**2025-2026 ECH LOAD PROCEDURE**


**RATIONALE**

The purpose of the Load Procedure Committee is to establish a standard workload that is equitable and uniform for teaching Faculty, Pathway Chairs, Program Chairs, Counselors, Librarians, and Academic Achievement Center Faculty.

**LOAD COMMITTEE**

1. The Load Committee is a standing committee comprised of equal representation from the DMACC Higher Education Association and the Administration. Membership will be comprised of three members representing each area.

2. The Load Committee will meet on a regular basis with no fewer than one meeting in the Fall Semester and one meeting in the Spring Semester.

3. The Load Procedure document is the responsibility of the Load Committee. All revisions and additions must be approved by the Committee. Interpretation of the document may be referred to the Committee for case-by-case decisions. All decisions will be in writing and be disseminated to all interested parties.

4. Decisions will be final with the exception of mandatory subjects of bargaining that can take the form of recommendations to the respective teams. No decision by the Committee will be construed to pre-empt the individual rights of bargaining members to grieve contract issues or to modify management's right to assign work.


**DEFINITIONS**

1. Academic Achievement Center—Students work at their own pace with assigned Faculty support (help in a classroom).

2. Blended Practicum—For health program student work experiences for which Faculty members periodically spend a full day during the semester observing, evaluating, and providing feedback to students. The visits are not as regular as observed practicum, but are more structured than a regular internship in which the employer provides the majority of the observation for evaluation of student performance.

3. Company-Sponsored Training—Courses that are non-credit that are offered solely to individual business and are classified as 600 level courses.

4. Contact Hour—The amount of time a Faculty member provides direct classroom instruction (all modalities); one DMACC contact hour equals 55-minutes.

5. Consulting—Amount of time Faculty spends on-site, conducting research and providing opinions and direction to client.

6. Continuing and General Vocational or Recreational—Eligible or Non-Eligible

--Courses usually taught for personal enrichment at the local high schools. These do not count toward workload. These courses are generally identified with a four-character acronym and a 700-level course number.

7. Credit Course—An offering which includes assessment of student learning and assignment of student grades. These courses meet the Department of Education requirements for receiving college credit. These courses are identified with a three-character acronym.

8. Directed Study—Regular college courses offered to students, in exceptional circumstances, by means other than regular class scheduling. The courses will afford the students the same experiences, standards, and competencies equivalent to those of a regularly-scheduled class.

9. Honors Course Advising Duties—Faculty who teach Honors-specific courses (HON 100 and HON 200) shall receive one additional ECH for advising Honors students enrolled in each of these classes. The specific advising duties are outlined in the Honors Program Handbook.

10. Independent Study—Courses offered to students to explore topics that are not covered in the general curriculum, or who wish to go into greater depth with topics introduced in the classroom. Independent Study may not be used to earn credit for any courses listed in the College catalog or substitute for any required or option courses in a program.

11. Industry-Specific Training—Courses offered at DMACC and sponsored by a specific industry through ongoing yearly contracts.

12. Individualized Instruction—Students are taught on an individual basis. Teacher may or may not be present for instruction. Does not count toward workload. Faculty assigned to individualized instruction for compensation will be paid via a personnel action notice (EPAF).

13. Service to the College—Requirements to fulfill the Quality Faculty Plan (QFP) competencies as outlined and defined in QFP.

14. Internship/Unsupervised Practicum-- Students are in an employment-related setting, usually off-campus, where the Faculty is responsible for instruction but need not be present in the employment setting at all times.

15. Observed Practicum—Students are in an employment-related setting, either on or off-campus, where the Faculty is present with the students on a regular basis; limited to Early Childhood Education and Surgical Tech programs.

16. Online Course—A course taught entirely online. Students are not required to come to campus at any point during the semester.

17. Laboratory—A session in which students apply knowledge or techniques. Periodically, new material is presented by the Faculty, and Faculty preparation time is required for each session.

18. Lecture—Generally, a session that is Faculty-facilitated and in which new material is presented at each meeting.

19. Office Hours—Hours that are posted by Faculty to be available to students.

20. Preparation for Teaching—Represents the time spent preparing for students and the teaching assignment, including grading student work, course or curriculum customizing, or other duties related to the teaching assignment.

21. Seminars/Workshops/Conferences—A learning activity that is less than 12 hours in length offered to the general public. These do not count toward workload. These courses are generally identified with a four-character acronym and a 900-level course number.

