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I. General Guidelines

A. Preface for the September 2010 Edition

This document, first published in August 2004, resulted from sustained conversations between representatives of the HCC faculty and the Office of the Vice Chancellor for Instruction about the need to codify the myriad activities a faculty member must perform in addition to teaching at Houston Community College (HCC).

Among others, these might include curriculum and course development, class preparation, academic advising of students, service on HCC committees, institutional governance responsibilities, academic and social engagement activities with students, professional development activities, community service, and more.

Like all of our HCC documents, this has been a “living” one, subject to review and revisions as necessary over time. In the course of its development, there have been many debates and disagreements that have required compromise. While far from perfect, I believe this document defines a set of standards for faculty work load that are fair and equitable on the one hand and empowering on the other.

My sincere thanks for the numerous contributions and advice from the many excellent and hard-working teaching, counseling, and library faculty at HCC!

Charles M. Cook, Ed.D.
Vice Chancellor for Instruction

B. Overview and Standard Workload

The proposed description of faculty load relies on the notion that load is based on a set of instructional and non-instructional duties. Effort has been made to define these duties in accordance with the history of faculty non-teaching roles, typical departmental needs, and student-focused support. Further, effort has also been made to ensure that the standards used to determine faculty load are consistent across the colleges, with equity in determining load among different departments and between workforce and academic divisions.

The role of department and division chairs must also be noted. Department/division and associate chairs, faculty selected for three-year terms, are granted alternative assignments that allow them to carry out extensive administrative duties and responsibilities. These alternative assignments may be offered to faculty to achieve a negotiated workload. More specific workload issues regarding department/division chairs can be found in the HCC Department/Division Chair Guidelines, available online at http://www.hccs.edu/hccs/faculty-staff/faculty-administrative-support.

The standard workload, described later for each of the three major faculty types: instructional (academic, workforce, and continuing education/extended learning), librarian, and counselor, consists of a 40-hour workweek. The 40 hours are to be apportioned for work in four areas: teaching and learning support; academic advising activities; institutional and community
support; and professional development according to either the “standard” workload format or a “negotiated” workload format explained in the next section.

C. Tracking Faculty Workload

Faculty workload assignments and activities must be entered and tracked through the Peoplesoft student system. Peoplesoft tracks workload through “course-based” and “non course-based” assignments. Workload values are automatically calculated for course-based assignments when faculty are scheduled as the instructor(s) of record. Faculty can be assigned as the sole instructor or faculty can split assignments in a class. Classes can also be combined under one or more faculty for workload purposes. When assigning faculty, chairs can designate the assignment type for the class, whether regular load or overload. In addition, other limits such as for music lessons, distance education, and coop, are also tracked through assignment types.

Non-course based and alternative assignments must be entered manually by the chair for each full and part-time faculty. The primary non-course based assignments are activities related to advising, professional development, and institutional/community service, as well as any release times related to chair responsibilities, tutoring, grant and curriculum development. See faculty workload website for policies and processes (http://www.hccs.edu/hccs/faculty-staff/faculty-administrative-support).

D. Negotiated Workload and “Alternative Assignments”

The concept of a negotiated workload is based in recognition of the diverse and complex nature of faculty work at HCC. Although the core of faculty work is defined by the duties and responsibilities of teaching, faculty are also involved in all the tasks that support teaching and learning and in institutional and professional development activities as well. This means that the faculty workload is not simply a specific number of classes, as in the case of instructional faculty, but may also include “alternative assignments” deemed important and essential by the department or institution and negotiated between the chair and faculty member.

Alternative assignments under negotiated workload are part of the department chair formula. Faculty receiving negotiated workloads are subject to the same rights, privileges and policies as faculty receiving standard workloads.

Examples of “alternative assignments” may include but are not limited to such tasks as:

- Associate chair
- Support for execution of Chair duties
- Evaluation of adjunct faculty
- Discipline committee chair for conducting the academic program review process
- Tutoring, mentoring, or student support activities
- Additional departmental academic advising beyond the regular workload commitment
- Technology and facility development/support
- Course and program development
- Special professional development work
- Special preparation for particular courses or projects
• Grants preparation and/or management
• Program promotion and recruiting

Conditions: In negotiating faculty workloads it is understood that:
• Alternative assignments must be related to some aspect of teaching/learning, student support or advising, professional development, and/or institutional/community service.
• Alternative assignments will be made only for activities that clearly support the work of the institution.
• Negotiation and assignment must take place within the framework of institutional policies and procedures.
• Only faculty in good standing will be eligible to request an alternative assignment.

Procedures:
• The request for a negotiated workload may originate with the faculty member, department chair, or dean.
• The chair and faculty member must negotiate terms of the workload using appropriate documentation and evidence to supply evidence of need. The negotiation will include consideration of budget implications. The Chair will maintain an Alternative Assignment Form (see appendix 2 for the alternative assignment approval process and form), signed by both chair and faculty member.
• The Alternative Assignment Form and supporting evidence is sent to the appropriate dean for final approval.
• If approved, the department chair must enter the alternative assignment in the faculty’s Term Workload page in Peoplesoft. The chair also maintains the record of the negotiation, ensures successful completion of the assignment, and utilizes the assignment in the faculty evaluation process.
• Each semester the dean should prepare for the president a report of all alternative assignments, including those of department chairs and associate department chairs.

E. Academic Advising at HCC

There are many definitions of academic advising. The inclusion of the word “academic” before advising implies that such advising takes place by a faculty member with expertise in a particular academic/workforce discipline or program. This section is included to distinguish academic advising from general advising, traditionally performed by student services faculty and staff. An excellent Web resource is http://www.nacada.ksu.edu/index.htm, the home of the National Academic Advising Association (NACADA), located at Kansas State University.

1. Background: Evolution of Academic Advising at HCC
Academic advising has not previously been systematically institutionalized at HCC. In the college’s early years, academic faculty were typically assigned to work hours during designated registration days and at assigned sites. While advisors were identified by their subject areas, the process was seldom satisfactory for either students or advisors because of the overwhelming numbers of students, the limited time, the crowded conditions, and the immediate tasks of testing, orientation, and schedule-making. There was little opportunity available for students and faculty to engage in meaningful dialogue about students’ goals, interests, abilities, or needs. As a result, HCC faculty perceived the registration/advising format as negative.

Over time, some programs (e.g., as those in the health sciences) began to hold regularly scheduled information sessions for prospective students during which a more orderly presentation could be made by faculty about specific program explanations, costs and locations, necessary skill and course prerequisites for students, supporting services, and career opportunities.

