

Mid-State Full-Time Faculty Instructional Assignment Model

Philosophy

The Mid-State Full-Time Faculty Instructional Assignment Model centers on the commitment of our core values: Student Centeredness, Respect, Accountability, Exceptional Service, Commitment and Integrity; our four pillars: Programs, K-12, Workforce, and Continuing Education, to meet the College's strategic directions and ensure a sustainable future.

The instructional assignment model:

- Emphasizes a quality teaching and learning environment including:
 - Using relevant and active learning
 - Fostering an ethical and engaging classroom environment
 - Integrating new technologies in and outside the classroom
- Meets student, K-12, industry, and community needs
- Provides a consistent framework across the college
- Aligns with internal and external guidelines (e.g. Accreditation, FQAS, agencies)
- Incorporates time for college initiatives and teamwork

Professional Collaborative Environment

Mid-State provides a professional, collaborative environment. For full time faculty this means:

- Faculty provide instruction, expertise and leadership within their program and content area collaborating with others across the college and district.
- Faculty members are considered professional (exempt) employees. Professional (exempt) employees are expected to complete the responsibilities and objectives of their jobs. This may mean, at times, employees work more than the standard work week.
- Faculty may use their discretion on where and how they prepare for their classes. Faculty will be required to be on campus for face-to-face class time and student support hours as well as other times that may be required by the manager/college for institutional activities. The College may establish required on-campus days as necessary. These days will be indicated on the Academic Calendar and are subject to change.

Contract Year

The contract year (July 1 to June 30) for full time faculty include fall and spring instructional terms of 16 weeks each and twenty days over two semesters designated as non-instructional days for professional development, additional prep time and working on college initiatives. A 1440 hour (contract year) contract may be issued to faculty based on the approved academic calendar.

The standard faculty workweek includes, but is not limited to: teaching, prep time, curriculum, student support hours, meeting and team times, college and program accreditation, K-12 partnerships, college committees, workforce and economic development contacts, student recruitment and retention efforts, lab maintenance, faculty team leader responsibilities, and other college activities and professional responsibilities.

Professional Responsibilities

Instruction

Faculty members will facilitate student learning through in-classroom and out-of-classroom activities, mentor and advise students, conduct assigned classes for the scheduled length of time, create and update instructional materials, prepare and complete college recordkeeping, including attendance and grading forms, as required. Faculty are required to provide syllabi to their supervisor for each class prior to the start of the semester. Faculty are required, at a minimum, to utilize Blackboard to store the course syllabi, contact information and course grades for all classes. Faculty are encouraged to maximize Blackboard functionality to support student success. Faculty are responsible for the upkeep of instructional materials and equipment.

Faculty members are required to keep professionally relevant in the area of content expertise and industry application, technology and trends, as well as in the teaching profession through FQAS requirements. Faculty must maintain professional certifications, licensures and requirements to teach.

Maintenance & Modification of Curriculum

The Higher Learning Commission requires systematic documentation and revision of curriculum and student learning outcomes and assessment strategies. WIDS is the official and required tool for curriculum and assessment development, documentation and revision. Each program must maintain a current WIDS program file, student learning outcomes assessment plan (including TSA where appropriate) and individual Course Outcome Summaries (COS).

Faculty are required as part of their professional responsibilities to maintain curriculum, and identify and communicate any suggested changes to their manager and Education Services to determine scope of project. In certain cases, based on the extent the curriculum needs to be modified/developed, faculty will be compensated (either by stipend payment or part of instructional assignment). See Curriculum Maintenance/Modification Payment Guidelines (page 9). Curriculum maintenance and modification may be completed at any time during the academic calendar based on the needs of the faculty and college.

K-12

The faculty member's responsibilities also include involvement in college or program recruitment activities, which may include student orientations, program recruitment sessions, high school visits, high school competitions, advanced standing reviews, Career Prep activities and career fairs. Faculty members are required to assist with dual credit and other agreements.

Workforce and Economic Development

Faculty should maintain relationships with business and industry partners and community based organizations and participate in institutional and industry partner meetings.

