

**F National Louis University Policy on Full-Time Faculty Workload
FP- 102**

Approved: Faculty Senate

Date: May 17, 2019

Approved: Faculty Association

Date: June 4, 2019

Approved: Board of Trustees

Date: June 12, 2019 Download

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EFFECTIVE DATE: July 1, 2019

Note: The approval of this policy will sunset the September 2013 version of FP 102 Policy on Faculty Workload.

Purpose

National Louis University values a workload policy that ensures academic quality, promotes work/life balance and professional growth among faculty, and contributes to achieving the University's goal of promoting an exceptional student experience. The policy is designed to promote a consistent, equitable, sustainable, and flexible process for assigning full-time workload across the University, leveraging individual strengths and interests, while recognizing that the professional nature of faculty work precludes a prescriptive or reductive approach to work assignments.

The purpose of this workload policy is to maximize both the professional growth of each faculty member and their contributions to the university's strategic goals and priorities. It is designed to be consistent with FP 103 (Faculty Performance Evaluation) and FP 104 (Promotion and Tenure).

The workload policy is not designed or intended to eliminate tenure status, nor is it designed or intended to interfere with or diminish the academic freedom of any faculty member.

This policy outlines standard workload parameters and provides faculty and academic unit leaders with guidelines to manage exceptions, ensuring consistency in their application and supporting the faculty, college, and university's academic and financial goals for the year. It is flexible enough to allow Academic Unit Leaders to assign loads that promote faculty strengths and growth across their careers, recognizing that faculty perform many diverse functions.

The policy should be reviewed at least every seven years and adjusted as necessary to ensure that it continues to meet faculty and institutional needs, and first and foremost, to provide excellent service to our students.

Scope

This policy applies to faculty members who hold a full-time appointment in one of the three faculty tracks defined in FP104. Faculty members without full-time appointments have their workload outlined in their letter of appointment (LOA). Any stipend activity cannot also be included in the workload, e.g., course by arrangement (CBA) and course design.

Definitions

Academic Unit Leader: The Academic Unit's decision maker. Typically, the academic unit leader is the most senior person in the academic unit (e.g. Dean) but an Academic Unit Leader may assign decision-making to other academic leaders (e.g. Associate Dean, Program Director, etc.).

Acronyms

- SH - semester hour
- QH - quarter hour
- FTE - full-time equivalent
- LOA - letter of appointment

Base Workload: A faculty member's required workload units for the academic year.

Credit Hour Conversion Formula: semester hour x 1.6666 = quarter hour

Credit Hour to Clock Hour Conversion Tables

The credit hour-to-clock hour conversion tables express the equivalent amount of clock hours for each credit hour of work assigned to teaching and non-teaching activities. The conversion tables should be used when determining workloads, particularly for non-teaching assignments and the commensurate amount of time needed to perform an approved non-teaching activity.

Semester Hours

The semester hour-to-clock-hour ratio is 1:50.

1 semester hour	50 clock hours
2 semester hours	100 clock hours
3 semester hours	150 clock hours

Quarter Hours

The quarter-hour-to-clock-hour ratio is 1:30.

1 quarter hour	30 clock hours
2 quarter hours	60 clock hours
3 quarter hours	90 clock hours
4 quarter hours	120 clock hours
5 quarter hours	150 clock hours

Faculty Tracks - see FP104

Faculty Workload: Formal documented articulation of a faculty member's work responsibilities for an academic year (10-month, 11-month, 12-month) as stipulated in the letter of appointment.

Load Heavy: A faculty member with more than 9 semester hours/15 quarter hours in a term.

Load Light: A faculty member with less than 9 semester hours/15 quarter hours in a term.

Overload: Faculty work exceeding 9 semester hours/15 quarter hours of all workload (teaching, service, thought leadership, and academic administrative) in a single term.

Stipend: Compensation for overload work and work faculty engage that does not count toward a faculty member's annual workload (e.g., dissertation support, course development as a subject matter expert (SME) with Learning Design, LxD)

Workload Unit: Credit hours, either semester hours or quarter hours, depending on the faculty member's college or program, used to quantify a faculty member's work during their appointment.

