



PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)

OFFICE OF THE VICE CHANCELLOR

P.O. Box 619 Butare Rwanda- Phone: (+ 250)788310 811

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PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)



PIASS ACADEMIC WORKLOAD AND PRACTICES POLICY



GENERAL INTRODUCTION

The policy at hand defines the guidelines and practices under which academic staff at Protestant Institute of Arts and Social Sciences (PIASS) have to fulfil in order to enhance and maintain the quality teaching and learning. Therefore, the purpose, statement, types of volunteerism, selection, and recruitment of volunteers and working conditions for volunteers are developed in this policy. This policy is meant to reduce risk and protect the interests of the University, its volunteers, and the community it serves.

1. HISTORICAL BACKGROUND OF PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES

The institution which later on became the Protestant Institute of Arts and Social Sciences was founded in 1970 by mainline protestant churches that were operating in Rwanda. The institution was then called “Ecole de Theologie de Butare: ETB” (Butare School of Theology). In 1990, it was upgraded into Faculty of Protestant Theology of Butare (FTPB) which got official accreditation in 1993 by the convention No 1552 of 09 December 1993. In the same year, the convention No 1554/09.2/01/02 acknowledged the degrees delivered by the FTPB.

In the aftermath of 1994 genocide against the Tutsi in Rwanda, the founders of the institution, in the collaboration with the FTPB national and international partners deployed a lot of efforts to help FTPB resume its activities in such a way that specific needs of a recovering society could be met. In that perspective, a so-called Special Program was launched in 1995 and lasted till 2001: three successive intakes of students have been trained over two years and educated in contextual and practical theological training through those kinds of crash courses. The graduates of the Special program were awarded with Diploma in Protestant Theology. As of 1999, the FTPB returned to the ordinary four years’ program of Hon. Bachelor’s degree in Protestant Theology.

In 2009, the FTPB grew up and was supplemented by two new Faculties: The Faculty of Education (FED) and the Faculty of Development Studies (FDS) within the new framework of “Institut Protestant des Sciences Humaines de Butare (IPSHB)”. Those two new fields have been chosen based on the experiences and expertise acquired by Protestant Churches in Rwanda. In 2010, the French name was changed to Protestant Institute of Arts and Social



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Sciences (PIASS). The new Institution (PIASS) has been respectively accredited by the Ministerial Order no 09/11 of November 2009 licensing “Institut Protestant des Sciences Humaines de Butare (IPSHB)” and the ministerial order n°29 of 19/07/2010 recognizing the Institute under the new name of Protestant Institute of Arts and Social Sciences (PIASS).

1.1.PIASS Philosophy

PIASS holds the view that faith and science are indispensable tools for any society to survive and harness moral obligation of people to creatively improve the socio-economic environment in which they can survive and realize their potential. This can only be achieved through a well-conceptualized educational and scientific package through which everyone must rightfully experience and acquire the tools to facilitate this philosophy.

1.2. PIASS’s Statement of Faith

PIASS affirms the following as fundamental to Christian belief, practice, and behavior.

1. The Holy Scriptures of the Old and New Testaments, as the written Word originally given by God through revelation to humans, are inspired, true, and entirely trustworthy in all that it intends to teach, and have supreme authority in all matters of faith and conduct since they contain all things necessary for salvation.
2. There is ONE GOD, eternally existent in Three Persons: Father, Son, and Holy Spirit.
3. God is the Creator and Sustainer of the world and of life thanks to His universal sovereignty over all that He has made in heaven and on earth.
4. Our Lord Jesus Christ, incarnated God, was conceived through the Holy Spirit and born of the virgin Mary, true God, and a true man without sin. His bodily resurrection, His ascension, His present mediatorial work, and His personal return in Power and Glory to judge the living and the dead remain a firm source of our hope for the present and life to come.



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5. The Holy Spirit, one of the persons of the Trinity, witnesses to Christ, regenerates, and sanctifies us. His indwelling enables us to witness and serve the Triune God and humankind through different spiritual gifts and talents.
6. Man and woman were created by God in His image, free and responsible to choose good or evil. By sin, human beings were corrupted in their nature and were separated from their Creator.
7. Salvation for humans remains the work of God, accomplished through Jesus Christ's expiatory death and bodily resurrection. In His grace, God justifies the sinner through faith alone.
8. The unity of all those who, through believing and confessing that Jesus Christ is the Son of God and the Saviour of the world, form a community of children of God, the Church, the Body of Christ of which He is the Head.
9. The bodily resurrection of all the dead, the final judgment, and the establishment of the eternal kingdom of Christ.

