
APPLIES TO: KC Faculty & Academic Dean(s)

ISSUED: March 17, 2022

KEYWORDS: *faculty, workload, teaching, service, scholarship*

EFFECTIVE: August 29, 2022

PURPOSE: To provide guidelines for administration to determine college needs for faculty staffing, with the goal to advance the mission of the college, primarily in teaching, while maintaining reasonable equity and fairness among the faculty.

DEFINITION OF TERMS IN THIS POLICY:

Teaching: Instructional activities include, but are not limited to, the following activities:

Didactic/Laboratory:

- Course planning and revision ensuring currency and academic/professional standards
- Integration of faith and learning
- Development of course syllabi for each class taught
- Presentation and/or coordination of classroom learning
- Creation and delivery of a supportive and effective learning environment
- Laboratory instruction, evaluation, and supervision
- Supervision of independent study
- Tutoring and remediation such as assignment review or student help sessions
- Design and implementation of assessments
- Timely and appropriate response to student assignments
- Uploading of relevant course materials in the current learning management system (LMS)
- Evaluation of students' academic progress for each assigned class/clinical
- Preparation and reporting of course grades
- Regular review of students' progress
- Course-related advising of students (for a 3-credit class, 1-2 hours each week should be made available for office hours; in-person is recommended over virtual)
- Referring students to Academic Services, when necessary
- Periodic course review and evaluation
- Teaching self-evaluation

Clinical:

- Clinical instruction, coordination, and supervision, including site visits
- Clinical scheduling, recording, grading
- Integration of faith and learning in clinical care
- Acquisition, assessment, maintenance, and improvement of clinical sites
- Public relations with clinical sites
- Meeting accreditation expectations for clinical programming
- Addressing issues arising from clinical assignments
- Reviewing student clinical competencies

Service: The following list provides a representative sample of program, department, and institutional service activities:

- Participation in departmental meetings
- Program assessment and/or program related research
- Professional accreditation activities and/or program self-study
- Review and revision of curriculum
- Peer teaching review and evaluation
- Mentoring of students, faculty, and staff
- Preparation of student recommendations
- Program recruitment
- Development of new clinical sites
- Memberships in relevant professional organizations
- Activity in professional organizations, including site visits
- Attendance in academic/professional conferences
- Engagement in college governance
- Involvement in student activities, organizations, and college functions
- Participation in orientation and registration
- Service to spiritual community
- Service to the local and/or global communities
- Non-course-related advising is another key element of a faculty member's service responsibilities. Each faculty member should be readily available for student advising and/or student support, by appointment through in-person meetings, email, text message, Canvas, Zoom, Teams, or other modalities.

Scholarship: Based upon Boyer's (1990; 1996) academic model of scholarship, which includes four categories:

- The scholarship of discovery: original research that advances knowledge through dissemination.
- The scholarship of teaching and learning: the study of the teaching and learning process, including the integration of faith and learning, and requires the sharing, application, and evaluation with and of others.
- The scholarship of integration: the interprofessional synthesis of scholarship sharing information across disciplines, across topics, within a discipline, or across time.
- The scholarship of application: application of research within or outside the College which involves disciplinary expertise and sharing of results.

Examples of such **scholarship**, listed in ascending order of complexity, include:

- Implementation of a new classroom technology with documentation as to its effectiveness.
- Internal grant writing, submission, and funding.
- Development of an original 'lab manual' or similar for use at Kettering College.
- Presentation of research at a regional, national, or international professional meeting, i.e., the presentation was original and was vetted through a peer-reviewed process.
- Authoring a textbook or portion/chapter in the faculty member's discipline.
- External grant writing, submission, and funding.
- Publication in a peer-reviewed, refereed professional journal.

Custom duties: There are times that the institution or degree program/department has special needs in which a faculty member may be asked to participate. These may take the form of accreditation reports, quality assurance initiatives, thesis and dissertation committees, and doctoral or other projects.

Administrative roles: Administrative duties required of the faculty member in a leadership role (e.g., department chair, clinical coordinator, etc.).

POLICY & PROCEDURE DETAILS:

- A. The department chair (the “chair”) is responsible for consulting with each faculty member in the department/program and determining collaboratively the annual faculty workload (“workload”) for each faculty member that details their specific responsibilities for the following academic year. The plan shall cover the entire academic year and should be prorated if the faculty member is less than a full time equivalent.
 - a. Chairs will present proposed workload plans to a group that includes the dean of and fellow chairs within the division to encourage equitable workload assignments.
 - b. Once approved by the academic dean and chair, a written statement of the upcoming year’s plan shall be given to a faculty member no later than the end of the Winter semester.
 - c. All parties involved in formulating the plan must formally, in writing, agree to alterations of the plan.
 - d. The chair is responsible for monitoring faculty workload assignments of each faculty under the oversight of their respective dean.
 - e. Faculty evaluation will, in part, be based on an assessment of a faculty member’s fulfillment of the plan.
- B. A full-time equivalent faculty load is determined according to the following guidelines:
 - a. the current objectives and needs of the college, the individual divisions, and the departments and programs within the division.
 - b. the qualifications of the individual faculty member.
- C. The teaching component of a load is influenced by the following considerations:
 - a. since teaching is a priority of the college, teaching should generally constitute a minimum of 70% of the workload.
 - b. the current course offering needs of the college, the individual divisions, and the departments and programs within the division.
 - i. A faculty member may serve in another college division, department, or program when, during the development of the workload, such service is negotiated between the dean, chair, or program director requesting the services, the faculty member’s dean, chair, or program director, and the faculty member. Such arrangements will constitute part of the faculty member’s workload, unless all parties concur that the services will not impair the faculty member’s successful completion of his/her workload.
 - c. the type or level of teaching activity. See “teaching” definition above for examples of type; “level” refers to graduate, undergraduate, or remedial.
 - i. In undergraduate departments an average teaching load of ten (10) credits per semester is normal; in graduate, eight (8).
 - ii. Adjustments may be made in the per semester teaching load when the type or level of instruction makes such a change appropriate.
 - iii. Average teaching loads that exceed one credit above or below the standard may be compensated at the appropriate adjunct rate if relief is not provided through the adjustment of other workload components.

- D. The scholarship component of a load is influenced by the following considerations:
 - a. Since teaching is a priority of the college, research should generally range between 5 - 25% of the workload.
 - b. Scholarly objectives to be completed within the academic year should be well defined.
- E. The service component of a load is influenced by the following considerations:
 - a. Since teaching and discipline-based research are priorities of the college, service should generally range between 5 - 25% of the workload.
 - b. Service objectives to be completed within the academic year should be well defined.
- F. The custom duties component of a load, if necessary, is influenced by the following considerations:
 - a. Should be well defined and include specific measurable objectives and a time frame for completion.
 - b. May be applied to faculty who are:
 - i. Not carrying the minimum standard teaching load, or
 - ii. Are assigned additional duties, unrelated to teaching, service, or scholarship, by the dean, chair, or program director.
- G. The administrative role component of a load, if necessary, is influenced by the following considerations:
 - a. department size,
 - b. number of faculty,
 - c. number of students, and
 - d. external accreditation responsibilities and expectations.

RESOURCES/REFERENCES:

Related KHN Policy: N/A

Maintained by: Office of the Academic Dean(s)

HISTORY OF REVISION:

Original date:

Revision dates: March 11, 2021; March 17, 2022