Workload Allocation: the distribution of load to the workload domains that serve the University, college/unit, and/or program.

Workload Domains

Below are the domain definitions as related to workload. For broader definitions of the domains, see [FP104 - Awarding Promotion, Tenure, and Multi-year Appointments](#).

- *Teaching*: Various, multiple activities a faculty member engages when teaching a course
- *Service*: Roles and responsibilities vital to the operation and advancement of the institution and engaging in activities within a faculty member's field.
- *Thought Leadership*: The sharing of findings and expertise to inform thought and action within the University and/or local, regional, national, and global communities.
- *Academic Administration*: Administrative duties that support an academic unit and its students and/or faculty

Policy Section

The University standard for the total amount of annual workload units is based on appointment duration (10-month, 11-month, 12-month) - see the table below. A faculty member's base workload is allocated across the workload domains during the months the faculty member works. In the case of a term without a teaching load, it is expected that the faculty member carry load in other domains (service, thought leadership, and/or administrative) and remain engaged with the University.

	10 month	11 month	12 month
Base Workload	27 semester hours/45 quarter hours	33 semester hours/55 quarter hours	36 semester hours/60 quarter hours
Annual Duration	September 1 - June 30	August 1 - June 30	July 1 - June 30

Faculty on 10-month or 11-month appointment durations are expected to apply their base workload to the timeframes in the table.

Alternative arrangements are approved by the Academic Unit Leader for no more than one academic year at a time, and approval will be contingent on the Academic Unit Leader's determination that the arrangement will not negatively affect the faculty member's program(s), the college, or the university.

Workload Allocation

Base workload is allocated across the workload domains depending on track appointment (Professional Practice, Teaching, Tenure). The needs of the faculty, program, college, and/or university are also taken into account to determine the base workload allocation. Faculty will allocate their workload with their supervisor each year to support annual goals and priorities.

This policy intends to ensure equitable allocation of workload across the University. Any workload allocations that exceed or fall below the base workloads published in this policy must be approved by the Provost.

To meet annual base workload allocation:

- **Professional Practice Track** faculty allocate 0-3 semester hours (0-5 quarter hours) toward thought leadership and 0-3 semester hours (0-5 quarter hours) for service, and, if applicable, allocate 1 or more semester/quarter hours for academic administration. The remaining hours are allocated to teaching - for most, this will be the majority of their workload.*
- **Teaching Track** faculty allocate 0-3 semester hours (0-5 quarter hours) for service, and, if applicable, allocate 1 or more semester/quarter hours for academic administration. The remaining hours are allocated to teaching - for most, this will be the majority of their workload. Although thought leadership is not an expectation for the Teaching Track, faculty may request load to support occasional thought leadership work.*
- **Tenure Track** faculty allocate 3 semester hours (5 quarter hours) to thought leadership, 0-3 semester hours (0-5 quarter hours) toward service, and, if applicable, allocate 1 or more semester/quarter hours for academic administration. The remaining hours are allocated to teaching - for most, this will be the majority of their workload.*

*Faculty, including 12-month administrative faculty, may have their annual base workload reallocated to exceed the aforementioned thresholds by their Academic Unit leader. Faculty and their supervisor determine the amount of load to assign a particular activity by using the credit hour-to-clock hour conversion tables in the definition section of this policy.

Workload allocation for non-NLU activities that are compensated is generally prohibited and must be approved by the Academic Unit Leader and the Provost.

Examples by domain of possible activities that may require reallocation of workload are in the Procedures section of this policy.

Administrative Load Allocation Guidelines

The University has two classifications for employees who have academic administrative responsibilities. Allocation of workload to academic administrative responsibilities recognizes the energy and effort required to perform those responsibilities year over year.