As a Church-owned institution, PIASS's overall conviction and calling are to build a world in which the love of God for His creation and that we have for one another is visible and lived in concrete experiences. To stand firm in its faith and succeed in its mission, the following commitments and strategies are set as safeguards:

1. PIASS is committed to reading, teaching, and preaching the Holy Scriptures in their plain and canonical sense through an in-depth analysis, and to applying their message.
2. PIASS is committed to promoting Ecumenism within it and among Protestant Churches in Rwanda and beyond as an opportunity and strategy to affirm our Christian witness and fight against separatism, destructive fundamentalism, and any form of extremism.
3. PIASS is engaged in the ministry of reconciliation and search for peace within surrounding communities, in the Rwandan society, and in the Great Lakes sub-region.
4. PIASS is committed to supporting initiatives likely to improve the living conditions of communities.



5. PIASS is committed to supporting the weakest among us and to building healing communities where everyone finds a place.

1.3.PIASS Vision

“To be a reference university, fostering knowledge development and research that is relevant for the society and inspired by Christian ethics and values.”

1.4.PIASS Mission

“To provide Society and Churches with well trained personnel who are inquisitive, solution oriented, committed and equipped with intellectual tools that enable them to meeting specific needs of societies that are moving to a global, modern and pluralistic world.”

1.5.PIASS Moto

Fides et Scientia (Faith and Science): By this moto, PIASS assumes that faith and science are interwoven to ensure the quality of life.

1.6.PIASS Objectives

PIASS as Higher Learning Institution has the following objectives:

- To develop practical and applicable knowledge in social as well as economic development.
- To impart a high-quality teaching enabling creation of employment and that proves relevant to communities is close to reality, helpful for the society at large.
- To contribute to the positive transformation of society using short teaching and training, research, consultancy and projects and respect to ethical dimension.
- To contribute to local and national sustainable development by promoting scientific and technological research as well as research for integrated development.



1.7.Principles and values

Being a Protestant institution of Higher Education, PIASS ethical values are grounded in its statement of faith.

- **Liberation:** As the Gospel of Christ liberates from all human alienations here and now, bearing witness to it cannot go without running social dialogue with the society and serving the poor.
- **Relevance:** Higher education plays a key role in construction and development of a just, equitable and stable society through the training of committed, responsible and professionally competent citizens.
- **Unity in Diversity:** Open and respectful exchange of ideas along with evidence-based documentation is essential to higher education contribution to a pluralistic society.
- **Effectiveness and efficiency:** Finding out the optimal and cost-effective way to reach objectives, in changing environment and limitation of resources and keeps on being result and solution oriented.
- **Quality Service Delivery:** Training, research, and services to both national and international communities must be qualitative and competitive.
- **Innovation:** Teaching and learning processes are considering changing needs of churches and society and therefore programs are continually assessed and improved accordingly in a spirit of creativity and entrepreneurship at all levels.
- **Responsibility:** Teachers, students and administrative staff, to achieve their job, are expected to make decisions, act upon their choices, delegate and report openly.
- **Solidarity:** Promoting a gender balanced culture and stressing on the needs of disadvantaged groups.
- **Collaboration:** Fostering team spirit and looking for win-win partnerships with other institutions of higher learning.
- **Transparency:** Managing resources of the institution in a rigorous and transparent manner.
- **Good Governance:** Fairness, equity without discrimination, clear delegation and decentralization are adopted at all levels of the institution.



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- **Prayerful life:** Prayer as a conversation with God and a means for self-examination can bring about a sense of inner peace, spiritual refreshment, and more commitment to serve God, fellow humans, and the whole creation.
- **Hard work:** The necessity for hard work is not only a way to attain prosperity and wealth for oneself and society, but it also remains a calling to fulfill the mandate given to human beings to take care of creation and fructify it in a sustainable way.
- **Equality and Inclusivity:** All members of the PIASS community are equal. We believe in a fair and respectful manner so that each member of the PIASS community has an equal opportunity to contribute to the University's operations. We promote the safety, security and wellbeing of society and our environment by acting in accordance with the University's equality and diversity policy.



WHAT ARE THESE POLICY AND PRACTICES ABOUT?

