

SUBJECT: Faculty Workload Policy

PURPOSE: To establish guidelines for faculty teaching loads and for the equitable assignment of faculty responsibility as well as to define the teaching load equivalencies for experiential, service, and other types of non-traditional learning and/or workload assignments such as team teaching.

GENERAL POLICY

The University recognizes that while the primary duty of faculty members is the provision of instruction, other responsibilities are also required of them and that the fulfillment of these responsibilities contributes in a significant way to the work of the institution. The major areas of responsibility expected of faculty members and the approximate percentages these areas should contribute to the workload are as follows: Instructional Ability (60%), Scholarly and Research Activity (20%), University Service and Involvement (10%), Community Service and Involvement (10%). Each faculty member set goals for each of these four areas in his or her Annual Faculty Plan and reports on progress made towards those goals in his or her Annual Faculty Report. The Annual Faculty Plan/Report template is attached at the end of this document. The University also recognizes that while it is neither possible nor desirable to quantify or control all aspects of faculty responsibilities or contributions, the assignment of duties to faculty members should be made in an equitable and reasonable manner.

I. INSTRUCTION

The normal *workload* for faculty members above the rank of instructor is 24 faculty workload hours per academic year (fall and spring semesters) although a department chair may assign a faculty member an additional hour in cases of departmental or university need. Teaching overloads of more than one hour, however, cannot be assigned without the consent of the faculty member.

When a faculty member above the rank of instructor teaches more than the expected 12 hours per semester, the faculty member will receive an overload payment. All overloads must be approved in advance by the Provost and Vice Chancellor for Academic Affairs. Because overloads reduce the time available to faculty members to advise students, to pursue scholarship, and to engage in university and community service, they should be assigned only when all other options have been considered; such options include section consolidation, course cancellation, or the hiring of an appropriately credentialed adjunct instructor. Department chairs are expected to undertake all appropriate steps to identify a qualified adjunct or part-time faculty member prior to recommending an overload. It is not appropriate to recommend an overload solely as a means of increasing compensation for a given faculty member. Faculty granted release time for other projects should generally not be assigned an overload. The maximum number of credit hours

which can be assigned (including overload) for a full-time faculty member is 15 (16 only in an additional laboratory assignment is involved). Under extraordinary circumstances and with the approval of the Provost and Vice Chancellor for Academic Affairs, a department chair may assign a faculty member more than 15 credit hours in a semester if the faculty member agrees. The Provost will review exceptions each semester.

The calculation and payment of a teaching overload will be made in the semester in which the overload is taken. A faculty member teaching 15 credit hours in the fall semester, for example, will be paid a three-hour overload in the fall semester.

If, in a given semester, a full-time faculty member's teaching load falls below the expected 12 hours, the department chair may recommend to the Provost and Vice Chancellor for Academic Affairs an additional assignment that is equivalent in time and effort to the teaching duties not undertaken. Such assignments, however, should fall within the scope of the faculty member's professional duties and permit the faculty member to meet the goals set forth in his or her annual faculty plan. Department chairs should document these additional assignments in a memorandum and, with the agreement of the faculty member, submit the memorandum to the Provost. Such additional assignments, it should be noted, are given to ensure that a faculty member has a full workload; in no way do they constitute the basis for the awarding of an overload.

If additional duties are not assigned to a faculty member whose teaching load falls below the expected twelve hours per semester, the faculty member will not have his or her compensation reduced.

In rare circumstances, a department chair may recommend to the Provost and Vice Chancellor for Academic Affairs that a faculty member's teaching workload be reduced to permit the faculty member to complete a task or project that advances the programmatic goals of the department. The assignment or project must be above and beyond the normal professional duties that the faculty member is expected to undertake. Such assignments or projects should be equivalent in time and effort to the teaching duties from which the faculty member is released. They might include but are not limited to the direction of a special program (e.g., the Honors Experience Program, substantial departmental internship activity, or Service Learning), extraordinary advising assignments, special work on accreditation issues for the department or the university, the direction of a play assigned in addition to normal duties, the mounting of a special exhibit, or assisting an academic or student activity. All recommendations for course reductions must be submitted in writing and approved in advance by the Provost and Vice Chancellor for Academic Affairs.