1. *Academic Staff*- staff with academic administrative responsibilities (e.g. program and faculty oversight, program operations, academic leadership, etc.). These employees do not have faculty classification. *Given their unique positions that focus on administrative responsibilities, academic staff are guided by a standalone policy.*
2. *Faculty with Administrative Load* - faculty with 10-, 11-, or 12-month appointment durations and at least 3 semester hours/5 quarter hours of their workload allocated to teaching. These employees have faculty classification; therefore, they are guided by all faculty policies and have faculty voting rights.
 - Use the Academic Administrative Workload Tables in the Procedure section of this policy when determining workload.

Academic administrative roles, whether held by Academic Staff or Faculty with an Administrative Load, have unique sets of responsibilities. Opportunities for these roles and the selection process will be determined by the college or academic unit. In some cases, these roles have role-specific job descriptions and employ a competitive selection process.

Overload

Overload is defined as exceeding 9 semester hours/15 quarter hours of all workload (teaching, service, thought leadership, and academic administrative) in a single term.

If a faculty member has not yet satisfied their base workload, term workload exceeding 9 semester hours/15 quarter hours (load heavy) can be compensated as overload for that term or carried to the following term. Workload cannot be carried to the following academic year. After the base workload has been satisfied, the additional workload in contracted terms will be compensated as overload. Faculty who are load light for a term are not penalized but are expected to complete their base workload within the academic year.

Overload is limited to 9 semester hours/15 quarter hours per term (Fall, Winter, Spring, Summer) for the combined total of teaching and non-teaching activities. There's an additional cap on the type of overload; neither teaching overload nor non-teaching overload can exceed 6 semester hours/10 quarter hours in a term. Academic Unit Leaders and faculty can work in conjunction to make exceptions to these limitations.

Overload will be paid at the full-time faculty overload rate, which is published in the Faculty Load and Compensation (FLAC) rate sheet.

Faculty members short of their base workload obligation will work their remaining load during their next academic year, and they are not eligible for overload compensation until the shortfall is met.

Summer Contracts

Summer contracts compensate faculty during their off-contract months when they engage in work beyond teaching at the University. Faculty on 12-month contracts are not eligible for summer contracts. Faculty on 11-month contracts are only eligible for a 1/12 contract if they meet the criteria below.

Faculty who engage only in teaching during the summer term without additional duties assigned by their Academic Unit leader will be compensated at the full-time faculty overload rate, as outlined in the Overload section of this policy.

Faculty who are assigned duties by their Academic Unit Leader (either teaching and additional duties or a project) during the summer term are eligible to receive 1/12 of the previous year's base salary if working half-time or 1/6 of the previous year's base salary if working full-time. Faculty and their Academic Unit Leaders will use the following guidelines to determine the scope of summer work.

1/12 Contract: Part-Time Summer Work*

- Teach 3 semester hours/5 quarter hours plus engage in a project or assigned duties equal to at least 1 semester hour but no more than 3 semester hours.
– OR –
- Engage in a project or duties equal to at least 4 semester hours but no more than 6 semester hours.

* 11-month contract faculty must work full-time (150 clock hours) during their off-month to receive a 1/12 contract.

1/6 Contract: Full-Time Summer Work

- Teach 6 semester hours/10 quarter hours plus engage in a project or assigned duties equal to at least 1 semester hour but no more than 3 semester hours.
– OR –
- Engage in a project or duties equal to at least 7 semester hours but no more than 9 semester hours.

Semester/quarter hours taught or worked beyond these maximums will be compensated at a full-time faculty overload rate.

Academic Unit Leaders approve summer contracts. Refer to the policy section, 'Acceptable Projects or Duties for Summer Contracts,' for a comprehensive list of projects and duties for summer contracts.

Course By Arrangement (CBA) and Under-enrolled Courses

Academic Unit Leaders determine whether an under-enrolled course counts toward workload. Courses with unexpectedly low enrollment can be counted towards the faculty member's workload if the course enrollment is equal to or greater than 5 students. CBAs not planned in the annual workload cannot count toward the workload and will be paid as a stipend. In no situation can a CBA count toward load and be compensated as a stipend. The final course enrollment will be determined after the add/drop period. The stipend amount for the course-by-arrangement (CBA) is published in the Faculty Load and Compensation (FLAC) rate sheet.