The primary responsibilities of the academic staff at PIASS are education, research and community service. For PIASS to achieve its missions and visions the academic staff are required to do their best in:

- ***Ensuring effective teaching and learning of high quality***
- ***Making scholarly contributions - research or creative work***
- ***Consultancy, knowledge transfer and public service***
- ***Play their part in the academic administration of the HEI and its programs.***

These policy and practices take reference to "ACADEMIC WORKLOAD PLANNING: NATIONAL POLICY AND PRACTICE" by NATIONAL COUNCIL FOR HIGHER EDUCATION.

In this policy, academic staff workload is broadly conceived to refer to all academic activities that are related to professional duties and responsibilities. These include but are not limited to:

- ***Preparation for lecture delivery***
- ***Lectures & tutorials***
- ***Assessments [coursework, final exams, deliberations of exams]***
- ***Laboratory/excursions/practical***
- ***Distance Education- face-to-face sessions;***
- ***School or clinical practice/internship/supervision of placements***
- ***Module writing/Programs development/short courses***
- ***Research project supervision***
- ***Research***
- ***Service Activities (Professional consultancy, delivery of workshops/seminars and conferences, participation on various institute standing and ad hoc committees, leadership in professional and civic organizations etc.)***
- ***Guidance and counseling***
- ***Leadership/administrative responsibilities/academic administration.***



In addition, time must be allowed for personal and professional maintenance –answering emails and correspondence, talking to colleagues, filing, talking to students, professional reading and web use beyond what is needed for the revision of lectures, staff development, etc.

Applicability of the Policy

This workload policy applies, in its entirety, to all full-time and probationary academic staff. Part-time staff are employed for only limited duties, such as teaching specific courses or supervision of students doing research projects, and thus are under obligation to perform responsibilities only in those areas that are explicitly identified in their part-time contracts.

Workload responsibility guidelines

All academic staff members are expected to pursue professional duties and responsibilities in each of the three primary domains of intellectual activity: imparting knowledge [teaching, managing students’ learning activities], creating new knowledge [research, scholarship and creative activities] and transferring knowledge and skills to the community [service and consultancy].

Office hours

All PIASS members of staff are required to have scheduled office hours that permit reasonable access by students and which must be approved by the Head of Department. Office hours should be conspicuously posted and filed with the Head of Department and the Dean of Faculty. In each Faculty, academic Staff offices are available.

Professional staff development



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All academic staff are expected to continue with their professional development through research and scholarly activities in their areas of study and by updating and enhancing their teaching and management of student learning. Those who are yet to complete their higher degree studies must do so within reasonable time after their employment. Staff development through attending courses and workshops on aspects of teaching and learning is also encouraged.

Teaching Load

The workload obligation of an individual staff member should reflect the agreed proportion of time to be spent on each of the four aspects that make up the institution's mission-teaching, research, consultancy/knowledge transfer and academic administration and leadership. Each staff member should negotiate workload with the Head of Department at an annual review meeting. Account may be taken at this time of the previous year's performance-time allowed for activities which did not produce the promised outputs, or extra work undertaken in the previous year for which compensation might be made in the current one. The Dean has also to review the overall distribution of teaching to ensure that the faculty's commitments are being met; pending the expansion of staff, it may not always be possible to honor research allowances fully in a given year. 'Debts' of this kind should be carried forward, however the teaching workload obligation and its match to the teaching that the individual is actually delivering in a given year will be taken into account when considering whether the individuals can be permitted to supplement salary by undertaking teaching at other institutions. Where an individual's teaching load falls short of his or her computed obligation, outside work for additional payment will not be permitted; instead, the individual will be seconded to do teaching at the other institutions (with entitlement to refund of travelling expenses).

The Academic Vice-Rector is responsible for ensuring that workload distribution and its implementation are fulfilled in a timely manner. He/she exercises oversight to ensure that the collective, approved workload distribution within the institution results in a fair distribution of effort among academic staff members and that it promotes the efficient and timely completion of



programs of study by students and facilitates compliance with quality assurance and enhancement benchmarks.

He/she is responsible for ensuring that reviews on workload policy are done and approved by Senate and consequently implemented and that staff resources are sufficient to cover the teaching load and permit time for other duties.

Workload Calculation Guidelines

The calculation of workload must begin with the calculation of the total number of hours in a working year. A ‘**working week**’ refers to a maximum period of 40 hours (8 hrs. per day multiplied by 5 days per week) that is taken up by the activities or responsibilities that constitute the workload of an academic member of staff. A ‘**working year**’ refers to a maximum **43 weeks** that are available for work. [52 weeks minus (2weeks of holidays) + (5 weeks of annual leave) + (1 week of Easter holiday) + (1 week of “**Icyunamo**” {Genocide Memorial week})] Available hours therefore equals 43 weeks * 46 hours = **1980 hours**.

