
Chapter: Personnel

Modification No. 007

Subject: **Faculty Workload**

I. Work Schedules

- A. Instructional Faculty may be assigned teaching or other professional duties on any day that the College is open during the academic year. The assignment of specific days and day/evening hours of duty during the academic year may vary from semester to semester.
- B. All instructional faculty who consent to a work load in excess of 32 equivalent semester hours per academic year or 18 equivalent semester hours per academic semester shall complete the Faculty Overload Form (ER-CA-3) indicating that they have given their consent to such an assignment.
- C. An individual schedule of work days is prepared for each academic term by the supervising administrator for all counselors. In addition, the supervising administrator shall assign or approve each such faculty member to work 40 hours per calendar week. Work hours may be assigned in the day and/or evening hours that the College is open.

II. Responsibilities

Faculty members are expected to perform a number of professional responsibilities as part of their total professional assignment. Neither reduction in work load credit nor additional compensation is associated with these professional responsibilities. Listed below, for instructional faculty and counselors are examples of the professional duties associated with the total assignment.

A. Full-Time Instructional Faculty Members

- 1. The primary professional responsibilities of full-time instructional faculty members are set forth in the Collective Bargaining Agreement between the College Board of Trustees and the College Chapter of the AAUP (Article V). The Agreement also addresses the expectation that instructional faculty are responsible for performing professional duties in addition to their primary teaching duties. The purpose of this section of the procedures is to provide guidance with respect to the "other professional duties" noted in the Collective Bargaining Agreement.
- 2. Two additional factors are of particular relevance. First, the College has established Faculty Evaluation Procedures (P/P 36001CP, III.) that include standards of performance for all faculty members, and these standards provide the basis for a system of accountability applicable to all faculty. In addition to reference to special objectives from a preceding evaluation cycle, the standards focus on three broad areas: performance in teaching (or primary assignment), including currency in teaching assignment; professional growth in teaching (or primary assignment) and pedagogy/service techniques; and professional service to the campus and/or College and/or community.

3. Secondly, it is important to recognize that faculty professional responsibilities are, by definition, broad in scope and difficult to “itemize” at any point in time; they are “professional” in the full sense of the word. Since the total assignment is affected by many factors, it is also subject to change in any semester or academic year. Certainly, the number of different course preparations being taught; the introduction of a new or substantially altered course; the application of new pedagogic techniques; the need for greater focus on professional growth or service; the scope of student advising; responsiveness and accountability to students; the necessity for course/program development or marketing; service on an important committee; work on a proposed new curriculum; and many other factors affect the expectations that a dean and other evaluators may have of what constitutes a total assignment for instructional faculty in any semester or academic year.
4. Deans and other evaluators should discuss the total professional assignment with faculty members at the start of an evaluation cycle, or in separate meetings as the need arises. Deans also have an obligation to take all facets of faculty responsibilities into account in setting objectives and assessing performance, including the factors noted above. They have a further obligation to assure that all teaching faculty participate in the full responsibilities expected of such faculty. To do otherwise is simply not fair to the institution or to students, nor equitable to faculty members who do so.
5. Similarly, instructional faculty have a continuing obligation to recognize that their professional responsibilities go beyond preparing and teaching a specific group of classes. Teaching and closely related activities are the primary responsibilities of instructional faculty, as noted in the Collective Bargaining Agreement and the evaluation procedures. However, the development of new curricula, programs, and courses; implementation of new pedagogic delivery techniques; service on department, campus, or College committees; participation in student, course, and program outreach activities in the College and the community; the development and implementation of strategies for student success; and professional development are just a few examples of professional responsibilities expected of teaching faculty, and all are vital to student and institutional success.
6. As the College continues to grow and change to meet new challenges, these professional responsibilities will change as well. The leadership role of teaching faculty in the instructional program, however, will not change, and faculty leadership will continue to entail participation in a full array of professional responsibilities in the interest of our students, the College, and the community.

B. Part-Time Instructional Faculty Members

1. Conduct assigned classes in the area of employment in accordance with the catalog description, the course syllabi, and the stipulations of the

College.