22. Supervised Practicum—Students are in an employment-related setting, where the Faculty is present with the students at all times.

23. Teaching—Any structured activity that provides an opportunity for student learning.

24. Vocational-Technical Supplemental/Preparatory—Non-credit courses for which Continuing Education Units (CEUs) are granted, and are public offerings. These courses are generally identified with a four-character acronym and a 500-level course number.

25. Web-Blended Course—The course format has at least one of the course credits (15 hours) online and at least one credit (15 hours) offered in a classroom.


**GENERAL WORKLOAD GUIDELINES**

The average workload of full-time Faculty will be 40 hours per week. Saturday assignments are voluntary. The college realizes that Faculty members are members of a professional community; therefore, at peak times, this 40-hour time parameter will be exceeded, and other times, the total commitment will be fewer than 40 hours. Faculty will not be assigned load with fewer than 12 hours off-duty between workdays unless voluntary overload is agreed upon.

1. Teaching Faculty—Each Faculty member will have:

> a. 15 hours ECH load, classroom time.
>
> b. 15 hours of prep time—Some hours can be done off-campus if agreed upon by the supervisor.
>
> c. 5 posted office hours a week (minimum) are done on campus unless in a remote position.
>
> d. 75 hours per semester (average 5 hours per week), Fall and Spring, toward fulfilling the QFP competencies. Summer will be prorated based on load. Consideration of non-standard schedules will be discussed and agreed upon with the supervisor. Faculty members and Executive Academic Dean will agree on what constitutes Service to the College, as defined in the QFP documentation.
>
> e. Faculty who teach extended schedules (day and evening classes) may be exempt from the 5-day-per-week requirement if a Faculty member is on a 4-day work week because of teaching both day and evening classes. Documentation (P-38/Alternative Work Schedule) must be on file with Human resources, and be signed by the Faculty member and executive Academic Dean.

2. Academic Achievement Center Faculty—Faculty assigned to the Academic Achievement Centers teach in predominately open lab settings. Load will be as follows:

Open Lab Contact—32 hours;

Preparation for Teaching—4 hours;

Service to the College—4 hours, for a Total of 40 hours

3. Librarians—The normal work week of a 36-hour teaching (library duties) responsibility will be standard for librarians. It is assumed for librarians that preparation for teaching (library duties) will be taken within the normal workload since their responsibilities are not instructionally- scheduled. Time not spent with students will be counted as preparation time. 36 hours of teaching responsibility, 3 hours of preparation, and 1 hour of service to the college will constitute a normal work week.

Contact Hours—36;

Preparation Time—3 hours;

Service to the College—1 hour;

Total of 40 hours

Counselors—The average workload for full-time counselors (counseling and classroom teaching) will be 40 hours per week.

1. Counselors may teach 2 ECH (SDV108 only) in the classroom in the Fall and Spring Terms (1 ECH in the Summer)
2. When not teaching, counselors will expand to 36 contact hours and 4 hours of prep time.
   a.  4 hours prep time (1 hour may be taken on or off campus and documented for master calendar.)
3. Overload Considerations
   a.  Overload work must be done outside of the standard 40-hour work schedule.
4. Teaching courses other than SDV108 must go through the credentialing approval process and be approved by the Executive Academic Dean.
5. During the interims between terms, the counseling portion of load for counselors will expand to 36 contact hours and 4 preparation hours.
6. Counseling—(12—28 hours):
   a.  25 contact hours (counseling, assisting the Judicial Officer, assisting with new student orientation activities)
   b.  3 preparation hours (time not spent with students will count toward preparation for this half of the workload)

**LOAD**

Teaching Faculty loads will be calculated using a weighted factor system. Using ECHs (Equivalent Credit Hours) the following factors are to be multiplied by weekly contact hours to achieve an equivalent ECH toward load:

Load Factors (Teaching Faculty)

Lecture                    1.0 Load              Lab                          1.0 Load

| | | | |
|---|---|---|---|
| Open Lab | .5 Load | Supervised Practicum | 1.0 Load |
| Consulting | .5 Load | ESL (non-credit) | .5 Load |
| Acad Achv Ctr | .5 Load | Internships | .2 per student |
| Observed Practicum | .4 Load | Blended Practicum (Health) | .25 per student |

15-16 ECHs=Load per semester

<u>Full-Time Loads</u>

1. 9-Month and 12-Month—

   Fall and Spring Terms=15-16 ECHs

   Summer Term=10-11 ECHs

   Fall and Spring Terms—15 ECHs is a full workload; anything over 16 ECHs is an overload, with the overload calculated from 15 ECHs*

   Summer—10 ECHs is a full workload; anything over 11 ECHs is an overload, with the overload calculated from 10 ECHs.