II. SUMMER APPOINTMENTS, SUMMER TEACHING COMPENSATION, AND COMPENSATION FOR TEACHING OVERLOADS

a) Summer Appointments

Nine semester hours shall constitute a full-time load in the summer term. Faculty with summer term teaching appointments shall be compensated according to the summer salary schedule. Copies of the current summer salary schedule are on file in the offices

of the departments. This salary schedule shall be reviewed at least every two years to determine if changes should be made.

b) Summer Teaching Compensation

<u>Rank</u>	<u>Per Credit Hour</u>	<u>Per 3 Hour Course</u>	<u>Full-time (9 hours)</u>
Instructor	\$750	\$2,250	\$6,750
Assistant Professor	\$800	\$2,400	\$7,200
Associate Professor	\$850	\$2,550	\$7,650
Professor	\$900	\$2,700	\$8,100

Note: an increase in salary level may be approved by the Provost and Vice Chancellor for Academic Affairs and Chancellor when exceptional circumstances exist. The department chair will provide supporting documentation for such requests.

c) Compensation for Teaching Overloads

Regular Semesters (Fall and Spring)

In cases where faculty members teach more than their normal teaching load for fall or spring, they will be compensated at a rate of \$2,475 for a 3-semester-hour course (\$825 per credit hour or equivalent).

Summer Semester

In cases where faculty members teach more than 9 hours during the summer, they will receive additional compensation at the current per credit hour rate established for summer school salaries. In other words, summer school salaries are paid at an established rate regardless of the total number of hours an instructor may teach.

Full-time non-faculty LSUA employees

Full-time non-faculty LSUA employees who may teach a class will also be compensated at the rate of \$2,475 for a 3-semester-hour course, regardless of the semester. Non-faculty staff members who are invited to teach may teach no more than one course during regular working hours and one course after hours. Staff members teaching during the day for additional compensation are expected to make up the time in consultation with the appropriate Vice Chancellor. All teaching assignments of staff must be approved by the appropriate Vice Chancellor and Chancellor prior to publication of the schedule of classes.

III. FORMS OF INSTRUCTION

The University recognizes that there are multiple forms of instruction, some of which are not confined to the classroom. Whether instruction is classroom in nature or not, all instructional approaches, including but not limited to laboratories, experiential, service learning, and practica, must adhere to standards of quality and must have learning outcomes as well as appropriate workload considerations which are comparable to other instruction. Those instructional approaches that differ from traditional classroom instruction are defined below. Where an

instructional approach does not fit the “normal” allocation of instructional workload, an equivalent workload definition is provided.

Internship

An internship is a variable credit experience (1-3 hours unless student teaching) in which a student has a program-related assignment with a recognized business, agency, or organization. The internship must be appropriate to the student’s major or course of study. The student will serve as an intern at a ratio of 5-6 hours per week of internship work for each hour of academic credit. Internships must have an appropriate learning plan (typically a syllabus), learning outcomes, end of term evaluation, and appropriate assessment. A student may be compensated for an internship, but such compensation will be addressed on a case-by-case basis. Funds for internship compensation must come from the associated business, agency (in some instances the Federal Work Study program will fund internship and/or service learning through a community service clause in the funding guidelines) or organization and not from the institution. Students taking internship courses are responsible for all appropriate tuition and fees.

Faculty supervising internship experiences receive .25 workload credit for each three-credit hour internship or service learning experience supervised. Thus, the supervision of 12 interns for three-hour credit internships is the equivalent to a three-hour course in terms of workload credit (1/12 of student credit hours per student per semester).