2. Be readily accessible to students for academic consultation through one-on-one or group meetings, telephone, and/or email.
3. Participate, when possible, in departmental, unit, and campus meetings of a professional nature.
4. Hold every scheduled class, including the final examination, the full scheduled number of minutes during the scheduled time in the scheduled location.
5. Maintain standards of teaching consistent with the standards of the department and the College.
6. Seek out means of improving instruction through professional societies, meetings and workshops, and the current literature of the field, means of improving instruction.
7. Adjust, insofar as possible, teaching methods to student needs.
8. Submit the following campus records office, in accordance with established deadlines:
 - a. Mid-term grade reports;
 - b. Final grade reports;
 - c. Any other required grade or registration report.
9. Submit to the appropriate administrator:
 - a. A copy of the final examination.
 - b. A copy of the syllabus, or other materials such as reading lists or assignment sheets.
10. Read and respond promptly to College email. Pick up mail from assigned mailbox before each scheduled class day.

C. Counseling Faculty

1. Faculty counselors provide developmentally appropriate educational, career, social, and personal counseling to a diverse student population. They provide academic advising, educational planning, transfer advising, and career assessment and planning. They also teach student development courses, provide crisis intervention, and collaborate with the College community to promote the holistic development of the students served at Montgomery College. Counselors serve day or evening under the direct supervision of the campus dean of student development and perform the following duties:

- a. Counsel and advise students seeking information in education, career, and transfer planning; co-curricular activities; personal issues; and crisis intervention, making referrals as necessary
 - b. Teach assigned courses in the area of student development, individually and/or within "learning communities," adhering to all responsibilities as specified for full-time faculty
 - c. Counsel and advise prospective students for the purpose of admission and academic planning
 - d. Counsel and advise students on issues regarding transition and adjustment to college
 - e. Provide educational, advising, career, transfer and retention programs as well as intervention strategies to assist students with attainment of personal and academic goals
 - f. Provide service to the College and community through active membership and leadership in unit, campus, collegewide committees, student committees, and community organizations
 - g. Collaborate and consult with the College faculty and staff as appropriate to promote the welfare of students
 - h. Use technology as an advising and academic tool
 - i. Serve as student advocates within the college community
 - j. Maintain professional competency/certification through active membership and leadership in professional associations, attendance and/or presentations at professional development workshops/seminars, and attendance at other professional meetings
 - k. Perform other appropriate counseling/teaching responsibilities as assigned by the Dean of Student Development
2. DSS Counseling Faculty- DSS Faculty Counselors are responsible for providing the above-mentioned duties to students with disabilities in addition to the following:
- a. Evaluate diagnostic documentation and intake information to determine eligibility for services
 - b. Determine and authorize appropriate services/accommodations within the context of Section 504 of the Rehabilitation Act and ADA
 - c. Conduct initial intake interviews and maintain files to include case notes of on-going contacts

- d. Maintain liaison with the Montgomery County Public Schools, the Department of Rehabilitation Services, and other external agencies and medical/therapeutic providers to share information and referrals for students with disabilities
 - e. Develop and present in-service training and activities for faculty/staff about disability related issues and in what circumstances, and in what situations, an individual with a disability would require special services.
3. Faculty counselors teach student development courses as assigned and perform the following teaching-related duties:
- a. Conduct assigned classes in the area of employment in accordance with the catalog description and the stipulations of the College.
 - b. Hold every scheduled class, including the final examination -- except for emergency situations -- for the full scheduled number of minutes in the room assigned by the appropriate administrator.
 - c. Prepare course syllabi and select textbooks.
 - d. Teach evening classes as part of regular load when assigned.
 - e. Maintain standards of teaching worthy of accreditation.
 - f. Seek out through professional societies, meetings, and workshops and the current literature of the field the means of improving instruction.
 - g. Adjust, insofar as possible, teaching methods to student needs.
 - h. Act as adviser to students in areas assigned by the campus dean of student development:
 - (1) On programs of study and curriculum.
 - (2) On other problems that affect success in college.
 - (3) On course problems.
 - i. Submit to the campus records office, in accordance with established deadlines:
 - (1) Midterm grades on electronic forms.
 - (2) Final grade reports at end of semester on electronic forms.
 - j. Submit to the campus dean of student development:

- (1) A copy of the final examination.
 - (2) A copy of the form "Summary of Course Content," syllabus, or other materials such as reading lists or assignment sheets.
- k. Provide opportunity for student consultation on days approved by the dean of student development.
 - l. Attend all scheduled and special College, campus and faculty meetings; appropriate professional development activities; and meetings of other groups to which assigned (e.g. department, unit, committees).
 - m. Serve on campus and College committees. Each individual is expected to accept responsibility for attendance at regular and special meetings and for carrying on a share of the work. All members of a committee are expected to attend each meeting.
 - n. Act as faculty sponsor or chaperone for student activities, intramural athletic activities, and intercollegiate athletic teams.
 - o. Keep abreast of College policies, procedures, and activities.
 - p. Represent the College in various activities and services such as the College Speakers Bureau.
 - q. Provide, as a professional person, the best possible learning environment to the students of the College, spending, in addition to instructional time, a major part of his/her time available to students and colleagues for advising, consulting and participating in various student and College activities.