Course Enrollment Cap Guidance

Colleges and programs set course enrollment caps for their courses and should use the following guidance. The course enrollment caps should be publicly available and accessible to faculty. The Academic Unit Leader and Provost approve course enrollment caps for a college or program.

- Facility and safety constraints (e.g., computer lab class)
- Accreditation faculty/student ratios and/or percentages
- Pedagogical and instructional considerations (e.g., modality; amount of course rigor, student work, and faculty engagement – English courses with significant writing, etc.)
- Adopted industry and professional association recommendations (e.g., American Chemical Society, recommends 24:1 ratio for lab-based instruction)

If a course is over the published course enrollment, the instructor assigned as the faculty of record receives a stipend for the overenrollment. In the case of a team-taught course, the stipend will be split among the team. A course section cannot be split into two sections until the course enrollment exceeds its enrollment cap plus 30%. (When calculating the 30%, if there is a portion, the number is rounded down to the previous whole number. For example, 7.5 represents 30% of 25 students; the number of students would be rounded down to 7. When the course enrolls 32 students (7 students over the course cap), the course can be split.) The final course enrollment for stipend payment will be determined after add/drop. The stipend amount for course overenrollment is published in the Faculty Load and Compensation (FLAC) rate sheet.

If a program does not publish a course enrollment cap, the university-recommended cap listed below will be used as the course enrollment cap for all courses in the program.

Undergraduate courses: 33 students

Master's courses: 25 students

Doctorate courses: 18 students

The overenrollment stipend pay rate is a per-student rate and is determined as follows: the FLAC credit hour compensation for the course divided by the default doctorate cap. This rate will freeze when it reaches \$250 per student for a 3-semester-hour and 5-quarter-hour course. Once the freeze is reached, the University will review the rate and its logic.

Procedures

Timeline for determining workload for the upcoming academic year

1. Provost's Office kicks off the workload allocation process in May.
2. By June 30:
 - a. Faculty use the Workload Planning Tool to propose the allocation of their base workload for the upcoming year.
 - b. The faculty member's supervisor and/or Academic Unit leader meet with the faculty member to review, modify, and approve the proposed workload allocation.
3. If changes are made to a faculty member's load (e.g. overload) during the academic year, the faculty member must update the Workload Planning Tool.
4. Academic Unit Leaders approve workloads, including overload and summer contracts, as well as any changes to workloads during the academic year.

Examples by domain of possible activities that may require reallocation of workload

Teaching

- Chair a substantial number of student theses or dissertation projects.

Service

- Leading a college-wide reaccreditation team or writing a program accreditation report.
- Serving as the Senate Chair (50% release time from teaching), Secretary (3 semester hours/5 quarter hours), or Chair-Elect (3 semester hours/5 quarter hours).

- Serving on more than one committee, task force, or workgroup at the University and/or college level.

Thought Leadership

- Scholarly project that rises above normal expectations for faculty scholarly work and builds upon a track record of consistent and scholarly productivity
- Principal Investigator (PI) on a grant
- Grant-funded buy-out
- Internal grants (e.g., Seed grants, Scholarship of Teaching and Learning)

Academic Administration

Administrative load is allocated based on a faculty member's role at the University. The role and associated load allocation are outlined in the Administrative Load Allocation Guidelines section of this policy.

- Supervision of faculty and/or staff within a program or college unit.
- Oversight of a college or program unit.
- Management of special projects or initiatives at the program, college, or university level.
- Coordination of students' practicum or internship experience.

Example Term by Term Workload Allocations with Carryovers to Future Terms

10-month faculty, 27 semester hours of base workload

Term	Fall	Winter	Spring
Load	9 SHs teaching	9 SHs teaching	3 SHs teaching 1 SHs thought leadership 1 SHs service 4 SHs overload carried from Fall and Winter
Overload	1 SHs thought leadership 1 SHs service	2 SHs previous term overload 1 SHs thought leadership 1 SHs service	

In this example, the faculty member carries 2 SHs from the Fall term and 2 SHs from the Winter term (a total of 4 SHs) to the Spring term. Since the faculty member is carrying an overload from the Fall and Winter, the faculty member is not compensated for it.