Service Learning

Service Learning is a variable credit experience (1-3 hours) in which a student engages in a supervised program of service to a non-profit organization. The service must be appropriate to the student’s major or course of study. The student must engage in service at a ratio of 5-6 hours per week of service for each hour of academic credit. Service learning experiences must have an appropriate learning plan (typically a syllabus), learning outcomes, end of term evaluation and appropriate assessment. In some instances, students undertaking a service learning experience will be eligible for funding from non-institutional funds. Federal Work Study has, for example, language which allows work-study students to undertake community service. Students taking advantage of service learning opportunities are responsible for all appropriate tuition and fees.

Faculty supervising service-learning experiences receive .25 workload credit for each three credit hour internship or service learning experience supervised. Thus, the supervision of 12 interns for three-hour credit internships is the equivalent to a three-hour course in terms of workload credit (1/12 of student credit hours per student per semester).

Co-operative Learning

Co-operative Learning is usually reserved for those students who are enrolled in credit-based courses one semester and who work full-time in the next semester. Employers will often compensate on an annual basis to ensure income stability for the student/employee. Students in co-operative learning pay the University only that tuition and fees associated with the semesters in which they are enrolled for credit. Alternating semesters in which a student is not enrolled for credit would not typically appear on a transcript. Co-operative learning programs may include both internship and service learning experiences and in those instances one or both of those

definitions would apply. In those instances when a student wishes to engage in a true cooperative learning approach, the student and the faculty advisor (as approved by the department chairperson) must work out appropriate integration of course work and co-operative work experience to ensure reasonable progress toward a degree.

Student Teaching

Student Teaching is a supervised program sponsored and overseen by the Department of Education. Typically, it is a full-time experience undertaken in the semester in which a student is engaged in student teaching. Student teaching experiences are structured with an appropriate learning plan, expected outcomes, end of term evaluation, as well as other assessments during the term.

In keeping with Council for the Accreditation of Educator Preparation (CAEP) standards, faculty supervising 4.5 student teachers per semester (or 9 per academic year) are deemed as having the equivalent of a three-hour course that semester. In other words, 1.5 students supervised is the equivalent of one unit of workload credit. Workload for the supervision of the student teachers is monitored by the Department of Education. Students enrolled in student teaching must be registered and the supervising faculty member must be designated for each course.

Clinical Experiences

A clinical experience is a program of learning established between appropriate departments of the University and area hospitals and other allied health service providers. Clinical experiences are structured with an appropriate learning plan, expected outcomes, and on-going assessment and evaluation. In the Department of Nursing, the number of hours expected from a clinical experience range from 12-16 hours per week. These clinical experiences may be conducted for full semester classes or as 1st and 2nd session classes. Faculty supervising approved clinicals in nursing have a maximum of ten (10) students. Nursing faculty are present with these students for the entire 12-16 hours of clinical each week of each semester.

Workload credit hours for those faculty who directly supervise students in the clinical area for the total number of hours each week are calculated at 2/3 of the total hours in the clinical setting each week, not to exceed the total full-time workload of 12 hours per week. For those clinical experiences concentrated in either 1st or 2nd sessions, the number of hours expected will be double those expected of a clinical experience which is undertaken for the entire semester.

Separate sections of a clinical experience should be established to reflect different levels of credit and/or different instructors for those sections. In those instances where the clinical supervision is shared, faculty will receive proportionate credit for work-load purposes. Assignment of workload in this category assumes a direct supervision on the part of the faculty member and that, in turn, rests on the assumption that the faculty are with the students as they proceed through clinical experiences.

Clinical experiences in which the faculty member only visits and does not directly conduct instruction at the clinical site should be calculated as internships or service learning as previously outlined. For faculty who are on-site and directly supervising students, the workload

is 2/3 the total hours in the clinical setting each week not to exceed the total full-time workload of 12 hours per week.

Directed Study

A directed study allows a student to take a course which is otherwise unavailable but which is a necessary part of the student's degree program or to study a topic which is appropriate to the student's program of study and in which the cooperating instructor has special expertise. Directed study courses must have an appropriate learning plan (typically a syllabus), learning outcomes, end of term evaluation and appropriate assessment. Students taking advantage of directed study opportunities are responsible for all appropriate tuition and fees.

