Adventist University of Central Africa

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AUCA ACADEMIC WORKLOAD POLICY

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AUCA ACADEMIC WORKLOAD POLICY 2021-2027

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Message from AUCA Academic Affairs

AUCA academic teaching load is key for the success of all university operations. This policy highlights the working process of academic staff. It shows the teaching load, research hours, project supervision hours, as well as internship visits that pertain to one academic year. Normally, AUCA teaches in form of semesters. Our academic year has 2 normal semesters where semester one starts in September runs to December, followed by marking and preparation of second semester which runs from February to May and Summer mini semester which runs from June to Mid-August. For these arrangements a lecturer is supposed to work for 18 credits per semester and 9 credit for summer the same as for a student in the semester mode of teaching and learning equivalent to more than 1,200 hours per year as requested by HEC National Qualification Framework.

Dr. Théogène Niyonzima

Deputy Vice Chancellor for Academics

Philosophy

The Adventist University of Central Africa operates on the basis of the Seventh-day Adventist worldview, which holds that God is the Creator and Sustainer of the universe and the source of true knowledge. The entrance of sin caused man's alienation from God, therefore the restoration of the relation between man and God is the main aim of the Christian Education that leads students to discover and understand the truth through critical thinking.

Mission

The mission of the Adventist University of Central Africa (AUCA) is to provide Christ-centered wholistic quality education to prepare for service in this world, and in the life to come.
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Vision

The vision of the Adventist University of Central Africa (AUCA) is to become an international center of academic learning with global impact.

Beliefs and Values

AUCA is a Seventh-day Adventist institution of higher learning that nurtures the mental, spiritual, social and physical capacities of its personnel and students. The values of the University are rooted in the Bible and should be seen in the daily activities of the university administrators, workers, and students.

Through a process of discernment based on dialogue, critical thinking, and reflection, university designates the following as core beliefs and values of AUCA:

__*Love*__*:* Informed by the example of Jesus Christ, and by the fundamental beliefs of the Seventh-day Adventist Church AUCA demonstrates a spirit of unity and connectedness with one another through expression, courtesy, hospitality, shared values and loving communication regardless ethnicity, gender, or other considerations. AUCA extends this value of community by reaching out to neighbors and to members of the larger civil and ecclesial communities.

__*Faith*__*:* AUCA is a faith-based institution of higher learning. The faith nurtured in the institution is rooted in the teachings of Jesus Christ and in the 28 beliefs of the Seventh-day Adventist Church. While other religious traditions and individual beliefs of our personnel and students are respected, the university administration and faculties are expected to integrate a biblical, Seventh-day Adventist faith into learning activities of the students.

__*Integrity*__*:* Concerned for the good of the community in this life and the life to come is the University goal as it commits itself to honesty in all relations with students, faculty, staff and

administration. Through the University integrity, workers and students earn and maintain the trust of the surrounding community, public, and governmental agencies.

Respect: AUCA values and respects the contribution of each member of the university community to the advancement of the mission of AUCA. AUCA encourages and supports each other as colleagues working together for the good of the whole institution.

Compassion & Care*:* Inspired by the example of Jesus Christ AUCA opens its workers and students' hearts to those in physical, spiritual and mental need. AUCA consciously reaches out beyond its boundaries to serve others in need with compassion and mercy.

Fairness and Justice*:* recognizing the dignity of all persons (students, staff, teachers and administrators) AUCA seeks to avoid any acts of injustice toward each other and addresses instances of injustice both within and outside of the university community from a stance of informed advocacy. AUCA holds each other accountable and endeavors to practice responsible stewardship of the resources available to us.

Excellence: As a faith-based institution of higher learning, AUCA seeks to combine faith with reason in the pursuit of academic excellence. AUCA Senate and Administration call all members of the university community to excel as individuals and as professionals within their specific roles.

Motto
"Education for Eternity"

AUCA goals
As an Adventist University, its principal goals are as follows:

- To promote the development of the mental, spiritual capacities and social strengths of an individual until his highest potential is reached;

- Based on biblical principles the university seeks to help students become useful members of the society not only endowed with intellectual skills, but well-developed character. The university focuses its goals and its objectives on the principles of the Bible;

- To inculcate into the students the desire for a life style based on a balanced natural food, principles of hygiene and physical exercises; and

- To help students become useful members of the community endowed not only with intellectual skills, but also with the most well-balanced character of a good citizen of this world and the world to come.