In partnership with the Workforce and Economic Development division, faculty members will develop and maintain effective program-related community connections with local employers through advisory committee meetings, tours, field trips and other appropriate forms of contact.

Because faculty have content and instructional expertise faculty are expected to identify ideas and create curriculum for continuing education and workforce training opportunities in collaboration with the Workforce and Economic Development division.

Other Professional Responsibilities

- Faculty members shall attend team meetings, meetings with their supervisor, required college meetings, appropriate state-called meetings, and other meetings necessary to support the programs and mission of the college.
- Maintain effective, responsive and professional communication.
- Assist in recruitment of students such as attending open houses, Program Showcases, and elementary/middle/high school/community events, etc.
- Promote operational efficiencies coupled with FTE generation.
- Collaborate with advisors and other staff members in support of retention efforts.
- Assist in recruiting, orientating and mentoring of part time and new faculty.
- Actively participate in program review and engage in continuous improvements.
- Serve as Faculty Team Leader, Program Director, Clinical Coordinator, dual credit mentor as appropriate.
- Actively participate in program advisory planning and meetings.
- Actively engage in development and maintenance of articulation and transfer agreements.
- Participate in budget and procurement process.
- Assist in coordination of grant development and grant completion.
- Maintain documentation as required by accreditation and clinical requirements.
- Collaborate with others to meet college needs.

Class Assignment

Scheduling is a collaborative process between managers and faculty ensuring student, college, and industry needs are met. Managers have the right to assign classes based on student and industry need.

When faculty develop a new course, they have the first preference to teach the course for the first time if their schedule allows.

Classes taught in Winterim may be counted for spring term and classes taught in summer may be counted for fall term to ensure faculty have a full time instructional assignment of at least 21 student contact hours. Faculty assigned to teach 21-24 hours during the fall and spring semesters may teach in Winterim and Summer and will be paid as extra contractual, above their instructional assignment.

Instructional Assignment

A full time instructional assignment is based on a 40 hour standard work week and may consist of the following

- Average Weekly Student Contact Hours: 21-24 per semester
- Student Support Hours: 4 hours
- Prep: 25% of student contact hours; if more than 4 distinct classes are taught, additional prep will be given (see Instructional Assignment Template)
- Team Time: 1 hour
- Special Assignments
 - Faculty Team Lead, Program Director or Clinical Coordinator
 - Dual Credit Mentoring
 - New Faculty Professional Development Program offered by Education Services
 - Other Special Assignment including curriculum, workforce training and continuing education
- Professional Responsibilities

Instructional Assignments are documented on the Tentative Instructional Assignment Template and are subject to change based on department, student, and college need.

Student Contact Hours

Refer to Instructional Assignment Guidelines for calculation of student contact hours. Actual course times should be documented in faculty calendar for all face-to-face, lab and clinicals.

Student Support Hours

Faculty are required to have four hours of dedicated time each week for students, at a time and place that is appropriate to meet student's needs; for example: labs, clinical sites, LiNK, classroom, faculty office. Student support hours need to be at two distinct times during the week with at least one time face-to-face. These times should be communicated to students in course syllabi and documented in the faculty's calendar.

Team Time

All faculty will be part of a designated team, which will be identified in collaboration with the manager. One hour of team time per week is for planning, collaborating, and meeting with others across the college. The faculty team will determine the time in which the team will meet at the beginning of each semester and notify their manager. Team time may be held virtually. The manager may or may not be able to attend team time due to other responsibilities.

Team time can include, but is not limited to these activities:

- Curriculum work
- Student support

- Program Work (library resources, marketing materials, etc)
- Research instructional equipment
- Participation in development of grants
- Quality Initiatives
- Relationships and Collaboration
- Adjunct support

New Faculty

In the first year, the new faculty will be required to participate in a professional development program offered by Education Services. New faculty will be assigned three student contact hours the first two semesters for new faculty development activities. New faculty will not be able to teach extra contractual their first two years, unless needed by the manager and approved by the Vice President of Academics.

