Teaching includes:

Utilize effective and engaging teaching strategies that facilitate student learning and student success.

Provide instruction to students through various locations and delivery methods, including classroom, labs, clinicals, online, accelerated, hybrid, dual credit, flex choice and others.

Prepare complete course syllabi with common elements, course materials and learning experiences for each course.

Maintain appropriate course records and documentation including basic Blackboard use.

Develop and improve course curricula to ensure currency and relevancy.

Implement assessment measures that achieve student and course learning outcomes, and use the results and other data to strengthen the curricula.

Provide support and availability to students in assigned courses through meaningful student engagement (in person or virtual).

Maintain currency with emerging technologies that enhance teaching and learning.

Collect and incorporate course feedback into course improvements.

Maintain a spirit of innovation and continuous improvement.

Maintain current knowledge within the appropriate discipline and within the teaching profession.

NON-TEACHING SERVICE

Full-time faculty may be assigned, in collaboration with the program /department team and agreement by the Dean, substantive areas of responsibility in addition to the teaching responsibilities outlined above. Full-time faculty are responsible for enhanced levels of contribution and leadership at the program, discipline or department level. Accountable and approved non-teaching service will be planned, agreed to and assigned based on the identified needs of the students, program/department, College and our communities. Further, non-teaching service assignments should align with the skills and interests of the faculty. Faculty are strongly encouraged, and in some cases required, to engage in activities that further the interests of Madison College both within our institution and within our communities.

The range of activities associated with non-teaching service is broad, and the need for non-teaching service will ebb and flow depending on resources and needs. It is recognized that at any given time, there may not be essential non-teaching service for all faculty every term. At times, teaching needs will take a higher priority. Thus, some faculty may take on additional teaching if/when non-teaching service is not available, expected or agreed to. Examples of non-teaching service include, but are not limited to:

Serve as Program director or department chair.

Serve as advisors of student clubs or activities, including study abroad.

Provide academic advising, mentoring and student engagement beyond day-to-day teaching expectations.

Participate in or lead accreditation activities at the program or college level.

Develop and monitor program outcomes in alignment with advisory boards

Maintain appropriate documentation and provide support for activities related to WTCS reporting, Credit for Prior Learning, Technical Skills Attainment (TSA) or other educational activities as needed.

Monitor and acquire capital equipment, assist in remodeling and capital construction projects, and assist in maintenance of equipment and learning spaces.

 Work with 4-year partners to facilitate course transfer and program/degree transfer pathways and partnerships.

Contribute to non-credit, professional development or customized training options by agreement, or on an as needed basis.

Participate in outreach for student recruitment, enrollment and retention initiatives.

Lead or participate in shared governance (Assembly and Council participation is dependent on the needs of the shared governance system, balanced with the interests and obligations of the faculty member. While the option exists to participate on more than one body, non-teaching service release will be inclusive and based on participation in one body).

Program development or major program/discipline redesign to ensure currency and relevancy to student and industry needs and trends.

Oversee advisory board and industry contributions (i.e. board service, speaking engagements, hosting events, etc.)

Participate in talent recruitment, screening and hiring activities.

Source, write and support grants as needed.

Other activities of relevance, value and service to Madison College and its students, employers and communities.

PROFESSIONAL GROWTH AND DEVELOPMENT

It is expected that faculty stay abreast of trends and changes in their academic and industry areas. Faculty must have access to and continuously engage in opportunities to learn, both pedagogically and in relation to the content of their field of study or industry, in order to excel in their fields and do their very best work. In addition, faculty are encouraged to continue their education, attend professional meetings and conferences, make presentations, and serve actively within professional organizations. What is needed, when and how it is provided is up to the faculty and program/department team, with agreement from the Dean. Professional growth and development plans for each faculty member must meet the requirements of Madison College's Faculty Quality Assurance System (FQAS), including the foundation competency experiences and annual participation in professional development in the areas of college and strategic interests, student success, instructional excellence and currency in areas of expertise. New FT faculty must complete all initial requirements within the first three years of hire date. In some cases, there may be a need for release from a full teaching load to pursue specialized growth or development needs. An accountable professional development plan is an ongoing expectation.

OTHER CORE FACULTY RESPONSIBILITIES

In addition, full-time faculty members are expected to participate in and meaningfully contribute to the day-to-day functioning of Madison College, especially their respective department or program and in service to students. This participation includes:

Work collaboratively with colleagues, staff, and community members.

Engage in college leadership, governance, and operational activities in varying degrees. The minimum expectation is that faculty stay informed and abreast of college news, policies, challenges and opportunities.

Participate in activities designed to culturally enrich the College and community.

Represent the college's mission, vision and values in the community.

Complying with college, school and program policies, rules, and procedures.

Attending scheduled faculty meetings, school meetings, college-wide meetings and academic exercises during the academic year.

Attending and supporting college events such as commencement, athletic events, student events, gallery shows, etc. as possible.

TEACHING FOR PART-TIME FACULTY

See *Professional Responsibilities*--Teaching

NON-TEACHING SERVICE OPPORTUNITIES FOR PART-TIME FACULTY

In collaboration with the program team/department and agreement by the Dean, part-time faculty may be offered, assigned and compensated for, areas of responsibility outside of teaching depending on college need, including participation as needed and interested in shared governance.

PROFESSIONAL GROWTH AND DEVELOPMENT FOR PART-TIME FACULTY

It is expected that faculty stay abreast of trends and changes in their academic and industry areas. Part-time faculty will have access to opportunities to learn in order to excel in their fields and do their best work. Part-time faculty must meet the requirements of Madison College's Faculty Quality Assurance System (FQAS). New part- time faculty must complete all initial requirements within the first five years of hire date.

OTHER CORE AND OPTIONAL FACULTY RESPONSIBILITIES

Core expectations include:

Work collaboratively with colleagues, staff, and community members.

Represent the college's mission, vision and values in the community.

Complying with college, school and program policies, rules, and procedures.

In addition, part-time faculty members are encouraged to stay informed and abreast of college news, policies, and opportunities. Part-time faculty are also welcomed and encouraged to participate in college activities in varying degrees depending on need and interest including faculty meetings, school meetings, college-wide meetings and academic exercises during the academic year.

**Part-time faculty is an employment category as defined by Human Resources and subject to work limitations in accordance with the Department of Education.

LINKS TO STATE/FEDERAL REGULATIONS:

NONE