Faculty are limited to no more than three directed studies per semester; directed studies are not eligible for course equivalency. This would include undergraduate research experiences that are not part of a regular course. Faculty are compensated on a per student basis of \$100 per credit hour.

Undergraduate Research

Undergraduate research falls into two broad categories. If taught as part of a research seminar, capstone course or another regular course offering, it is understood to be part of the curriculum and is registered for through the normal registration process. If the undergraduate research is over and beyond normal classroom activities, it should be treated as directed study.

Laboratories

Laboratories are a traditional and expected part of the curriculum in many areas of the University. Laboratories are typically a "hands-on" approach to instruction which supplements the "lecture" portion of a class. They may be stand-alone courses or part of a course that also has a lecture component. Some laboratories are linked to a specific section of a lecture course. As with other learning experiences, laboratories should have appropriate learning outcomes and appropriate assignments. For workload credit, laboratories receive 2/3 credit for each 3 laboratory contact hours.

Practicum

While similar to experiences such as internships, student teaching or clinical experiences, a practicum is typically less intensive (more observation than actual work-related experience) than any of those experiences. Typically, a practicum is offered as part of a course that also has a lecture component. Guidelines for practica should be included in the syllabi for courses where such experiences are included. For those occasions when independent workload credit is generated, practica should be treated as internships and/or service learning. For each semester of practica supervised, a faculty member receives a .25 workload credit; the supervision of 12 practica equates to a three-credit hour course (1/12 of student credit hours per student per semester).

Activity/Recitation/Studio Courses

Activity/Recitation/Studio courses are typically courses taught in a classroom context although the classroom itself may be specialized to that form of teaching. Kinesiology activities, for

example, are often taught in the appropriate athletic venue (such as the tennis courts). Recitation is rarely used at LSUA but would normally be included in the syllabus for an otherwise credited course. Studio courses are a variant on classroom courses; from a workload standpoint, it is common for different studio courses to be offered simultaneously by the same instructor. All activity, recitation and studio courses should have appropriate learning outcomes incorporated into either the syllabi of the course to which they are attached or in separate documents which mirror the requirements of a syllabus.

Team-teaching

Courses that are team-taught are taught by more than one instructor. In a typical team-taught environment, all individuals on the team would receive a pro-rata share of the work-load credit for a given semester.

IV. DEFINITIONS

Instructor

The instructor position is a non-tenure track position for a faculty member hired primarily to teach support courses in a discipline. At a minimum, preparation must meet the SACS guidelines for faculty in the type of program represented. For most disciplines, the minimum preparation is a master's degree with 18 graduate hours in the teaching field.

The normal teaching load is 15 faculty workload hours. Instructors with exceptional circumstances or who are pursuing a terminal degree may have their teaching load reduced by up to 3 workload hours. Exceptional circumstances must be noted at the point of hire. Since circumstances and active pursuit of a terminal degree can change with a semester, exceptions to the 15 faculty workload hours may be negotiated each semester. Adjustments to the 15-hour workload assigned to instructors will require detailed documentation, justification, and approval of the Department Chair, the Provost and Vice Chancellor for Academic Affairs and the Chancellor.

Depending on departmental and/or University need, instructors may not always have the service – either University or community – expectations that those at other ranks may have. However, it is an important part of professional obligation as a University citizen to be engaged in the life of the University through service and in the life of the community as a representative of the University. Instructors should not be precluded from accepting these obligations. Instructors are not expected to engage in scholarly and research activity except that related to improvement of instruction.

While instructors are not appointed to a specific term, there shall be a department level review of the position no less than every three years. Such review will include consideration of changing a position from instructor to tenure-track depending on the needs of the department. Should a position be converted to tenure-track, the current instructor will not be guaranteed the position nor shall he/she be disqualified from applying for the tenure-track position solely on the basis of instructor status.