   *For counselors, up to 25% of their load could be classroom teaching. Counselors will be eligible for overload when their load exceeds 16 ECHs. The amount of overload will be calculated from 15.5 ECHs.

2. Librarians—

   Some librarians teach classes in addition to their regular assignments.

   Fall and Spring Terms=16 ECHs

   Summer Term=11 ECHs

   16 ECHs is a full workload; anything over 16 ECHs is an overload, with overload calculated from 16 ECHs.

3. Counselors—

   May be assigned up to 2 ECHs of classroom teaching in the Fall and Spring Terms, and up to 1 ECH of classroom teaching in the Summer Term (in periods of need, the ECH teaching load may be exceeded). Any classroom teaching assignments above these limits will be counted as overload, with overload calculated from 15.5 ECHs in Fall and Spring Semesters and 10.5 ECHs in Summer Semester.

<u>Load Averaging</u>

Fall to Spring Terms may be averaged to achieve 15-16 ECHs per term by mutual agreement between Faculty and administration. A Faculty member may load average once per contract year. Only 12-month Faculty may load average from Spring to Summer Term. If a Faculty member chooses to average load,

documentation must be on file in the office of the Executive Academic Dean, the Scheduling office, and Human Resources.

Load averaging should not be confused with Faculty Sabbatical Leave policy. A Faculty member who intends to accumulate sufficient ECHs to take a leave of absence for a term should follow procedures outlined in the Faculty Sabbatical Leave procedure, number HR3745.

<u>Adjunct Faculty</u>

Adjunct Faculty may teach more than 8 ECHs in either Fall or Spring Term, and up to 8 ECHs in the remaining term in any academic year. Summer assignments are not subject to these limitations.

**OVERLOADS**

Faculty workload will be calculated separately over 3 consecutive terms. Faculty with traditional calendars can only be assigned to classes beginning and ending during the traditional academic term. All classes will be assigned to the term in which they begin. Terms will be:

Fall Term: First professional day of Fall Term to December 31

Spring Term: January 1st to last professional day of Spring Term

Summer Term: First day after last professional day in Spring Term to last days before first professional day of Fall Term

Non-credit 500-600 courses may be used to reach load for a full-time Faculty member, but shall NOT earn ECH credit if the Faculty load is above 16 ECHs. Non-credit 500-600 courses cannot by used to earn ECH load for an adjunct Faculty member.

1. Load, including overload, is not to exceed Iowa State Code. Overload will be assigned on an individual basis at the Executive Academic Dean's discretion, per the right of assignment. Documentation will be kept in the Executive Academic Dean's office.

2. Overloads will be paid for ECHs with the highest rate of pay. Overload may be paid at more than one rate if the overload is split between two or more courses.

3. Note that overload for non-teaching Faculty will be calculated on the higher full-time base appropriate for the individual's normal assignment.

4. In some disciplines, prep may be needed on campus. Work with the Executive Academic Dean.

**PAY/TIME FOR OTHER DUTIES**

Drama          Drama will receive 4 ECHs of Release Time per production toward workload, or extra duty pay, per the bargaining agreement.

Music          Pay per lesson, per Board-approved rate.

Team Teaching   Defined as both Faculty present at all classes, sharing in grading and preparation. Both Faculty members will receive full workload at the Executive Academic Dean's discretion.

Preps           The Executive Academic Dean has discretion to assign Release Time when a Faculty member has 5 or more preps for credit courses.

Vocational      Advisors of vocational clubs may list those duties as institutional, ie. club-building activities in lieu of committee and commission memberships.

Other Duties    Faculty assigned extra duties may receive Release Time at the Executive Academic Dean's discretion with appropriate documentation, including a written plan and an identifiable product. Other duties will be evaluated each term.

PTK             Faculty who serve as PTK campus advisors may, in cooperation with their Executive Academic Dean, receive up to 3 ECHs of Release Time for duties associated with PTK.

CTSOs           CTSO Lead Faculty will be paid by stipend $1,000.00 per semester ($3,000.00 per academic year), funded by Perkins.