AUCA Accreditation

The university operates under the charter from the Ministry of Education of the Government of Rwanda, through Higher Education Council (HEC) and as such it is empowered to offer its programmes and confer appropriate degrees. The institution has reciprocal arrangements to recognize its degrees and diplomas from other accredited universities both within the country and elsewhere. Denominationally, the university holds accreditation from Adventist Accrediting Association (AAA) of the Seventh-day Adventist Schools, Colleges, and Universities worldwide.

Introduction

An academic workload policy for higher learning institutions sets guidelines and expectations for the teaching, research, and service responsibilities of faculty and academic staff. These policies are essential for maintaining transparency, ensuring faculty members have a reasonable workload, and promoting the institution's mission and goals.

As the University changes to meet new challenges including increasing enrollments and expanding ambitions in research, workload policies also must change to reflect the differing demands placed on faculty time and talent. This policy sets forth guidelines for academic staff workload policies for the Adventist University of Central Africa.

Academic workload in higher learning institutions typically consists of various components that define the responsibilities and expectations of faculty members and academic staff. The specific elements may vary from one institution to another, but the following are common components of academic workload at AUCA:

Teaching:

This component encompasses classroom instruction, course preparation, and student engagement. Which include:

a) Number of courses taught per semester or per academic year.

b) Contact hours (lectures, labs, tutorials, etc.) associated with each course.

c) Grading, assessment, and feedback to students.

d) Advising and mentoring students, including thesis or project supervision.

e) Development of new courses or curriculum improvements.

Research:

Research activities involve the pursuit of new knowledge, scholarly inquiry, and contributions to one's field. This includes:

a) Conducting research projects and experiments.

b) Publishing research findings in peer-reviewed journals, books, or conference proceedings.

c) Securing research grants and funding.

d) Collaborating with colleagues on research initiatives.

e) Attendance and presentations at academic conferences.

f) Involvement in research centers or institutes.

Service:

Service responsibilities focus on contributions to the institution, the academic community, and the broader society. This includes:

a) Participation in departmental and university committees.

b) Involvement in faculty governance and decision-making.

c) Service to professional associations and organizations.

d) Engagement with the local community through outreach and partnership activities.

e) Providing expertise and consulting to external organizations.

Professional Development:

Professional development activities help faculty and staff stay current in their fields and enhance their teaching and research abilities. This includes:

a) Attending conferences, workshops, and seminars.

b) Pursuing additional degrees or certifications.

c) Collaborative research opportunities and sabbaticals.

d) Engagement in continuing education.

Administrative Duties:

Some faculty members may have administrative responsibilities that are part of their workload, such as serving as department chairs, program directors, or deans. These roles often come with additional responsibilities and time commitments.

Mentorship and Advising

Supporting the academic and professional development of students through mentorship, advising, and career guidance can be considered part of the workload.

Community Engagement

Involvement in community outreach, public service, and partnerships with local organizations are part of the academic workload, particularly if it aligns with the institution's mission.

Interdisciplinary Activities

Collaborative interdisciplinary research or teaching initiatives may require faculty to allocate time and effort across multiple departments or programs.

Special Projects

Undertaking special projects, such as curriculum development, accreditation processes, or strategic planning, may be included in the workload, especially for faculty members in leadership roles.

The following are other elements to take into account when preparing the lecturer's workload.

- **Contact teaching time per module/course** is counted and refers to the time spent by an academic staff in actual interaction with students providing direct instruction of whatever kind.

- **Preparation time per module is counted as part of teaching**. It is proportional to contact teaching time and calculated per hour of contact teaching time. Preparation time may vary per

module/course, but within approved AUCA ranges. Norms for preparation time within university approved ranges are set by AUCA.

- **The number of students taking a module** is counted to determine a value for the time spent by an academic staff for assessment (marking tests, examinations, assignments, invigilation etc), consultation and administration1 time per student. This per student value may vary per module but within approved AUCA ranges. Norms for assessment, consultation and administration time per student within AUCA-agreed ranges.