Special Assignments

Program Directors

Programs with specific accreditation requirements or additional needs will have program directors. Program directors will be given release time for these duties. The Program Director position will be filled by mutual agreement. If more than one faculty or no faculty are interested, Program Director will be assigned by the Dean at their own discretion. Program Director is an annual assignment with an annual evaluation. Program director responsibilities may include but are not limited to:

- Work with the accrediting body and all necessary team members to achieve and maintain accreditation.
- Serve as a primary point of contact between the program and accrediting body.
- Serve as a liaison and maintain positive relationships between the college and clinical sites regarding accreditation.
- For specialized program with enterprises: maintain inventory, scheduling and ordering.
- Monitor for the consistent delivery of curriculum.
- Support the Dean with recruiting, training, and coaching part-time faculty as well as scheduling.

To calculate Program Director assignment, use the following steps to calculate hours by adding together Step 1, Step 2 and Step 3 (unless accreditation has specific requirements):

Step 1: Number of unduplicated students per semester for handling student issues, placements, or other student concerns

Student Numbers	Student Contact Hours
0 to 50	4
51 to 100	4.5
101 to 150	5
151 to 200	5.5

Step 2: Support of New part-time and /or new full-time faculty per semester

New Part-time/Full-time Faculty	Student Contact Hours
1 to 3	1
4 to 6	1.5

Step 3: Additional duties

Duties	Student Contact Hours
Writing Self-Study/per semester	2
Scheduled Site Visit/per semester	2
Annual Report for Accreditation	1 for semester it is due

Clinical Coordinator

Programs with specific accreditation requirements will have clinical coordinators who will be given release time for these duties, determined by the accreditation requirements and the manager. Clinical Coordinators are responsible for coordinating health program student interaction with clinical sites in programs that require program oversight as part of the accreditation process. The Clinical Coordinator position will be filled by mutual agreement. If more than one faculty or no faculty are interested, Clinical Coordinator will be assigned by the Dean at their own discretion. Clinical Coordinator is an annual assignment with an annual evaluation. Clinical Coordinators are responsible to serve as the point of contact and assure the clinical requirements and documentation of education and occupational experience for students, faculty and staff.

To calculate Clinical Coordinator assignment, use the following steps to calculate hours by adding together Step 1 and Step 2 (unless accreditation has specific requirements):

Step 1: Number of unduplicated students per semester

Student Numbers	Student Contact Hours
0 to 100	1
101 to 200	2

Step 2: Mentoring of new clinical preceptors

Number of New Preceptors	Student Contact Hours
1 to 3	1
4 to 6	1.5

Faculty Team Lead (FTL)

Faculty Team Leads are faculty who provide additional leadership in planning, scheduling, budgeting, recruitment and retention in programs without a Program Director. Faculty in these roles may be given two hours of student contact release time for these duties. Faculty Team Leads are assigned by cluster or instructional area (stacked/embedded programs will be counted as one program) as determined by the Dean and may be needed during the entire academic calendar. Faculty Team Lead position will be

filled by mutual agreement. If more than one faculty or no faculty are interested, FTL will be assigned by the Dean at their own discretion. Specific duties of the FTL will be defined through collaboration of the FTL and the Dean. FTL is an annual assignment with an annual evaluation.

The Faculty Team Lead responsibilities can include, but are not limited to:

- Coordinating Team Time agendas
- Facilitating discussions around program/course modification/program evaluation
- Representing program/cluster at Advisory Committee meetings
- Collaborating with K-12, business, and other internal and external partners
- Developing and reviewing class schedules
- Recommending capital and operating budget requests
- Coordinating the development of equipment needs and services
- Serving as point of contact throughout the academic year, representing and supporting program/area