Acceptable projects or duties for summer contracts

The following non-teaching activities are the only approved activities for $\frac{1}{6}$ and $\frac{1}{12}$ summer contracts. Any activities not listed require the approval of the Academic Unit Leader.

- Program Chair Work (ongoing administrative duties in a formal admin position)
- Significant ongoing engagement as a faculty committee chair
- Accreditation Work
- Course design (not paid nor supported by the Learning Experience Design team)
- Admissions reviews/interviews
- Cohort scheduling
- Internship management
- Curriculum revisions/mapping
- Partnership/outreach work
- Strategic projects and priorities as determined by the academic unit leader
- Assessment and program evaluation efforts

Service Activity to Service Workload Table

The table provides information about recurring, annual activities that multiple faculty members engage in each academic year. It is not meant to articulate every service activity or opportunity. Furthermore, the ranges serve as starting points for discussions, as some activities may require more or less time, depending on various unique and idiosyncratic factors. If an activity is not listed, faculty members and their managers should estimate the clock hours needed to engage the activity across the academic year and use the credit hour ratios to determine the service workload for that particular activity. The clock hour ratios are 50 clock hours to 1 semester hour and 30 clock hours to 1 quarter hour.

Service Activity	Estimated Annual Clock Hours	Semester Hours (SH)	Quarter Hours (QH)	Notes
Senate Chair	600	12	20	
Senate Outgoing Chair	150	3	5	
Senate Chair-elect	300	6	10	

Senate Secretary	150	3	5	
Senator	75-90	1.5 - 1.8	2.5-3	
Senate Committee Leadership (e.g. Chair, Secretary, In-coming Chair)	50-60	1-1.2	1.67-2	Higher due to leadership and coordination
Senate Committee Member	25 - 30	.5 - .6	.83-1	Assumes monthly meetings + prep
University Task Force Member	35-50	.7-1	1.17-1.67	Shorter-term projects; time-intensive
College Committee Chair	35 – 50	.7-1	1.17-1.67	
College Committee Member	25 - 30	.5 - .6	.83-1	
College Chair	50-90	1 - 1.75	1.5 - 3	Depends on the college size.
College Chair elect	25-45	.5-.9	.83-1.5	
Mentoring a Single Faculty Member for a term	10-30	.2-.6	.33-1	Depends on the situation, need, and the number of faculty members being mentored.
Supporting Student Group as Faculty Advisor	45-60	.9-1.2	1.5-2	
Leading Annual Accreditation Process	50-60	1-1.2	1.67-2	It depends on the accreditor, whether it's a first-time review or a reaffirmation review, the size of the team, and other factors.
Leading Midcycle or Reaffirmation/Renewal Accreditation Process	150-200	3-4	5-6.7	
Leading New Accreditation Process	700-800	14-16	23.33-26.67	
Accreditation Process Team Member (Non-Lead)	50 - 150	1-3	1.67-5	
Serving on IRB	100	2	3.33	
Institutional Committee (e.g. UAC, RSG)	25 - 30	.5 - .6	.83-1	
Faculty Interest Group	25 - 30	.5 - .6	.83-1	
Student Application and Admission Review	50-75	1-1.5	1.67-2.5	Faculty without administrative load engaging in activities related to admission into their program
Course Development: New development	100-150	2-3	3.33-5	If the work receives a stipend, the faculty member cannot also receive workload
Course Development: Redevelopment	100-150	2-3	3.33-5	

Course Development: Revision	60-75	1.2-1.5	2-2.5	compensation for the work. These clock hour estimations match LxD's estimations.
Course Improvement: Improvement/Point of Information	Up to 20	Up to .4	Up to .67	

Thought Leadership Load Allocation Guidance

Thought Leadership Load Allocation should be guided by two tools: a faculty member's thought leadership agenda and the following table, which shows estimated times for carrying out thought leadership activities.

The thought leadership agenda supports faculty in defining their expected thought leadership activity across a 1-3 year period. Faculty receiving thought leadership load should develop and update their agenda annually as part of the FPE process. Please see the agenda template [here](#), which includes an embedded link to additional information and instructions.