- **Supervision time per student** is counted as part of teaching time. Postgraduate research supervision is regarded as research teaching and refers to supervision of research projects, theses and dissertations. Supervision time for each academic staff is determined according to approved supervision norms, which include time for contact sessions; reading and assessing a student's written submissions; writing reports and related administration per student as well as supervision of dissertation and thesis.

- According to the resolutions of the meeting between the national higher Education council with Higher Learning Institutions held on 25th-27th February 2013 at Musanze, an academic staff member should teach a minimum of 1,980 hours per year. Those hours are subdivided in different categories: Teaching hours including contact hours, preparation, marking, examination setting, invigilation and student support (1200 hours); Research (400 hours); consultancy and community services (200 hours) other duties during office hours (180 hours) (HEC 2013, p.1).

- The notes of guidance for module description form gives more precisions on how those hours should be calculated (HEC, 2007, p.3). For example, it precises that for every hour of lecture (contact hour) a teacher should be allowed two hours of preparation (because a teacher must prepare what he is going to teach in class, he prepares the structured activities, he organizes the material to hand out to students, he puts on the web documents to read, he sets the assignments, he marks those assignments, etc).

- In addition, the notes of guidance for module description form gives more precisions on how to plan the staff workload when the teaching-learning activities requires seminar or practical. In such case, one contact hour may require several hours of preparation for the academic staff. For example, one hour of a seminar or practical for a student may generate five hours for the academic staff (HEC, 2007, p.3).

The academic staff workload according to AUCA

- AUCA follows a credit system based on semester hour. Each semester credit generates 15 hours per credit. Each regular teacher is supposed to teach the minimum of 18 credits per semester and 9 credits per summer semester. In all. every regular teacher teaches 45 credits per year. During the exams each academic staff should invigilate at least 12 times (each time is three hours).

- **Comparison between AUCA system and HEC requirements**

Dimensions	HEC requirements	AUCA Regulations
Teaching-learning	1200 hours	1440 hours
Research	400 hours	400 hours
Consultancy and community services	200 hours	200 hours
Other duties during office hours	180 hours	180 hours
Total Hours Per Year	**1980 hours**	**2,220 Hours**

Framework guidelines

✓ This teaching workload framework is based on a 44-week academic year, which is equivalent to *1980 hours (9 hours/day = 45 hours working week).*

✓ The framework builds on the proposed proportions allocated to Research, Teaching, Community Engagement and Academic Administration, depending on the academic rank, as shown in Table 1. The actual time, of the proportions, is with respect to a 1980 hours' academic year. The teaching time is on the basis of a full teaching load. The research time includes academic staff research activity-based degrees it may sometimes not be easy to separate time between supervision and that for doing own research, one could be doing own research while working with students in the laboratory- it needs to be discussed to come to a consensus] self-study and development time.

Table 1: *Proposed proportions for the different academic ranks and Leadership positions*

Academic Rank	Research Proportion Time (hrs)	Teaching Proportion Time (hrs)	Academic Administration proportion Time (hrs)	Community Engagement Proportion Time (hrs)	Total
Assistant Lecturer	35% (693)	55% (1089)	5% (99)	5% (99)	100 (1980)
Lecturer Senior Lecturer	40% (792)	50% (990)	5% (99)	5% (99)	1O0% (1980)
Associate Professor & Professor	50% (990)	40% (792)	5% (99)	5% (99)	100% (1980)

Table 2: Proposed proportions for the Academic staff holding Leadership Position

Leadership Position	Research Proportion Time (hrs)	Teaching Proportion Time (hrs)	Academic Administration Proportion Time (hrs)	Community Engagement Proportion Time (hours)	Total
Dean	25% (495)	25% (495)	40% (792)	10% (198)	100% (1980)
Head of Department	30% (594)	35% (693)	25% (495)	10% (198)	100% (1980)
Directors (Research, Dean of students, Coordinator of Graduate studies, Quality Assurance)	30% (594)	30% (594)	30% (594)	10% (198)	100% (1980)

1.1. While it is acknowledged that diverse activities constitute teaching, the five main and large drivers taken to constitute teaching time in this framework and that are applicable across AUCA are:

- Contact teaching time per module/Course
- Preparation time per module/Course
- Assessment, consultation, administration tasks

- Supervision per student
- Invigilation

1.2. The first two drivers above account for a "per module" factor and the remaining account for a "per student" factor in any individual academic's teaching workload.