Dual Credit Mentoring

In an effort to support high school faculty who are teaching dual credit, faculty may be assigned to mentor the high school instructor. Dual Credit Mentor will be filled by mutual agreement. If more than one faculty or no faculty are interested, a Dual Credit Mentor will be assigned by the Dean at their own discretion. This mentorship assignment is expected to support the high school faculty throughout the semester. Faculty are expected to reach out to the high school instructor throughout the semester a minimum of three times and be available for questions or concerns. Faculty expectations of dual credit mentorship are described in the Dual Credit Guide. Faculty will be assigned hours of instructional assignment based on number of high schools and number of distinct classes per chart below:

Number of distinct classes	Number of High Schools		
	1 to 5	6 to 10	11 or more
1	1 hour	1.5 hours	2 hours
2	1.5 hours	2 hours	2.5 hours
3	2 hours	2.5 hours	3 hours

Special Projects

When there is a need to dedicate time and resources to program and/or college projects for one or more semesters in an academic year or when faculty are not fully assigned at 21-24 student contact hours, faculty can be assigned special projects such as curriculum work, workforce training, or continuing education as part of their instructional assignment. The supervisor and faculty member develop the proposal for special assignment and submit it to Vice President of Academics. If approved, the supervisor monitors and evaluates the status of the Special Project, and provides feedback to the Vice President of Academics as to the benefits of the special project.

At times it may be necessary for faculty to attend training for new equipment/software or be present for the installation of new equipment or to set up a lab during the summer or winterim. When this is necessary, faculty will be paid a stipend based on the non-instructional rate of \$35.00/hour.

Extra Contractual

Faculty who have an instructional assignment above 24 hours will be paid an extra contractual stipend based on \$50 an hour, paid at the end of the semester as a stipend. There will only be 25% prep paid on extra-contractual if the component “student contact hours” exceed 24 hours.

The Vice President of Academics will need to approve any faculty teaching above 30 student contact hours per semester.

In the spirit of collaboration and teamwork, in times when you are unexpectedly asked to instruct for an absent faculty member, there is not additional pay unless the team member is out more than 2 weeks, and the additional hours puts the faculty member over 24 hours student contact hours.

Class Size Overload

Class sizes will be determined based on quality student experience, physical space, and cost effectiveness.

After 1/2 of the course is completed, class size overload stipends will be paid as follows

- All Classes except online
 - 33-55 students: \$500
 - 56-99 students: \$900
 - Over 100 students: a new a section will be opened (with the exception of Orientation)
- Online classes
 - 25-30 students: \$500
 - Over 30 students a new section will be opened

*When there are common lecture and lab times, only the lecture is counted.

Class Cancellation

Class enrollment is assessed prior to the start of the class. If enrollment does not support offering the class, the class will be cancelled, and the instructor will be assigned a different class or other work to support a full time instructional assignment.

Curriculum Maintenance/Modification Payment Guidelines

Stipend Payment Guidelines for Curriculum for Post-Secondary Courses

A	B	C	D	E
<40% revised competencies in WIDS and/or update LPs* and PATs* in LMS*	Above the Line (New or >40% change in competencies)	Below the Line development for F2F in LMS* (COS up to date/pulled from Repository)	Below the Line development for Hybrid/Online	Modality Change in LMS*; (Update WIDS if <40% revised competencies or as applicable)
No stipend or 0 student contact hours per credit	\$400/credit or 0.5 student contact hours per credit	\$400/credit or 0.5 student contact hours per credit	\$600/credit or 1 student contact hour per credit	\$500/credit or 0.75 student contact hours per credit

Payment is based on course credits. Total payment is the sum of each column A-E, as appropriate.

*LP = Learning Plan, PAT = Performance Assessment Tasks, LMS = Learning Management System

Above the Line = competencies, performance standards, learning objectives and course syllabus.

Below the Line = learning plans and performance assessment tasks.

For example:

- A new credit course needing full development (above-the-line: Competencies, Objectives, Performance Standards and below-the-line learning and assessment activities) for online would receive a stipend payment of \$1000 per credit (Column B+D)
- A new credit course needing full development for a face-to-face course would receive a stipend payment of \$800 per credit (Column B+C)
- A credit course requiring a mode change for online delivery would receive a stipend payment of \$500 per credit (Column E)