“Normal” Workload Calculation

The “normal” workload calculation applies to classroom hours in which 1 contact hour (50 minutes) equates to 1 credit hour. Workload for part-time faculty is calculated in the same way as it is for full-time faculty. Department chairs must be sensitive to the fact that part-time faculty must have no more than the equivalent of a ten-credit hour teaching assignment in a given semester and must also be sensitive to the fact that part-time assignments are terminated at the conclusion of each semester. Workload calculations for instructional approaches other than traditional classroom instruction (e.g., clinical experiences, internships, practica) are provided in Section III.

Advising

Full-time faculty are expected to assist in the advising of departmental students during regular semesters (fall and spring). The department chair shall be responsible for deciding which curricula are assigned to a given advisor. Each department chair shall review annually the advising load of each faculty member. The department chair shall adjust advising assignments as necessary to maintain reasonably equal advising loads for all faculty within the department.

Committee Membership

Committee assignments represent a major portion of the service to the university expected of all faculty members. The membership of Faculty Senate committees is determined by the Committee on Committees, as described in the Bylaws of the LSUA Faculty Council. Members of administrative committees are assigned by the Chancellor in consultation with the Provost and Vice Chancellor for Academic Affairs. It is their responsibility to ensure that these assignments are made so as not to unduly burden any faculty member. Faculty members may request to be removed from administrative committees. Faculty may also be assigned to department or college committees. It is the responsibility of the department chair to ensure that assignment of faculty to department committees is done fairly and reasonably.

Guidance of Student Organizations

Service of a faculty member as advisor to any student organization is strictly voluntary. It is, however, a valuable service to the university and should be included in the university service portion of the annual Faculty Plan/Report. It is the responsibility of the department chair, when reviewing the annual Faculty Plan/Report, to discuss this service with the faculty member if it appears that the faculty member has assumed work that would adversely affect instructional or other duties.

Community Service

Community service is expected of all faculty members. However, the time and effort devoted to community service, as well as the type of service, are the choice of the individual faculty member. Each faculty member must describe his/her plans for community service on the

appropriate section of the annual Faculty Plan/Report. It is the responsibility of the department chair, when reviewing the annual Faculty Plan/Report, to discuss this service with the faculty member if it appears that the faculty member is either not involved enough in community service or is involved to an extent that would adversely affect other areas of faculty responsibility.

Research and Scholarly Activity

All full-time faculty members are expected to participate in activities related to professional development. Activities directed toward faculty development vary greatly among faculty members and are the choice of the individual. Examples include travel, attendance at professional meetings, scholarly writing, research, and reading in the field. Faculty development activities must be described in each faculty member's annual Faculty Plan/Report. It is the responsibility of the department chair, when reviewing the annual Faculty Plan/Report, to discuss professional development with the faculty member, and to suggest improvements if the faculty member is lacking in this area or is involved so extensively as to adversely affect other duties.

Scholarship is defined as the mastery of a particular area of learning reflected in a scholar's work; it includes methods, discipline and knowledge resulting from study, research and work experience in a particular field. Evidence of scholarship includes but is not limited to the following:

1. Active participation in professional organizations
2. Participation in seminars, conferences, continuing education, and other professional activities.
 - Papers presented at professional meetings.
 - Poster sessions presented at professional meetings.
3. Publications (in print, accepted for publication or submitted for publication) including:
 - Books
 - Chapters in books
 - Articles in refereed journals
 - Refereed bulletins
 - Refereed proceedings
 - Lab manuals
 - Other publications
 - Essays
4. Peer review, either in the discipline or professional education, of publications, recitals, exhibitions, contests, performances, and other discipline appropriate activities.