1.3. Teaching and preparation times will depend on the credit weighting of the module and the level of complexity (Undergraduate vs Postgraduate)

1.4. The assessment time will depend on the number of students and level as well as type of course (e.g. some modules/Courses require assessment of practical e.g. IT Faculty).

1.5. The fourth main driver of teaching time is supervision. Research supervision is regarded as research teaching and counted within the category of teaching time. Each academic at senior lecturer level and above is expected to supervise the students as per the approved AUCA research norm. The ratio of supervision time to the other categories of teaching time may therefore vary according to different academic rankings of accademic staff.

1.6. The filth activity is the invigilation.

2. CALCULATION OF CONTACT TEACHING HOURS

Calculating contact teaching hours in a higher learning institution is important for various purposes, including workload allocation, scheduling, and compliance with accreditation requirements. Contact teaching hours represent the time spent by faculty members in direct instructional activities with students. It's essential to have a standardized method for calculating contact teaching hours to ensure fairness in workload allocation, support faculty scheduling, and maintain transparency in academic operations. The Calculation of teaching hours

is based on the following:

1. Define the Components of Contact Teaching Hours :

Contact teaching hours typically include several components :

Lecture Hours: The time spent delivering lectures to students.

Laboratory Hours: The time spent in laboratory sessions or practical classes.

Tutorial Hours : The time allocated for small-group discussions, problem-solving sessions, or tutorials.

Seminar Hours : The time dedicated to seminars, workshops, or interactive sessions.

Fieldwork Hours: The time spent in the field, conducting research, or engaging in practical activities.

2. Determine the Total Instructional Weeks:

Identify the number of instructional weeks in a semester or academic term. This is the period during which classes are held, excluding breaks and holidays. For example, if your academic term is 15 weeks long, use this as the denominator in your calculations.

3. Calculate Lecture Hours:

For lecture-based courses, calculate the total number of lecture hours per week for each course. Multiply this by the number of weeks in the term. For example:

Course A: 3 hours of lecture per week x 15 weeks = 45 contact teaching hours for Course A.

4. Calculate Laboratory Hours:

For courses with lab components, calculate the total number of lab hours per week and multiply it by the number of weeks. For example:

Course B: 2 hours of lab per week x 15 weeks = 30 contact teaching hours for Course B.

5. Calculate Tutorial, Seminar, and Fieldwork Hours:

Repeat the process for courses with tutorial, seminar, or fieldwork components, if applicable. For example:

Course C: 1 hour of tutorial per week x 15 weeks = 15 contact teaching hours for Course C.

Course D: 2 hours of seminar per week x 15 weeks = 30 contact teaching hours for Course D.

Course E: 4 hours of fieldwork per week x 15 weeks = 60 contact teaching hours for Course E.

6. Calculate Total Contact Teaching Hours:

Sum the contact teaching hours for all courses offered by a faculty member in a given semester or term. This will give you the total contact teaching hours for that faculty member during that period.

7. Adjust for Non-Teaching Duties:

Some faculty members may have non-teaching responsibilities, such as research, service, or administrative duties. These hours should be subtracted from their total workload to determine their contact teaching hours.

8. Consider Weighted Hours:

In some institutions, certain teaching activities (e.g., laboratory or tutorial sessions) may be weighted differently from lectures. See AUCA policies for the aforementioned calculation.

9. Review Institutional Policies:

To ensure that the calculations align with AUCA's policies and accreditation requirements, there is a need to review this policy regularly.

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3.1 Allocation of study and teaching hours

According to Rwanda Qualification Framework (RQFW) and other guidelines for modules' descriptions, the total hours allocated to each module are distributed according to the following items. The distribution depends on the modules and the expected learning outcomes.