Many HCC faculty, perceive their most effective advising of students taking place in their classrooms, labs, and offices. While these are admittedly important means of advising, they are not sufficient as we move forward toward realizing the most important goal of our college, that of student success.

The vast majority of HCC students arrive at our doorsteps undecided or unclear about their educational and career goals. They are often unaware of the wide array of course and program opportunities for educational and work advancement and the collection of support services and staff available to assist them. They also often have major misconceptions about program requirements, their preparation and skill levels, and the commitment needed to complete their plans. For all of these reasons, academic advising at HCC should not be limited to those students who have already selected a major or a course of study.

HCC needs to ensure that all of our faculty and programs are engaged, much like those of the health sciences cited above, in regular and timely presentations to prospective as well as current students about educational and career opportunities.

2. **Guidelines for Academic Advising at HCC**

Based upon the professional literature, input from the HCC Faculty Senate Advising Committee, the HCC Faculty Workload Guidelines Committee, and a conference committee of faculty and administrators, the following guidelines are offered.

**Definition**: Academic advising at HCC will consist of faculty advising students in regular and planned processes/activities throughout the year, within and outside of classes, during office hours or other assigned times, and agreed upon by a faculty member and his/her department chair as part of the faculty member’s workload. The advising processes/activities will assist prospective and current students in learning about educational and career opportunities within the faculty member’s field; planning course selections and other academic activities; and reviewing academic progress in completion of goals. Further, faculty advisors will be expected to be knowledgeable about the range of educational programs and services available to students at HCC so they may refer students as appropriate and in a timely manner.
Examples of academic advising processes/activities (not intended as an exhaustive list):

- Presentations on a particular academic field or program – its subject matter, objectives, opportunities for further study (transfer opportunities), opportunities for work (co-ops, part-time, work-study) and careers, special clubs and activities available, support services, scholarships, etc. Faculty members or teams might offer these presentations to classes, student groups, high schools, community groups, etc.

- Creation and maintenance of a web site dedicated to the types of information specified in bullet one.

- Interaction with individual students or groups of students outside of class during regularly scheduled office hours or at other times during which students are given information about how to be a successful student or are given information about HCC support services. This type of interaction could also take place via the telephone or e-mail.

- Sponsorship of a student club or activity designed to promote HCC student academic and social engagement.

- Hosting of guest speakers in a particular field.

- Serving as an advisor/mentor/tutor for a limited number of undeclared students from a GUST 1270 or LEAD 1200, or other, Student Success class.

This list will no doubt continue to grow as faculty members devise ever more creative means to address student needs in terms of identifying, clarifying, and achieving education goals.

3. Special Grant Projects Geared at Student Success

   a. Achieving the Dream (2004-present)

Perhaps the most significant improvement in academic advising at HCC occurred with the implementation of the Achieving the Dream (ATD) Grant. Funded initially by the Lumina Foundation, the ATD initiative resulted in the creation and implementation of several teaching strategies to improve student success. The one most applicable to improved academic advising was the adoption of Freshman Student Success Courses (FSC). HCC now requires all first time at HCC students with less than 12 semester credit hours (SCH) to take a Student Success in his/her first semester of attendance.

For those students who know their career paths, the Student Success course may be one of the following:

- HPRS 1201: Introduction to the Health Professions
- EDUC 1200: Careers in Education
- ENGR 1201: Introduction to Engineering
LEAD 1200: Workforce Development with Critical Thinking (with options available according to career clusters)

For many students, however, who are “undecided” and have not declared a major, they will take:

• GUST 1270: College and Career Planning

As part of GUST 1270 requirements, students must declare a major and file a degree plan by the end of the semester. At the end of each long semester, HCC will process the new “declared majors” and work with the Department/Division Chairs to assign them appropriate academic advisors.

b. Additional Grant projects – Several additional grant projects have followed ATD, including the Gates Foundation Developmental Education Initiative (DEI), the Houston Pathways Initiative (HPI), and most recently, the Carnegie Foundation’s Statway. Faculty are encouraged to read more about these grant projects and participate as appropriate.

F. Nine-Month, Summer, Mini Session, and Twelve-Month Assignments for Full-time Faculty

Most full-time faculty, whether academic, workforce, or extended learning are hired for nine-month assignments. Full time faculty workload is considered 40 hours per week or 100% faculty load. In addition FT faculty are allowed a maximum of 10.5 equated hours overload (additional 50% load) for a total FT limit of 150% during the fall and spring semesters. In extreme circumstances and with Dean or President approval, a FT faculty can exceed the FT fall and/or spring workload limit (i.e. 150%) by teaching additional overloads in any fall and/or spring sessions.

For full time faculty only, the fall holiday and spring mini sessions are considered outside (i.e. beyond) the full time fall or spring faculty limits. Thus, a FT faculty may teach in either or both mini sessions for overload adjunct pay without appearing to exceed the FT fall/spring faculty limits.

Academic and workforce semester credit faculty have the opportunity to accept half a full-time summer assignment at full pay and may choose to work the other half of the summer at adjunct pay. Half of a full time assignment in the summer is defined as teaching 6 equated hours at full pay during any of the summer sessions. Assignments beyond 6 equated hours qualify as overload payable at adjunct overload rates for up to an additional 10.5 equated hours for a maximum limit for 9 month full time faculty of 16.5 equated hours in the summer semester.

Twelve month assignments for regular credit faculty are rare and must be approved on a special basis by the Chancellor’s Strategic Team. An example of several twelve month assignments exist in Associate Degree Nursing (ADN), a program that is in high demand by students and for which there is a shortage of qualified faculty. Twelve month assignments are not a “given” for all time and will be periodically reviewed to determine their need based on market conditions.
Since summer semesters (~10 weeks) are shorter than fall and spring semesters (~16 weeks), the teaching/learning support portion of a summer full time workload are lessened as well. The teaching/learning support portion during the fall and spring semesters are set at 15 equated hours each. The teaching/learning support portion during the summer semester is set at 12 equated hours. Any teaching assignment beyond 12 equated hours is considered overload up to a maximum overload limit of 10.5 equated hours (i.e. 12 month FT total limit including overload is 22.5 equated hours).

Department Chairs are given a twelve-month assignment for the duration of their terms as Chairs (typically three years). The HCC Department/Division Chair Guidelines describe the duties and responsibilities of department/division chairs. It also contains the worksheet for calculation of instructional chair workload. When appropriate, the worksheet calculations may provide for appointment of associate chairs. Department chairs are limited to 7.5 equated hours of overload in any semester.