5. Participation in formal course work, special courses, and workshops to improve professional competencies, including emerging technologies,
6. Other scholarly/creative/artistic contributions:
 - Performances
 - Exhibits
 - Patents
 - Recitals
 - Compositions
 - Bibliographies
 - Indexes
 - Web projects based on research interests
 - Materials designed for teaching in your discipline
 - Other discipline appropriate activities
 - Awards, prizes, lectureships which show recognition of scholarly/creative achievement
 - Creative projects/program development
 - Grants and contracts
 - Submission of and/or participation in grants, fellowship programs, or other externally funded support for scholarship activities
 - Guidance of student projects resulting in publications and/or presentations at professional meetings or guidance of student activities consistent with teaching mission of the University.
 - Achievement or maintenance of professional certification or licensing pertinent to the area of teaching or professional education
 - Continuation of practical experience outside of the University pertinent to teaching duties such as professional work with schools and/or outside entities
 - Other discipline-related academic or developmental activities as defined by departments.

Louisiana State University at Alexandria

**Annual Faculty Plan/Report
Academic Year 200__ – 200__**

Faculty Member:

Department:

INSTRUCTIONAL ABILITY (60%)

Self-Assessment

Please write a brief narrative reflecting on your instructional ability. Include strengths and weaknesses. You should consider recent student evaluations of instruction, peer evaluations, and evaluations by your department chair in this assessment.

Goals for this Year

Please list the specific goals you have for improvement in this area this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Year-End Report

Please describe your progress toward meeting each goal you established for this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Comments by Department Chair

SCHOLARLY AND RESEARCH ACTIVITY (20%)

Self-Assessment

Please write a brief narrative reflecting on your professional development, including scholarly and research activity. Include strengths and weaknesses. You should consider recent peer evaluations and evaluations by your department chair in this assessment.

Goals for this Year

Please list the specific goals you have for improvement in this area this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Year-End Report

Please describe your progress toward meeting each goal you established for this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Comments by Department Chair

UNIVERSITY SERVICE AND INVOLVEMENT (10%)

Self-Assessment

Please write a brief narrative reflecting on your service to, and participation in, departmental, college, and university activities. Include strengths and weaknesses. You should consider recent peer evaluations and evaluations by your department chair in this assessment.

Goals for this Year

Please list the specific goals you have for improvement in this area this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Year-End Report

Please describe your progress toward meeting each goal you established for this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Comments by Department Chair

COMMUNITY SERVICE AND INVOLVEMENT (10%)

Self-Assessment

Please write a brief narrative reflecting on your service and participation relative to activities in the Central Louisiana community. Include strengths and weaknesses. You should consider recent peer evaluations and evaluations by your department chair in this assessment.

Goals for this Year

Please list the specific goals you have for improvement in this area this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Year-End Report

Please describe your progress toward meeting each goal you established for this year.

- 1.
- 2.
- 3.
- 4.
- 5.

Comments by Department Chair

DEPARTMENT CHAIR'S COMMENTS

Comments regarding self-assessment and establishment of goals.

FALL MEETING:

We have met and discussed the faculty member's plan and the department chair's comments:

Faculty Member's Signature: _____ **Date:** _____

Department Chair's Signature: _____ **Date:** _____

VICE CHANCELLOR'S COMMENTS

Comments regarding self-assessment and establishment of goals.

Vice Chancellor's Signature: _____ **Date:** _____

DEPARTMENT CHAIR'S COMMENTS

Comments regarding achievement of goals and suggestions for next year.

SPRING MEETING:

We have met and discussed the faculty member's plan and the department chair's comments:

Faculty Member's Signature: _____ **Date:** _____

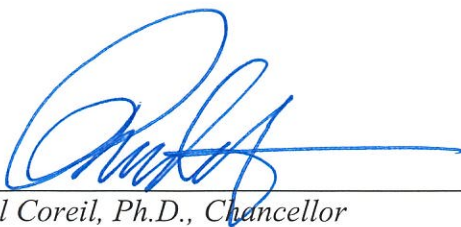
Department Chair's Signature: _____ **Date:** _____

VICE CHANCELLOR'S COMMENTS

Comments regarding achievement of goals and suggestions for next year.

Vice Chancellor's Signature: _____ **Date:** _____

APPROVED:



Paul Coreil, Ph.D., Chancellor

09/08p/2020
Date