The table below provides estimated average times for completing various thought leadership activities. These estimates are based on research into faculty scholarship activity. The times listed are not intended as minimums or maximums, but rather as a consistent starting point for conversations about workload. The list of activities is not exhaustive and may expand as our thought leadership practices continue to evolve—especially in the area of public scholarship.

To determine the annual load for Thought Leadership, faculty members use the table to estimate the time needed to complete the annual activity described in their thought leadership agenda and convert from clock hours to semester or quarter hours using the conversion ratios in this policy. They then add the thought leadership load to the Workload Planning Tool as part of their proposal for allocating load hours.

It is essential to note that the time required for completing some thought leadership activities, such as authoring a book, may exceed the standard annual allocation of thought leadership resources. It is expected that load for such activity will be provided in multiple academic years to allow for completion. The thought leadership agenda provides an estimated timeframe for completion.

For guidance on the expectations for thought leadership output across the different tracks, please refer to the [Thought Leadership Guidance webpage](#).

Median Time For Completion of Common Thought Leadership Activities

The times are shown in clock hours, and completion of activities may span academic years. Please see above in this policy document for information on translating clock hours to semester and quarter hours.

Academic and Expert Practice Publications and Presentations	Median Time for Completion (Shown in Clock Hours)
Drafting a peer-reviewed journal article	100
Drafting a book chapter	100
Drafting a book	300- 500
Preparing Internal Reports, white papers, other formats providing expert guidance on NLU practice	50-100
Submitting, Preparing and presenting presentation for peer-reviewed conference	50
Preparing presentations for practice-based events and conferences	25- 50
Preparing and giving Research/Expert practice based presentations at NLU conferences and institutes	25 - 50
Mentorship of junior colleagues in research or scholarship that results in a presentation	25 - 50
Public Scholarship	Median Time for Completion (Shown in Hours)

Public Scholarship: dissemination of new knowledge in multiple external channels	50 - 300
Leadership in the Field	Median Time for Completion (Shown in Hours)
Acting as Invited reviewer, conference and external funding proposals	25- 50
Editorial roles: academic journal, conference volumes, other	50 - 150
Enacting Leadership roles in relevant professional organizations (multi-year appointments constitute one instance of thought leadership for each year served)	50 - 150
Preparing and delivering external addresses: keynotes, invited address,	25
Preparing and delivering external PD and training	25 - 50
Preparing and delivering PD activities to advance teaching and learning in the program, college, and/or university; includes leading workshops, systematic coaching programs, non-teaching supports of clinical practice	25 - 50
Obtaining and Enacting External Funding for TL Work	Median Time for Completion (Shown in Hours)
Leading a proposal for external funding	100 - 150
Contributing to proposal for external funding	50 - 100
Enacting a Grant	150 - 300

Enacting Research and Building Expert Practice	Median Time for Completion (Shown in Hours)
Enacting SoTL Fellowship	150
Enacting internal Seed Grant	50 - 150
Research Activity: Literature review	50
Research Activity: Building partnerships and obtaining research sites	50 - 100
Research Activity: IRB proposal	25
Research Activity: Data Collection	50 - 300
Research Activity: Data Analysis	50 - 300
Building Expert Practice: Internal inquiry/data collection	50 - 300
Building Expert Practice: Collaboration with industry partners	50

Academic Administration Workload Tables

The following tables standardize the allocation for academic administration roles. Given the unique nature of each role, the tables should be used to reflect the faculty members' distinct academic administration responsibilities. To use, first choose the role - Program/Department Chair or Program/Department Coordinator, then consult the tables that align with the faculty member's responsibilities and the characteristics of the faculty member's program/department to calculate workload for the faculty member's academic administration contributions.

Program/Department Chair

If workload is awarded for an activity in one section of the table, the additional load should not

be awarded in a subsequent section.