Extended learning and grant-funded faculty will be hired on a “temporary full-time” basis (previously called “month-to-month” faculty). The term of their hire will be contingent upon the grant or contract terms or in the case of extended learning, the evidence of on-going demand for the program in which they teach.

All other “temporary” faculty should be paid on a semester, term, or course basis rather than “hourly” pay. Hourly pay should be reserved only for very short-term assignments, e.g., substituting, teaching courses less than 16 hours in length, etc.

G. Clarifications for Faculty Workload Guidelines

1. **Overload assignments for full-time faculty**

Fulltime faculty are limited to 10.5 equated hours overload during each semester (fall, spring and summer). Deans have the authority with the approval of the President to grant an exception to this policy. All exceptions must be documented in the PeopleSoft Faculty Term Workload module. For the purpose of full time workload calculations only, the Winter Holiday and May mini sessions are considered beyond the fall or spring semesters in which they are reported to the state.

2. **Distance education workload for full-time faculty**

A full-time faculty member may teach 60% of the teaching/learning support workload portion each term with Distance Education courses. The remaining 40% of workload must be taught on campus. No overloads or part-time faculty assignments in Distance Education can be made until all full-time faculty qualified to teach distance education courses are assigned their 60% maximum distance education limit.

Based upon criteria such as student satisfaction (outstanding SEOI results) and high levels of student academic success and persistence, Deans may approve a distance education workload of 80% of the teaching/learning support portion for selective full-time faculty.

3. **Web-enhanced and Hybrid courses in the workload**
Faculty teaching web-enhanced sections (classes in which at least 15 percent but less than 50 percent of the instruction is offered via the Web) and faculty teaching hybrid (classes in which 50 percent of this instruction is offered via the Web) are expected to maintain the same numbers of contact hours with students as those spent by instructors in distance education and on-campus courses. When students are assigned internet-based assignments or activities, the instructors must either accompany students to a computer lab or have posted hours on his/her syllabus accounting for such hours by times he/she is available for student questions and discussions.

All reported course contact hours must be accounted for in the course scheduling process in the appropriate PeopleSoft modules. For instructions, please refer to the Contact Hour Reconciliation Process website (http://imc02.HCC.edu/ccp/contact-hr/contact-hour.htm)

4. Private music lessons

No more than 60% of a full-time music faculty’s teaching/learning support workload may consist of private instruction classes (MUAP or MUSP). The remainder of the regular teaching/learning support workload must be taught with group classes on-campus rather than in private instruction.

5. Workforce and academic cooperative education courses

Coop refers to a model of instruction, where an instructor meets with the Coop students in class on campus for a minimum of sixteen hours per term. The student spends the remainder of the contact hours (160-320 hours) in an external work or community setting. A minimum of 10 students will be required to make a workforce or academic cooperative education course. A department may handle less than 10 students by assigning the students as an overload, paid on a per student basis at the current compensation level of the assigned faculty member (bachelor, masters, or doctoral) divided by ten. For example, an instructor at the Masters level teaching a 3 SCH lecture course earns $1,752 per semester. We will divide that total by 10 to determine the per student rate, in this case, $175 per student. Therefore, 5 students in an overload section would result in an overload assignment paying a total of $875 for the course.

Each additional cooperative education course beyond the initial course with a minimum of 10 students will increase by multiples of ten as follows: (Recommend using a per student calculation instead of a range)

- 10 - 19 students = 1 course or 20% of load
- 20 - 29 students = 2 courses or 40% of load
- 30 - 39 students = 3 courses or 60% of load
- **40 - 49 students** = 4 courses or 80% of load

These figures were derived based on (1) a study of formulas used at other community colleges; (2) consideration of time and specific work required by faculty member per student; (3) long-standing HCC recommendations for change; (4) provisions for flexibility and student needs; and (5) a desire that HCC promote cooperative education by training additional faculty to undertake this teaching mode.
As with distance education, private music lessons, and other forms of external learning experiences, HCC believes that there should be a balance between “off-campus” and “on-campus” experiences for all full-time faculty. Therefore, full time faculty may be assigned no greater that 60 percent of their teaching load as cooperative courses with the remaining 40 percent to be assigned to on-campus courses or other duties. Deans will maintain the ability to exercise exceptions as necessary based upon particular student, faculty, department, college or district needs. Exceptions should vary from semester to semester and not become routine, thus defeating the purposes of the rule.

6. Workload Guidelines for Practicum and Internship courses

Practicum and internship represent a model of instruction, whereby faculty conduct one or more visitations to supervise, instruct, and evaluate students in an external work experience or setting. Faculty workload is based on a formula that considers the number of students per practicum/internship class (variable A) multiplied by the number of visits made to each student in the external setting (variable B) multiplied by the number of hours per visit to each student (variable C) divided by number of weeks in the instructional session (variable D). The resulting calculation is then multiplied by the equated hour lab formula (i.e. 0.75 equated hours per lab hour). In other words, the faculty workload formula for classes following the practicum/internship model of instruction is: \[(A \times B \times C) \div D \times 0.75\]. A table made to cover each course following the practicum model can be found in the Faculty Workload website found here: http://imc02.hccs.edu/ccp/workload/workload.htm.

7. Workload Guidelines for Clinical courses

Clinical represents a model of instruction, whereby faculty spend all of their time in external clinical sites supervising, instructing, and evaluating students while they are working with patients. Clinicals utilize the faculty workload lab formula for all clinical hours conducted. A table made to cover each course following the clinical model can be found in the Faculty Workload website found here: http://imc02.hccs.edu/ccp/workload/workload.htm.

8. Workload Guidelines for Team-Taught courses

Team-taught courses (where one course is taught by 2 or more faculty) should divide the claimed contact Hours among the team-teaching faculty, according to the contact hours (lecture or lab) taught by each. In the Peoplesoft workload module, this is easily calculated by assigning the percent of the class that is taught by each faculty, with the combined percentages of all assigned faculty to equal 100% for a class. Several combinations of percentages are possible depending on the division of labor as well as the role each faculty serves in the instruction. Workload could be divided 50:50. There could be a lead instructor and a secondary instructor such as 60:40. One instructor could teach the lecture portion and another could teach the lab portion. See faculty workload website for assistance in calculating split loads (http://imc02.hccs.edu/ccp/workload/workload.htm).