**RELEASE TIME**

1.  Release Time may be granted at the rate of 1 ECH equal to 2 clock hours per week of Release Time.
2.  Full release (all 15 ECH) 1 ECH is equal to 2.5 clock hours per week of release time. Office Hours are not required.
3.  All Release Time must be approved by the appropriate administrator and the Vice President of Academic Affairs.
4.  Minimum Teaching Load—Assignments which result in a teaching load of fewer than 8 ECHs for Fall or Spring Term (and 5 ECHs for Summer Term) for Faculty who receive a full contract extension or have a 12-month contract, require the approval of the Vice President of Academic Affairs.

**PATHWAY CHAIRS**

Pathway Chairs are on special assignment, per their job description and the most-current (by date) version of the Pathway Chair Memorandum of Understanding that is kept in HR. Pathway Chairs are loaded with a total of 18 ECHs of Release Time (15 ECHs teaching load and 3 ECHs overload) and the opportunity to teach additional overload, in compliance with Iowa State Code 281-21.62.

**PROGRAM CHAIRS**

The following guidelines for assignment of Release Time are recommendations, considering all factors are equal. The recommended Release Time is dependent on many factors. Therefore, Release Time granted in one discipline may not equal that granted in another. Faculty may be assigned Program Chair responsibilities.

Factors considered for Release Time for Program Chairs include:

1. The number of full-time Faculty in a program or discipline

2. The number of adjunct Faculty hired and scheduled each term

3. The number of courses offered within that discipline

4. Laboratory maintenance and scheduling, and equipment purchases and replacements

Other factors are considered each term, including special circumstances, such as preparation for an accreditation visit, development of new curriculum, development of Canvas Community sites, etc. The Executive Academic Deans will work with the Vice President of Academic Affairs to ensure that a fair and transparent process is used to assign Release Time. All decisions will be communicated to Program Chairs and Pathway Chairs with the understanding that the special circumstances may dictate changes in Release Time awarded.

**PROGRAM CHAIR EXPECTATIONS**

Program Chairs will be recommended by Executive Academic Deans. Each district-wide discipline or Program Chair will direct and report district activities through their supervising Executive Academic Dean.

Program Chairs will meet with the appropriate Executive Academic Dean to identify which of the listed responsibilities will be assumed, as well as other duties that may not appear on the general responsibilities list. The Program Chair will be accountable for those stated responsibilities, and the Executive Academic Dean will provide support for completion of those responsibilities.

Responsibilities will vary depending upon the discipline and the location. This is meant to be a general list, and by no means inclusive of all Program Chair duties.

1. Assist Executive Academic Deans in coordination of class schedules with other departments and campuses.

2. Maintain and update course program competencies.

3. Coordinate textbook selection committee, district-wide.

4. Coordinate assessment and evaluation activities for discipline or program.

5. Provide information regarding hiring of adjunct Faculty.

6. Coordinate flow of information between Executive Academic Deans and Faculty, and with Vice President of Academic Affairs.

7. Promote positive image; serve in a leadership role with issues regarding the program level.

8. In cooperation with Executive Academic Deans and the Distance Learning department, develop online teaching schedules, and recommend Faculty to sections.

9. In cooperation with Career Advantage, work with high schools and teacher who teach
      DMACC courses. Visit high schools and, if necessary, coordinate other Faculty to consult
with      high school teachers and principals.

10. Assist in marketing the program and recruiting students.

11. Assist in curriculum development and submission to the Curriculum Committee.

12. Recommend Faculty work assignments.

13. Orient new full-time and adjunct Faculty, and staff.

14. Participate with Executive Academic Dean in budget preparation, recommend
      expenditures, and program purchases.

15. Assist with articulation activities (up, down, horizontal).

16. Act to resolve problems between students and Faculty in the assigned
      discipline(s)/department(s).

17. Participate in the development and implementation of goals, procedures, and long-range
plans within the discipline(s)/department(s).

18. Participate in coordination of external evaluations and accreditation activities.

19. Identify and articulate to Administration the needs of the discipline(s)/department(s).

20. Recommend staff and professional development activities for discipline(s)/department(s).

21. Implement and problem solve program technology

22. Serve as a resource to new full-time and adjunct Faculty.

23. Assist DMACC Non-Credit with course development and staffing, when necessary.

24. Assist in submitting proposals for grants and contracts.

25. Provide leadership to other Faculty members in regard to teaching methodologies; foster
effective teaching.

26. Maintain inventory.

27. Coordinate and chair DMACC Advisory Committee for the discipline(s)/department(s).