

## **10-Month Faculty PPE Guidelines**

**Responsible Units:** President's Office  
Academics, Vice President's Office  
Human Resources, Associate Vice President's Office

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The PPE provides a faculty member and his or her Assistant Dean/Director an opportunity to engage in thoughtful professional planning for the faculty member's upcoming academic year and an opportunity to evaluate the effectiveness of his or her professional activities during that year. The planning phase and the evaluation phase of the PPE are equally important, and the information below is a BCTC complement to KCTCS guidelines for completing the PPR during both of these phases.

The PPE serves to account for professional distribution of effort and to provide feedback on the quality of this distribution of effort. After adding the areas of position responsibilities, internal service, external service, professional development and leadership, the total on the PPE must equal 100% and must fall within the framework of KCTCS policy. While overloads, if applicable, should not be reflected on the PPE, the faculty member and his or her Assistant Dean/Director will attempt to plan for any overloads, and the Assistant Dean/Director will evaluate the impact of the overload upon the faculty member's position responsibilities.

The faculty member and his or her Assistant Dean/Director are encouraged to take seriously the percentages within the PPE because documentation of effort comparable to the assigned percentages is required in Section III of the PPE.

The faculty member does not have to record activity each semester, as long as the total percentage is fulfilled during the assignment period, which is August 1 to May 31 for 10-month faculty. In some cases, it may be difficult to determine the specific activities for internal service, external service, professional development, and leadership at the beginning of the academic year. In these instances, an estimate should be given with the activity approved by the Assistant Dean/Director prior to taking place.

Since the evaluation phase of the PPE is completed before the end of the faculty member's assignment period, all planned activities should be listed within the current year's PPE, and all unexpected activities should be listed within the next year's PPE.

The Performance Planning and Evaluation Form is a contract between the faculty member and the college and divides faculty responsibilities into five sections:

1. Position Responsibilities (Instruction, Preparation, Grading, and Advising)
2. Internal Service – Institutional Service
3. External Service – Community Service
4. Professional Development
5. Leadership (approved activities)

**NOTE:** *Upon recommendation of his or her Assistant Dean/Director and approval by the Academics Leadership Team, the assignment period of a faculty member's PPE may deviate from the August 1 to May 31 norm.*

## **Section I: Position Responsibilities**

In accordance with KCTCS Administrative Procedure 2.11 and based on the annual planning document agreement, job descriptions, job specifications, and/or other assigned duties.

*Examples include academic instruction, class preparation, and grading; curriculum development/revision; classroom/laboratory maintenance; revision of course syllabi, outlines, and other instructional materials; development of clinical affiliations; preparation of self-study reports; development of new teaching and delivery methodologies; recruitment, retention, and enrollment management activities; and academic advising, registration, orientation, and testing activities.*

- The normal teaching load for full-time faculty members is considered to be fifteen (15) credit hours per semester or equivalent for the academic year, fall and spring semesters. The maximum number of contact hours per week for full-time teaching faculty shall not exceed twenty-five (25).
- The percentage of effort for the full-time 10-month primary assignment generally ranges between 85% and 95%.
- This percentage reflects the extent to which the faculty member's professional activities are focused on the successful completion of the primary assignment and is determined through dialogue between the faculty member and his or her Assistant Dean/Director.
- For instructional faculty, advising typically is 16% of the 85%-95% position responsibilities and includes the following:
  - provision for assigned advising during priority registration in spring and fall;
  - participation in late registration in August and January (10 hours per semester);
  - participation in Summer I late registration and/or Advising Center-sponsored events such as Stop By Get Started and First-Year Orientation (4 hours); and
  - provision for office hours (5 in-person office hours per week per 16-week semester).
- A reassignment for other duties is based upon the metric of 1% of effort being essentially equal to 14 hours (in that 100% of the academic year equals 1,368.75 hours).

***Within the following internal service, external service and professional development sections of the PPE, the percentage of effort for a 10-month faculty member generally ranges from 5% to 15%.***

## **Section II: Internal Service**

Includes activities related to a faculty member's role at college; these activities are not part of routine job responsibilities and may or may not occur during regular work hours.

*Examples include committee involvement, workshop facilitation, continuing education, development of new program proposals, activities related to program accreditation or program licensure requirements, recruitment and marketing, grant proposal preparation, and mentoring of new faculty (KCTCS).*

One percent of effort is quantified as being essentially equal to 14 hours (in that 100% of the academic year equals 1,368.75 hours).

- Within the internal service section of the PPE, the percentage of effort is typically 2%- 5%. The actual percentage is determined through dialogue between the faculty member and his or her Assistant Dean/Director.

### **Section III: External Service**

Includes activities related to a faculty member's role at college; these activities are not part of routine job responsibilities and may or may not occur during regular work hours.

*Examples include serving on community boards, foundations, committees, and commission; facilitating workshops; teaching continuing education or customized industry courses; leading forums and community meetings; delivering lectures or seminars; providing professional assistance; arranging fine arts events, cultural events, and recreational events; and working with K-12 schools (KCTCS). Operation Read is a BCTC example of external service.*

- One percent of effort is quantified as being essentially equal to 14 hours (in that 100% of the academic year equals 1,368.75 hours).
- Within the external service section of the PPE, the percentage of effort is typically 1%- 5%. The actual percentage is determined through dialogue between the faculty member and his or her Assistant Dean/Director.

### **Section IV: Professional Development**

Includes any credit/non-credit learning activity related to job role, e.g., conferences, seminars, or classes; these activities advance a faculty member's job expertise, knowledge, or skill as well as membership and/or participation in a professional organization.

*Examples include coursework or degree completion, staff exchange, seminars, workshops, and participation in professional organizations (KCTCS).*

- A three-credit class generally equals 3-5%.
- One percent of effort is quantified as being essentially equal to 14 hours (in that 100% of the academic year equals 1,368.75 hours).
- Within the professional development section of the PPE, the percentage of effort is typically 2%-7%. The actual percentage is determined through dialogue between the faculty member and his or her Assistant Dean/Director.

### **Section V: Leadership**

Leadership is defined as “serving in a defined college or KCTCS role or a related professional role that has a leadership component or on a major college or KCTCS committee assignment.”

*Examples include program coordinator, division chair/assistant dean, manager, program director, committee chair or similar role, leadership in professional organizations, academic administration, sponsorship of student groups, and serving as an institutional representative (district level, KCTCS committees, Faculty Senate, regional level, state level, or national level) (KCTCS). E-mentors, course leaders, and membership on the QEP Steering Committee are BCTC examples of leadership.*

- Within the leadership section of the PPE, the percentage of effort for a 10-month faculty member generally ranges between 0% and 5%. This percentage is typically 0% unless the faculty member is serving in a recognized leadership capacity. The actual percentage is determined through dialogue between the faculty member and his or her Assistant Dean/Director.
- This percentage reflects the extent to which the faculty member's professional activities are focused on the successful completion of leadership activities; this percentage is not tied directly to the number of hours a faculty member spends in providing leadership.