9. Workload Guidelines for Combined classes or courses
A combined class includes courses with the same or differing course prefixes and/or numbers, which are combined together as one class for workload purposes. This is usually done due to low enrollment in each class section. Instruction could be combined in two ways. One, both classes could be scheduled on the same days and times with the same instructor. For example, Art Studio I and Art Studio II could be combined together at the same time and days with the same instructor. The combination is treated as one course for workload purposes.

Another combination possible could be both classes being taught at different days and times by the same instructor. While the two classes remain as separate classes in terms of facilities and instruction, the two are combined for workload purposes only and treated as one class, even though they are two distinct classes. Usually classes are combined due to low enrollment in each individual class. Classes are combined to facilitate credit for a full class in terms of workload calculation. See faculty workload website for assistance in combining and calculating combined classes (http://imc02.hccs.edu/ccp/workload/workload.htm).

10. Workload Guidelines for Adjunct Faculty

Adjunct faculty may teach up to 10.5 equated hours during any semester (fall, spring, and summer), including all sessions scheduled within that semester. This normally means three lecture courses (9 equated hours) or two science/art lab-based courses (10.5 equated hours). This guideline includes all sessions scheduled within each semester, whether scheduled concurrently or sequentially. Deans have the authority with the approval of the President to grant an exception to this policy for one semester only (fall, spring, or summer) within an academic year. This exception should be exercised only in emergencies and when departments/colleges face a critical shortage of adjuncts. For the purpose of part time adjunct faculty workload calculations, mini sessions are considered part of the fall or spring semesters in which they are reported to the state. In other words, PT faculty limits (10.5 equated hours) apply to any and all sessions, including mini sessions, contained within a fall, spring, or summer semester.

11. Grievance Process

As with any grievance process, a faculty grievance regarding workload should be worked out at the lowest possible level. A faculty member’s first-line supervisor is the Chair. The faculty member and Chair should work together to address clearly all faculty workload responsibilities and expectations so that a fair evaluation process may later take place for each.

If a faculty member believes that a workload issue has not been properly addressed or worked out satisfactorily with his/her Chair, the faculty member should seek an appointment with the appropriate Dean and the HR generalist assigned to the College. The Dean may seek advice from the appropriate Deans’ Council to ensure that quality and equity issues are consistent across colleges.

Failing to obtain satisfaction at the Deans’ level, the faculty member may then schedule an appointment with the College President. The final stage of a faculty workload grievance will be the Office of the Vice Chancellor for Instruction (VCIN). The VCIN will take the issue to the Chancellor’s Strategic Team and work cooperatively with the Presidents and the Office of Human Relations to ensure a resolution that ensures quality and equity across colleges.
I. Standard Workload Guidelines and Position Descriptions by Faculty Type

A. Instructional Faculty

1. Workload Guidelines (Academic, Developmental and Workforce Credit Faculty)

Work week

The standard for full-time instructional faculty is forty hours per week.

Faculty Responsibilities

Faculty work responsibilities are divided as follows:
- Teaching/Learning Support: 70%
- Academic Advising: 10%
- Professional Development: 10%
- Institutional & Community Service: 10%

Faculty and chairs may negotiate the workload within this framework to accommodate individual and department goals and priorities. Alternative assignments include, but are not limited to tutoring, student support, and administrative duties.

Teaching / Learning Support

In a standard workload, full-time instructional faculty must teach 13.5 to 15 equated hours (EH) for a full-time workload depending upon discipline or lecture/lab configuration. For those faculty teaching less than 15 EH, they will be expected to fill in the remaining time with duties as appropriate. For those teaching in excess of 15 EH, they should be paid for the appropriate overload assignment (see Faculty Workload website for tools to assist in computing equated and weekly hours). Teaching/learning support duties, allocating 28 out of a 40-hour week may include:

- Hours in the classroom with the student, or the equivalent.
- Preparation time (reading and research; planning lectures and discussions, lab presentations, media presentations, computer presentations; creation and reassessment of student evaluation instruments; developing new curricula; selecting and evaluating instructional materials).
- Hours spent grading assignments.

Academic Advising

These activities are allocated 4 hours out of a 40-hour work week and may include:

- Presentations on a particular academic field or program.
- Sponsorship of student clubs and activities designed to promote HCC student academic and social engagement.
- Meeting with students during regularly scheduled office hours – either in person, via e-mail, or other electronic communications.
• Creation and posting of a web site dedicated to the types of information specified in bullet one.
• Hosting of guest speakers (outside class) in a particular field.
• Serving as an advisor/mentor/tutor for a limited number of undeclared students from a GUST 1270 or other Student Success class.

**Professional Development**

These activities are allocated 4 hours out of a 40-hour work week and may include required acquisition of new knowledge to remain current in the field, including attendance at workshops, seminars, and conferences that enhance faculty’s knowledge of content and/or pedagogical or technological skills.

**Institutional/Community Service**

These activities are allocated 4 hours out of a 40-hour work week and may include active participation in the affairs of the college, including service on department, college and district committees, discipline committees, etc. Community service is representing the department, college, and/or system to the community at large, specifically promoting the mission of HCC. Community service that qualifies as part of faculty workload must be approved by the department chair or dean.

2. **Workload Guidelines (Continuing Education / Extended Learning Faculty)**

**Work week**

The standard for full-time instructional faculty is forty hours per week.

**Faculty Responsibilities**

Faculty work responsibilities are divided as follows:

- Teaching/Learning Support 70%
- Academic Advising 10%
- Professional Development 10%
- Institutional & Community Service 10%

CE/DEL faculty are instructors who teach Continuing Education Courses (CEC) or Continuing Education Units (CEU), adult education classes (ABE, GED, ESL etc.) and adult high school classes (AHS). These classes are considered hourly assignments, rather than semesterly assignments.

Within this framework, faculty members, the chair and the dean may negotiate an alternative workload to accommodate individual, departmental, college or system needs and priorities. Alternative assignments may include, but are not limited to, such activities as tutoring, student support, administrative duties, and acquiring the experience, education and/or certification necessary to teach a particular course.

**Teaching/Learning Support**

CE/DEL courses often reflect complexity in delivery. Specifically, CE/DEL programs governed by licensing and/or certification boards and/or vendor-specific program requirements,
practicums, externships, and clinicals may be negotiated based on program needs and requirements. This will often require Chairs and faculty to utilize alternative assignments.

Some customized contracts within the CE/DEL area may require an instructor to be in the classroom or lab teaching for 40 or more hours per week. Therefore, time must be given in another part of the semester or year for the instructor’s professional development and institutional service.