III. Alternate Time Assignments

A. General

"Alternate time" is the term used to describe the work load credit assigned by the College to instructional faculty members to perform tasks in lieu of teaching responsibilities. These assignments are in addition to, and do not replace the non-teaching responsibilities which are part of the total professional responsibilities of teaching faculty. For purposes of assigning work load credit for these assignments, one equivalent semester hour is equal to 50 clock hours of such assigned activities, except that faculty assigned to a mathematics center, writing center, or speech and diction center shall receive one equivalent semester hour for each 30 clock hours of such assigned duties.

All alternate time assignments are made at the discretion of the campus VP/Provost and must be approved by the campus VP/Provost.

B. Performing Arts Alternate Time Activities

1. Faculty members may be assigned up to 3 equivalent semester hours alternate time per semester for performing responsibilities associated with the production of performing arts activities. Examples of such responsibilities are: director, choreographer, conductor, scenic designer, lighting designer, and production manager.
2. No individual faculty member may receive more than 6 equivalent semester hours alternate time per semester for performing arts alternate time activities.

C. Other Alternate Time Assignments

Within budgeted allocations, the campus provost may make other alternate time assignments, at the rate of one equivalent semester hour work load credit for each 50 clock hours of assigned activities except that one equivalent semester hour shall be equal to 40 clock hours of such assigned activities when defined and budgeted by Management as Advising Cadre, Instructional Improvement, Curriculum Development, Program Development, Scholarly Effort, or Special Projects equivalent semester hours.

D. Athletics Coaching

1. Faculty members may be assigned up to 6 equivalent semester hours (ESH) alternate time per semester for performing responsibilities associated with athletics coaching.
2. A faculty member may be assigned up to 6 equivalent semester hours (ESH) alternate time per semester for performing responsibilities associated with the role of campus director of athletics.

IV. Class Coverage

A. General

Every scheduled class will be met, and taught, whenever possible, even at some inconvenience, inadequate preparation notwithstanding. Classes will be canceled only as a last resort and upon approval of the instructional dean.

B. Methods of Class Coverage

Depending on circumstances such as the amount of previous notice, the familiarity of the subject matter to the substitute, and the nature of the subject matter under assignment, there are various levels of "coverage" in order of preference:

1. The class is met and taught, or the examination given, so that the syllabus is carried forward in spite of the absence. This should be especially possible in multi-section courses where different instructors and sections can be assumed to be fairly well together in a generally common syllabus.

2. The class is met and continued throughout the period by discussion, review, in-class written assignment or similar instructional technique.
3. The class is met, roll taken, and dismissed for further research or written work already assigned in the library or elsewhere.
4. The class is met, roll taken, and dismissed.
5. The class is canceled.

C. Responsibilities

1. The professional responsibility of the instructor requires that he/she consider substitute responsibilities as important as his/her own responsibility to meet with and instruct the class.
2. Whenever a full-time or part-time instructor expects to be absent from class (for any reason) for a day, miss a class, or be late for a class, it is the instructor's responsibility to notify the instructional dean and the appropriate administrator.
3. As a rule, it should not be expected that instructors should maintain a colleague's classes for more than a day or two; a week should be the limit before a paid substitute is employed. The appropriate department chairperson/instructional dean is responsible for ensuring that such class coverage is provided.
4. The instructor may recommend a paid substitute instructor, when such a substitute is required.

D. Hiring and Payment of Substitute Instructors

1. Hiring and payment of a substitute instructor shall be approved by the instructional dean.
2. Full-time faculty members shall not be hired as paid substitute instructors.
3. The rate of pay for part-time faculty serving as substitute instructors shall be the prorated share of the course session based on the substitute's academic rank and the course's equivalent semester hours.

Administrative Approval: September 21, 1987; September 7, 1990; August 23, 1999; May 14, 2003; June 23, 2008; May 5, 2009; September 2, 2010.