♯	Specific activity	AUCA--1 Credits	AUCA-2 Credits	AUCA 3Credits	AUCA--4 Credits	AUCA--Lecture hours
		Student hours	Student hours	Student hours	Student hours	3 Credits
1	Lectures & Practical classes	13	26	39	52	90
2	Seminar /workshops	1	2	3	4	3
3	Laboratory & peer teaching	3	8	12	25	10
4	Structured exercises	7	14	20	45	14
5	Set of readings	7	14	20	10	7
6	Self-directed study	6	10	15	16	4
7	Online forum discussions	6	12	20	20	10
8	Revision	1	2	3	4	1
9	Examination	1	2	3	4	15
	S/Total 1 (items 1,2 &9)	15	30	45	60	
	S/Total 2 (items 3 to 8)	30	60	90	120	
	Total student hours	45	90	135	180	
			AUCA	AUCA	AUCA	

3.2 NEW MODEL FOR CALCULATION

Module Hours (Y)	Contact hours		Total Lecturer Hours
	Lecture hours	Hours allocated to students (S)	Hours
Y	Y*30%	0.4*S	(Y*30%)+(0.4*S)

2.3 PROCEDURES

(i) **Y*30%** (For example for a module of 100 hours, we take **100*30%=30 hours**

(ii) For a standard class (UNESCO approach) of 50 students:

{(50 hours-30 hours)}/50=(20hours)/50=0.4hours

Example 1: A module of 10 credits and 50 students

Contact hours= (100 hours*30%)+0.4hour*50 students= (30+20) hours=50 hours

Example 2: A module of 10 credits and 70 students

Contact hours= (100 hours*30%)+0.4hour*70 students= (30+28) hours=58 hours

Example 3: A module of 10 credits and 25 students

Contact hours= (100 hours*30%)+0.4hour*25 students= (30+10) hours=40 hours

APPENDIX 1: Component activities indicators

For workload purpose at AUCA the following while not exhaustive will be indicators of:

a) Teaching activities:

- Delivery of award, during the day, evening and   weekends
- Assessment/evaluation of students' work- including assignments, continuous assessments, examinations, moderations including invigilation, etc.
- Student's academic advising, face-to-face, online, distance learning, etc.
- Tutoring
- Supervision of internships/field work/lab sessions, supervision of dissertations, etc.
- Staff development related to teaching related duties
- Coordination of modules, subjects in a department
- Writing course/modules or development of teaching materials and learning resources both online and print, audio/video for both award and non-award short programs,
- Supervision of postgraduate research theses etc.

b) Research Activities:

- Engagement and publication of research projects,
- Writing refereed articles, books, book chapters and other publications,
- Study for higher research degrees or programmes to obtain and maintain requisite qualifications (i.e. Masters, PhD, PGD, etc)

- Presentation of scholarly papers in refereed conferences, workshops, seminars etc.

- Journal editing, book exhibitions, directing art performances, plays, etc.

- Refereeing, examination and review of grant proposals, journal, articles, dissertations and theses etc.

- Professional development for research

- Mentoring of junior researchers and academics

- Preparation and submission of research and teaching development proposals etc.

c) **Academic Administration and Coordination:**

2.1. Governance posts such as Deanship, Directorship of Academics
2.2. Unit/centre, Headship of Department, etc.
2.3. Programme, discipline/subject, module coordination
2.4. Contribution to committees
2.5. Attendance at faculty and Department meetings
2.6. Planning, budgeting for units, etc.
2.7. General office administration and reporting on teaching and research evaluations
2.8. Student consultations
2.9. Management of unit self-evaluations, subject assessments, etc.
2.10. Timetabling
2.11. Staff supervision, assessment and evaluation
2.12. Any other individual or committee duties assigned on ad hoc basis.

Where the total time allocation for academic administration and coordination for an individual academic is greater than % time allocated in the workload guidelines, there shall be pro-rata decrease in the teaching and research components of their workload.

d) **Community engagement:**

2.13. Representations in committees, taskforces on behalf of the university, Department or Discipline
2.14. Service as elected staff representatives in various governance organs such as university Council, Senate, faculty, department and faculty and staff meetings etc.
2.15. Contributions and involvement in professional associations, community organizations, schools, non-profit organizations, business and industry
2.16. Organization and participation in community activities seminars and workshops or other educational events
2.17. Participation in events of national and local importance (umuganda, Itorero, Ndi Umunyarwanda etc),
2.18. Volunteer activities

3. **(e) Overload;**
4. *Total workload per year is calculated on the basis of teaching, research, administration and community engagement totaling 1980 hours of a work year. Any excess over 1980 proved through output deliverables as defined for each workload component shall be regarded as overload and shall be compensated accordingly. A shortfall on 1980 hours shall be counted as an under load and will be compensated for by the concerned academic on a pro-rata basis.*

End