In a standard workload, CE/DEL faculty must teach and fulfill other learning support duties for 28 hours out of an average 40-hour week or for 448 hours over the course of a 16-week semester, or 336 hours out of a 12 week quarter. These teaching/learning support duties include:

- Hours in the classroom with the student, or the equivalent; preparation time (reading and research; planning lectures and discussions, lab presentations, media presentations, computer presentations, creation and reassessment of student evaluation instruments).
- Hours spent grading assignments and projects.
- State Compliance and record keeping are required for many of the CEU programs. Faculty, at times, are responsible for this task. Equipment purchases and upkeep and safety of equipment require faculty input.
- Curriculum writing and revisions.

**Academic Advising**

These activities are allocated 4 hours out of a 40 hour work week and may include:

- Presentations on a particular academic field or program
- Sponsorship of student clubs and activities designed to promote HCC student academic and social engagement.
- Meeting with students during regularly scheduled office hours – either in person, via e-mail, or other electronic communications.
- Creation and posting of a web site dedicated to the types of information specified in bullet one.
- Hosting of guest speakers (outside class) in a particular field.
- Serving as an advisor/mentor/tutor for a limited number of undeclared students from a GUST 1270 or other Student Success class.

**Professional Development**

These activities are allocated 4 hours out of a 40-hour work week. CEU faculty in specific fields are required to remain current in their field, including attending workshops, seminars, and conferences that enhance the faculty’s knowledge of
content and/or pedagogical or technological skills. Most must take or re-take exams to keep certifications.

**Institutional / Community Service** These activities are allocated 4 hours out of a 40-hour work week. Institutional service is active participation in the affairs of the college, including service on department, college and system committees, discipline committees, etc. Community service is representing the department, college and/or system to the community at large. CEU faculty often take a lead in recruiting of students and selling of programs to corporate clients. Much time is also spent in the community to find partnerships that will lead to employment for students completing a degree or certification program. CE/DEL faculty must participate in Advisory Committee meetings. This could be considered to be both institutional and community service.

3. **Instructional Faculty Position Description**

Instructional faculty provide the expertise and knowledge that support the college’s curriculum and programs. Instructional faculty establish courses following accepted higher education standards, teach students using a variety of effective methodologies and provide engagement and support activities that encourage student learning. The role of the instructional faculty encompasses teaching and learning, academic advising, professional development and institutional and community service.

**Teaching/Learning Support:**

- Demonstrate skill and/or knowledge in teaching discipline.
- Make continuous efforts to improve the quality of instruction by reviewing and utilizing innovative methodologies, techniques, and delivery methods.
- Develop and use a syllabus for each course or laboratory within college, discipline, and departmental guidelines as outlined in Curricunet.
- Plan, develop, and use a variety of teaching methods and materials that assist students in meeting course objectives and which are appropriate for students with differing educational and experiential backgrounds and learning styles.
- Evaluate students to measure their progress toward achievement of stated course objectives and inform them in a timely manner of their progress in the course.
- Keep accurate student records and submit related reports and forms within requested timelines.
- Review, evaluate, and recommend student learning materials.
• Teach courses at a variety of times and locations in response to institutional needs.

• Use equipment and facilities responsibly and courteously.

• Demonstrate competence and interest in the use of technology in the classroom and willingness to explore new instructional methodologies.

**Academic Advising and Activities**

• Maintain professional relationships with students, colleagues, and the community.

• Provide access to students through posted advising hours or activities, electronic communication, and other appropriate methods, providing advice and assistance to students regarding instructional or program-specific issues.

• Make presentations on a particular academic field or program – its subject matter, objectives, opportunities for further study (transfer opportunities), opportunities for work (co-ops, part-time, work-study) and careers, special clubs and activities available, support services, scholarships, etc.

• Create and maintain a web site dedicated to the types of information specified in bullet three.

• Sponsor a student club or activity designed to promote HCC student academic and social engagement.

• Host guest speakers in a particular field within and outside of regular classes.

• Serve as an advisor/mentor/tutor for a limited number of undeclared students from a GUST 1270 or other Student Success class.

**Professional Development:**

• Establish annual objectives for professional growth in consultation with the department chair.

• Keep pace with developments in the discipline.

• Learn and apply technologies that support student learning.

• Participate in the evaluation process for self, department, and college.

**Institutional and Community Service:**

• Participate in scheduled institutional service activities including opening week events, conference days, and commencement exercises.
• Participate in discipline committee or program meetings and activities.

• Actively participate in department, college, or system meetings and/or committees.

• Be familiar with and adhere to all policies and procedures of HCC.

• Participate in college-related activities such as student activities, selection of faculty, community education, recruitment of students, and/or special programs.

• Participate in business and/or student activities and/or community activities that foster goodwill and promote the mission of HCC.

• Participate in activities required to maintain program and college accreditation standards.

• Participate in the HCC planning process by assisting in the formulation of departmental objectives and goals and in establishing budget priorities.

• Review, evaluate, and revise program curricula and practices to assure compliance with professional standards, state-mandated guidelines, and requirements of business/industry, and higher education.

• Assist in the articulation of courses and programs with secondary and post-secondary institutions.

• Perform other duties as determined in consultation with the department chair.
B. Librarian Faculty

1. Workload Guidelines

**Work week**

The standard for full-time librarians is forty hours per week.

**Faculty Responsibilities**

A librarian’s responsibilities would be divided as follows within a typical semester when that librarian has a standard workload:

- **Teaching/learning support**: 75%
- **Advising activities**: 5%
- **Professional development**: 10%
- **Institutional & community service**: 10%

Library department chairs and librarians who work in the Library/LRC Support (LLS) section will have percentages very different from the above, but they will be the standard workloads for that type of librarian.

Faculty and chairs may negotiate an alternative workload within this framework to accommodate individual, college or library system goals and priorities. Alternative assignments may include, but are not limited to, the temporary assumption of another librarian’s or faculty member’s duties, instructional design or receiving special training in a new library system or resource that does not require a leave of absence.

**Teaching/Learning Support**

Teaching/learning support activities require a large majority of a typical librarian’s time, approximately 30 hours per week. These activities include, but are not limited to the design and delivery of instruction to students and faculty, both one-on-one or in a classroom or virtual setting, evaluating and choosing library materials, and designing and preparing traditional handouts and online information. The time spent delivering these services, as well as the time spent planning and preparing them, are all part of teaching/learning support. The library chairs and the LLS librarians, who have limited public contact, provide assistance to public services and many of their activities are also part of teaching/learning support.