Program/Department Chair	Base Workload Allocation
Base Workload Allocation for a Chair includes: • Developing and Maintaining the Program and its Curriculum - o Regular updates to course content, textbook adoptions • Managing Program Assessment Efforts and Monitoring Programmatic Data • Annual Reports, Program Review, Assessment Reports • Student Service • Scheduling and Staffing Faculty and Courses • Resolving Issues with Faculty, Students, and Advisors (e.g. plagiarism) • Ensuring Compliance (Student Progress Reports, Grades Submitted, Etc.) • Evaluating and Developing Faculty (FT and Adjuncts) • Knowledgeable of Supports and Services regarding Outreach, Enrollment, and Admissions • Budgeting • Recruiting, Hiring, and Onboarding Faculty. Adjunct Faculty, and Staff • Credentialing faculty	3SH/5QH
Additional Duties	Additional SH
Program Size	
• Number of students or sections - o Graduate Programs ▪ 80- 150 students - 1SH ▪ 150+ students - 2SH - o Undergraduate Programs ▪ Number of seats (300 - 1,500+) ▪ Number of sections (30 - 150+) ▪ Number of courses (7 - 30+) • Managing multiple programs, tracks or program variations - o Consider complexities 0-2SH • Average more than 10 FT faculty or adjunct faculty scheduled during a term - o 1SH	0-5SH/0-20QH
Direct Work with Students	
• Supervising/tracking Dissertations (excluding committee work) 0-1SH • Coordinating and executing Internship/Practicum/Fieldwork: 0-1SH - o Match process - o Paperwork management/Review documentation - o Tracking - o Supervisor training - o Site coordination • Student Service 0-2SH - o Extensive conflict resolution and student support needed (ie, programs with field work and external partners) moving the allocation of SH beyond the base load (schedule adjustments, success plans, complaint management).	0-4SH/0-6QH
Student Recruitment and External Program Support	
• Marketing, Enrollment, and Outreach (consider # of events) - o Admissions Reviews (consider complexity of the review)	

- o Interviews - o Transcript reviews - o Writing Sample Reviews - o Resolving student concerns, speaking with prospective students • Advocating for the Program; Partnership Development	0-2SH/0-3QH based average # of hours required to do the work
Programmatic Accreditation and Support	
• Program-Specific Mid-Cycle Reviews • Annual Programmatic Accreditation or Approval Reporting outside of typical requirements • Program-Specific renewal of accreditation • Significant course updates pertaining to compliance outside of course development process • Licensure programs with additional documentation requirements (portfolios, practicum requirements etc.) • Work with accreditation agencies and approval agencies	0-2SH/0-3QH based average # of hours required to do the work

Program/Department Coordinator

If workload is awarded for an activity in one section of the table, the additional load should not be awarded in a subsequent section.

Program/Department Coordinator	Base Workload Allocation
Assigned by [Director of] Chair for a total of <u>150 work hours</u> based on the size/complexity warrants additional administrative support OR inherent to accreditation requirements: • Should be tasks from the [Director] or Chair responsibilities that supports the administrative work of the department • Should be written down in June and revisited throughout the year to ensure clarity of clarity and equity across the department. Base Workload Allocation for a Coordinator includes: • Developing and Maintaining the Program and its Curriculum • Regular updates to course content, textbook adoptions • Managing Program Assessment Efforts and Monitoring Programmatic Data • Annual Reports, Program Review, Assessment Reports • Student Service • Scheduling and Staffing Faculty and Courses • Resolving Issues with Faculty, Students, and Advisors (e.g. plagiarism) • Ensuring Compliance (Student Progress Reports, Grades Submitted, Etc.) • Evaluating and Developing Faculty (FT and Adjuncts) • Knowledgeable of Supports and Services regarding Outreach, Enrollment, and Admissions • Budgeting	3SH/5QH

• Recruiting, Hiring, and Onboarding Faculty. Adjunct Faculty, and Staff • Credentialing faculty	
Requests for additional load beyond 3 SHs/5 QHs should be made through the Chair or Academic Unit leader. For each load release, the additional work should be equal to the following ratios: • 30 clock hours = 1 quarter hour • 50 clock hours = 1 semester hour	1 SHs/1 QHs+