**Academic Advising**

These activities are allocated to approximately 2 hours out of a typical public services librarian’s week. A technical services librarian’s week and a library department chair’s week will adhere more closely to the 5 percent minimum. Advising activities for librarians could include:

- Library reference service to individual students and small groups.
- Participating as a mentor through the Student Success Model.
• Participating as an instructor for a GUST 1270, LBRA 1191, or other Student Success course.
• Participating in the registration process as directed by a Dean or other Student Services personnel.
• Sponsorship of student clubs and activities designed to promote HCC student academic and social engagement.

Institutional & Community Service  These activities are allocated 4 hours out of a 40-hour work week and may include participation in library district, college and other district committees, as well as service to the library administration. Such activities may form a significant percentage of the standard workload of the library chairs and the LLS librarians. Some institutional service is required of all faculty. Community service is representing the libraries or the HCC system within the community.

Professional Development  These activities are allocated 4 hours out of a 40-hour work week and may include, but is not limited to, keeping up with reading in the professional library and educational literature and with changes and advances in the library and information science field which are reported online and attending conferences and workshops at HCC and elsewhere.

2. Librarian Faculty Position Description

In order to promote and support student learning, it is the responsibility of the library faculty to provide information services in support of the college’s mission to provide quality educational programs to a diverse student population. The librarian’s role encompasses the general areas of teaching/learning support, academic advising, institutional/community service and professional development. A librarian’s duties may include developing, acquiring or cataloging library collections, and providing assistance to the college community in the use of information technology and other materials and resources. The library faculty contributes to the educational environment of the college by teaching information literacy and otherwise providing support for learning both in and out of the classroom.

Teaching / Learning Support

• Plan and develop a variety of instructional materials using appropriate technologies that will assist students and faculty in meeting their research needs.

• Promote the use of general and subject-oriented print and electronic research guides and other instructional materials.

• Plan, organize and deliver research instruction in ways that maximize student learning and information literacy.
• Oversee operation of the library, including staff scheduling, planning for and maintenance of physical facilities and equipment, and evaluation of facilities and services in order to maintain an atmosphere conducive to study and learning.

• Develop plans, policies, procedures and programs to assure effective library service and the smooth flow of library operations.

• Evaluate, acquire and provide access to information resources in a variety of formats to support student learning (i.e., collection development, cataloging and acquisitions).

• Maintain professional working relationships with the instructional faculty to plan and conduct programs and services that assist students in the educational process.

• Interpret policies and procedures for library users.

• Manage access services, providing circulation services, such as materials check-out, booking and/or transfer, maintaining and administering the course reserves system and providing an interlibrary loan service.

• Provide for the processing and organization of library materials and equipment.

**Professional Development**

• Establish annual objectives, including professional growth plans, in consultation with the library chair or LLS director.

• Maintain professional standards of competence within the field of information services and technology through professional development activities.

• Make continuous efforts to improve the quality of library work by reviewing and utilizing innovative methodologies, techniques and methods.

**Academic Advising**

• Instruct students, faculty and other library users in accessing, evaluating and using print, audio-visual and electronic information resources.

• Maintain professional working relationships with students, other librarians and other library users.

• Assist students and faculty by supporting specific programs or course research needs.

• Provide reference assistance during the day, evenings and weekends to meet student, faculty and community research needs.
Institutional / Community Service

- Participate in scheduled institutional service activities that include Discipline Day events and commencement exercises.

- Develop plans, policies, procedures and programs to assure effective library service and a smooth flow of library operations.

- Participate in library, college or system meetings and/or committees.

- Be familiar with and adhere to all policies and procedures of the system.

- Participate in college-related activities such as registration, community education, recruitment of students, selection of faculty, student activities and/or special programs, as appropriate.

- Review, evaluate and revise programs and practices to meet professional standards, state-mandated guidelines and community business/industry research needs.

- Participate in the college or system planning process by assisting in the formulation of objectives and goals, establishing budget priorities and contributing to plans for facilities and programs.

- Participate in an evaluation process of self, the library, college and/or the system.

- Participate in the establishment or updating of college or system-wide library policies and procedures.

- Review library activities; and submit, monitor and administer budgets, monthly reports, annual reports and other reports, as needed.

- Provide recruitment, supervision, training, guidance and evaluation of library/ERC personnel as needed and as appropriate.

- Foster partnerships with local community organizations, schools and libraries.

- Perform other duties as determined in consultation with the library chair or other supervisor.
C. Counseling Faculty

1. Workload Guidelines

Work week: The standard for full-time counselors is forty hours per week.

Faculty Responsibility:
- Teaching/Learning Support 80%
- Professional Development 10%
- Institutional & community service 10%

Within this framework, faculty and chairs may negotiate an alternative workload to accommodate individual, departmental, college or system needs and priorities. Alternative assignments may include but are not limited to such activities as department chair, liaison responsibility, (i.e. international, TSI, transfer, Early Warning, grants, etc.) and significant institutional work.

Teaching / Learning Support In a standard workload, to provide teaching and learning support to HCC students and faculty, the counseling faculty must provide 32 hrs per week of counseling services, including pre-enrollment counseling, educational, academic, career and ADA counseling, as well as personal counseling and crisis referrals. Effective provision of these services requires the counselor to carry out the following functions:

- Student Contact: face-to-face interaction with students, generally requiring a minimum of thirty minutes actual contact for each student; additional contact through telephone and/or online services.
- Case Management: essential services that support work with students. Includes preparation time, follow-up activities, and record-keeping that is both accurate and secure.
- Teaching: counselors may teach sections or modules of GUST 1270 or other Student Success course. Additionally, counselors are heavily involved in all aspects of the student success and retention program.

Professional Development These activities are allocated 4 hours out of a 40-hour work week and may include maintaining currency in their field through attendance at workshops, seminars, conferences and other educational/training activities that serve to enhance their skills, knowledge and/or values.

Institutional & Community Service These activities are allocated 4 hours out of a 40-hour work week and may include, but are not limited to, participation in
college and district committees, service to the department, discipline, etc. Community outreach activities are events in which the counselor represents HCC, the college, and/or the department in the community.

2. Counseling Faculty Position Description

Teaching / Learning Support

- Demonstrate knowledge and skills related to screening, interviewing, testing and test interpretation, intake and assessment, educational or career planning (equivalent to treatment planning in clinical settings), theory-based counseling (e.g., educational, career, or personal counseling) for individual and/or group counseling modalities, referral counseling, consulting, case management, and crisis counseling.

- Maintain office hours for walk-in and/or by appointment counseling services to students.

- Serve as a primary counselor or counselor liaison for students of workforce and/or academic programs; inform the students within their particular program of the name of their counselor liaison.

- Manage a caseload of students as determined by the department chair; ensure that students in his/her caseload have updated student records (e.g., program plan, milestone records, degree plan, transfer plan, graduation plan, etc.).

- Identify counselor areas of expertise so that they may serve such specialties as, (e.g., retention, ADA, transfer, financial aid, recruitment, TASP/testing, international student, health enhancement, etc.).

- Provide crisis counseling to students in crisis and ensure that appropriate standards related to crisis management are followed.

- Provide appropriate referral for students in the event that a student’s needs exceed or are outside the counselor’s training or experience.

- Maintain accurate and organized records and ensure the security and confidentiality of all records.

- Provide timely and accurate documentation of any student information or record (e.g., transcript of records, test results, crisis notes, case management notes, etc.), counselor’s monthly report, students’ complaints and grievances, and unusual occurrences that affect the counseling department.

- Serve as a counselor liaison for at least one or two area senior high schools at HISD and private senior high schools in Harris County; and cultivate a professional relationship
with the high school counselors, administrators, staff, and students in order to promote educational and career opportunities at HCC.

- Return phone calls or emails of students within 24 hours (excluding weekend or holidays) during non-peak season and within 48 hours (excluding weekend or holidays) during peak season.

- Provide training and supervision of non-counselor counseling staff (e.g., clerks, secretary, work study program students, etc.) and counseling practicum students as necessary and as directed by the Chair.

- Provide curriculum planning, and design, for many of the student success seminars and workshops.

- Instruct students in student success seminar & workshops.

- Engage in a continuous quality improvement in the areas of instruction and teaching methodologies.

- Evaluate students’ progress in accordance with stated course objectives and provide feedback to students regarding their progress in a timely manner.

- Keep accurate student records and submit related reports and forms within requested timelines.

- Review, evaluate, and recommend learning materials for students.

- Maintain professional relationships with students, staff, colleagues and the community.

- Provide access to students through posted office hours, electronic communication, and other appropriate methods.

- Use equipment and facilities responsibly and courteously.

- Demonstrate competence and interest in the use of technology in the classroom and willingness to explore cutting edge instructional strategies to improve counselor’s pedagogical repertoire.

- Utilize the Early Alert Warning System to work with faculty in assessing student needs in the classroom dealing with student aggression, academic performances, etc.

- Counselors will collaborate with students and student organizations in developing and promoting appropriate and healthy student activities (e.g. health enhancement fair, world friendship day, student leadership month, etc.) which promote student learning, student leadership, and student success.
• Collaborate with staff and administration in developing and promoting student-centered services (e.g., telephone operators, recruitment services, enrollment and registration, financial aid services, etc.) in order to help improve the quality of student services.

• Counseling Faculty, in particular DSS/ADA Counselor, will provide easy access, timely information, and disability-specific service(s) to students with special needs in accordance with ADA and 504 regulations.

Professional Development

• In consultation with the Chair, establish semester, biannual or annual objectives, which include both personal and professional growth plans.

• Maintain current knowledge of theories, practices and ethics within the counseling profession through professional development activities.

• Acquire new technologies that support both their professional development and student learning.

• Become a professional member in at least one local or national counseling professional organization (e.g., American Counseling Association, American College Counseling Association, American Psychological Association, Texas Counseling Association, Houston LPC Association, etc.).

• Counselors will be encouraged to continue professional development through secondary credentialing (i.e., certification and/or licensure).

• Actively participate in an evaluation process for self, counseling division, student services, and the college.

• Participate in opportunities that are available in technological fields and industry in order to keep abreast with the current trends in local and international workforce.

Institutional and Community Service

• Participate in scheduled institutional services activities, which include opening week events, conference days, and commencement exercises.

• Participate in college-related activities, such as registration, community education, recruitment of students, selection of faculty, student activities, and/or special programs.

• Participate in discipline committee or program meetings and activities.

• Actively participate in department, college, or system meetings and/or committees.
• Be familiar with and adhere to all policies and procedures of HCC.

• Provide services for the retention of “at risk students,” including the economically disadvantaged, the academically under prepared, the nontraditional student, the returning student, etc.

• Participate in the HCC planning process by assisting in the formulation of departmental goals and objectives, and in establishing budget priorities.

• Participate in activities required to maintain program and college accreditation standards.

• Participate in college recruitment and retention efforts as appropriate.

• Participate in business, student and community activities that foster goodwill and promote the mission of the college district.

• Assist in observing and practicing risk management, the art and practice of avoiding complaints and lawsuits. Through indicated and appropriate methodologies, counselors can have a positive influence in preventing student complaints, resolving grievances before they escalate, and contributing to a safer learning environment and an effective learning college.
II. Appendices

Appendix 1: Definitions

**Academic Advising:** Academic advising at HCC will consist of faculty advising students in regular and planned processes/activities throughout the year, within and outside of classes, during office hours or other assigned times, and agreed upon by a faculty member and his/her department chair as part of the faculty member’s workload. The advising processes/activities will assist prospective and current students in learning about educational and career opportunities within the faculty member’s field; planning course selections and other academic activities; and reviewing academic progress in completion of goals. Further, faculty advisors will be expected to be knowledgeable about the range of educational programs and services available to students at HCC so they may refer students as appropriate and in a timely manner.

**Adjunct (Part-time) Faculty:** Instructional, Counseling, and Librarian faculty teaching/working less than 50% of a full-time load (see Workload for Adjunct faculty for limitations and exceptions) or less than 20 hours a week, paid on the non-contract semester pay scale or the part-time hourly pay scale.

**Alternative Assignment:** An assignment given to an adjunct or full-time faculty member in place of standard duties of equivalent value.

**Annual Assignment:** Either the nine-month or twelve-month period of a faculty workload assignment.

**CEU:** An acronym for Continuing Education Units, a method of measuring the completion of segments in a non-credit program. One CEU usually represents 10 contact hours of participation for students. HCC awards and transcripts CEUs for all workforce-related continuing education courses. This is the internationally recognized standard for awarding CEU credits. However, in certain professions, such as, medical, fire, law enforcement, etc. professional certification and licensure requirements demand that hour for hour credit be awarded.

**Contact Hour:** The lecture and lab Contact Hours listed in the HCC catalog, next to each specific course, representing the time that students are in “contact” with instructors. Contact hours are also the basis used in Texas for state reimbursement of instructional costs to colleges.

**Credit Hour:** Sometimes called semester hour or semester credit hour, this hour represents the credit that the student receives for taking a course. It should not be confused with contact hours or equated hours.

**CE / DEL:** An acronym for School of Continuing and the Division of Extended Learning.

**CE / DEL faculty:** Faculty who are employed full- or part-time to teach non-credit or CEU classes. The hiring authority often resides within the School of Continuing Education. Faculty members may be assigned a workload with split assignments teaching credit and non-credit courses as well as hourly assignments.
**EQUATED HOUR:** The weight or value that HCC gives to the Contact Hour in determining full-time workload and part-time non-contract semester pay. (One lecture Contact Hour = 1 Equated Hour. One lab Contact Hour = .75 Equated Hours. An alternative assignment requiring 30 hours of work in a semester is equivalent to 1 Equated Hour.

**FRESHMAN (STUDENT) SUCCESS COURSES:** All first time at HCC students with less than 12 SCH of college credit must take a Student Success Course in their first semester of attendance. For students who know their major, they may choose among EDUC 1200: Careers in Education, ENGR 1201: Introduction to Engineering, HPRS 1201: Introduction to the Health Professions, or Lead 1200: Workforce Development with Critical Thinking in a specific career cluster. For students who have not declared a major or are unsure of their major, they must take GUST 1270: College and Career Planning.

**FULL-TIME FACULTY:** Instructors, counselors, and librarians paid on the full-time faculty salary scale.

**INSTITUTIONAL AND COMMUNITY SERVICE:** Activities in support of HCC, its missions, goals, and activities.

**NEGOTIATED WORKLOAD:** A workload with at least one alternative assignment and including teaching/learning support, student advising and support, institutional and community service, and professional development activities.

**OFFICE HOURS:** Office hours may be negotiated between faculty and chair as part of allowable academic advising activities for faculty. Office hours are considered part of academic advising, NOT in addition.

**OVERLOAD:** Assignment(s) for full-time faculty beyond a standard or alternative workload; any workload beyond 15 Equated Hours or beyond the teaching/learning support portion (70%) of a Full Time faculty workload.

**PAY SCALE / NON-CONTRACT SEMESTER:** A pay rate for part-time faculty based on degree and the Equated Hours worked.

**PAY SCALE / HOURLY:** A pay rate for part-time faculty based on qualifying hours of work, not on degree or Equated Hours.

**PROFESSIONAL DEVELOPMENT:** Activities to acquire new knowledge to remain current in the field, including attendance at workshops, seminars, and conferences that enhance faculty’s knowledge of content and/or pedagogical or technological skills.

**STANDARD WORKLOAD:** A workload containing teaching/learning support, student advising and support, institutional and community service, and professional development activities.

**TEACHING / LEARNING SUPPORT:** Activities supporting students including teaching, planning, evaluating, and class preparation.
Work Breaks: The college acknowledges work breaks in a faculty workday. For counselors and librarians, there are 30 minutes allowed for breaks during a regular 8-hour workday. The lunch hour or time is additional and is not included in the regular 8-hour workday. For instructional faculty, a 10-minute break (for instructors and students) is allowed for every 1 hour of class time. One of these 10-minute breaks must be at the end of class, to ensure adequate time before the next class period.

Workload: Duties required of full-time faculty during a contract period of average 40-hr. workweeks.

Work week: 40 hours per week.
Appendix 2: Alternative Assignment Approval Form with Instructions

The time and expertise of our full-time faculty is our most valuable asset. Our most important responsibility as faculty supervisors is to use that asset wisely. The purpose of the Alternative Assignment Form is to ensure that we put the time of our faculty to good use and that we document clearly the decisions that we have made.

Principles

- Classroom teaching is the priority for instructional faculty. Most of the activities of non-instructional faculty are in teaching and learning support, but many of these activities do not actually take place in a classroom.

- Tasks outside of the classroom that are considered to be teaching and learning support activities are described in the job description portions of the Faculty Workload document for each type of faculty (instructional, librarian and counselor). Tasks that are considered to be institutional/community support or professional development activities are also described in the job description portions of the Faculty Workload document.

- A significant deviation from these percentages of the standard workload on the part of any faculty member would require the approval of an alternative assignment.

- The approval of an alternative assignment does not automatically grant a department the budget to cover it, if there are budget implications. An alternative assignment might necessitate hiring someone to teach courses that might otherwise have been taught by that full-time faculty member. The process described here is merely a change in terminology when it comes to budgeting. Each department must have the funds to cover its alternative assignments (formerly called “release times.”)

An alternative assignment form should be filled out by all faculty members whose regular job description deviates from the norm as described in the Faculty Workload document. This form should be filled out and be on file in the employee’s and supervisor’s files.

Process

The department chair, the dean and the faculty member must complete the following process before an alternative assignment can be approved.

1. The chair and the dean must determine that the department has the budget to pay for the alternative assignment.

2. The chair and the dean must complete the Alternative Assignment form. The form answers the following questions:

   - What is/are the task(s) that the faculty member will perform that will cause him/her to deviate from the standard percentage of time the average faculty member spends on teaching and learning support, academic advising activities, institutional/community service or professional development?
• How do these tasks fulfill the mission of the college?
• Is the task so important as to justify deviating from the standard workload percentages?
• What is a reasonable estimate of the amount of time needed to complete the task?
• Can someone other than a full-time faculty member perform the tasks?
• How will the work be documented?
ALTERNATIVE ASSIGNMENT APPROVAL FORM

Instructor_________________________________________ HR ID.#________________________
Discipline or Department__________________________ College________________________
Semester_________________________________________ Date___________________________

Request:
Reduction from regular teaching/learning support load: ______ equated hours

Budget _______._____._____._____._____.

Attach a narrative to this request describing the following:
1. The nature of the project
2. The product(result) expected from the alternative activities
3. The relationship between the alternative assignment and the HCC Strategic Plan or Goals
   and Objectives of the department, discipline, or college.
4. A schedule of activities or timeline

Estimated number of hours required for this project this semester: ______ hours

How will the faculty member’s work on this project/activity be documented? (attach additional pages as necessary)
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

We certify that the above information is accurate and that we believe that the alternative assignment is
an efficient use of instructional resources.

_________________________________________       ______________________
Faculty member                              Date

_________________________________________       ______________________
Dept. Chair                                 Date

_________________________________________       ______________________
Dean                                       Date

_________________________________________       ______________________
President                                 Date