These 1720 hours will be counted for by a variety of activities for which a time allowance will be made. Some of them occur only during teaching weeks (two semesters each of 15 weeks-thirty weeks in all). Others occur each week, irrespective of whether students are present.

A transparent process would have each staff member filling in a form listing the work to be done. (See Appendix 1 for an example of such a form.) This is fairly easy where what is at question is the number of hours someone teaches over the year. Crude approximations can be used for things like lecture preparation (so much time per hour of lecture) and even personal research and scholarship (so much time a week). Administrative duties can probably be quantified, given experience of them –this committee typically takes up so many hours of time a month, this duty amounts to so much time a week to carry out. Some things are exceptional—a particular research project which requires a block of time for fieldwork, a book to finish, a trip abroad, and people can ask for time to cover them on a one-off basis. Some things are very difficult to quantify -



being the main source of research advice in a faculty, for example - and here allowances will have to be negotiated between the person concerned and the Dean.

If allowance is to be made for research time and administrative duties, then such allowance will normally be tied to measurable output, in fairness to those who are teaching more as a result. Allowance may be made for proposals to be produced, articles and books to be written, fieldwork to be carried out, policies or procedures to be investigated, written and implemented, but the allowances are likely to be taken back in the next year if there is no visible output from them. There may even be an element of **'strict liability'** not just the formulation of proposals and submission of articles, but getting grants for projects and getting articles published. Claims to undertake certain kinds of activity by those who have had such time in the past and not succeeded with it may be looked upon with a degree of skepticism.

A metric for planning

There are roughly 1700 hours to be filled. The basis of calculation is 8 hours per day for 43 weeks, and this leaves no **'slack'** whatsoever, so we need to cost in absolutely every kind of activity that an academic could reasonably be expected to undertake.

Let us put figures to each of these activities.

This will not lead to a single **'work allocation'** but to a basis for individual negotiation. This model assumes that each person fills in a form - or has a form filled in on his or her behalf - which lists the next year's work as it is now foreseen. Sometimes this will be moderately simple and automatic. Sometimes the actual amount will be subject to negotiation, depending e.g., on just how onerous a given committee is.



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The starting point is (a) teaching, (b) preparation for teaching (keeping lectures up to date, improving seminars, etc.), (c) marking assessments and examinations, (d) student contact - ‘personal tutoring’, dealing with student module queries, perhaps commenting on formative drafts (e) project supervision, (f) ‘personal administration’ - answering emails, filing, answering letters, filling in forms, (g) ‘networking’ - discussions with colleagues, departmental and faculty meetings - and (h) some general reading beyond the scope of particular courses. An academic who did no research, published no scholarly papers, did not represent the university to the outside world and took no great part in the administration of the university would still be expected to do all of this.

Activity	Explanation	Hours per week	Weeks	Hours/Years
Teaching	Assume, as a baseline, 20 hours of teaching per week for 43 weeks.	20	43	860
Preparation	Preparation of teaching content & materials, class tests & exams.	6	43	258
Marking, examination, setting, invigilation	Allow 9 hours per week as an arbitrary figure (a week in each semester for continuous assessment and two weeks in each semester for everything concerned with examinations)	9	43	387
Student contact	2 hours per week for 43 weeks (i.e.; supervision, including the examination periods) (More hours might be advertised, but students do not necessarily take up all advertised hours)	2	43	86
Research and General reading	4 hours per week in 43 weeks	4	43	172
Networking and services to the community	2 hours per week for 43 weeks	2	43	86
Personal administration	3 hours a week for 43 weeks	3	43	129
TOTAL		46		1978



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How the teaching was made up would be a matter for negotiation. A lecture is one hour, but number of seminars etc., varies with the size of the course, according to the agreed staff-student for the subject era (Appendix B). The 430 hours above acts as the maximum that anyone could expect to teach, and anyone with a load higher than this needs to have some work re-allocated or the assistance of tutorial assistants/ technicians/demonstrators. (However, some kinds of 'teaching' activity (e.g.; visiting work or community placement locations) might not attract a preparation hour to go with them. Supervising tutorial assistants in taking seminars would not attract one hour per hour of seminar but would still need to be counted as some fraction of an hour.)

Allowances

Against this might be set a series of predetermined allowances (perhaps individually negotiated upwards in particular cases):

- **Demonstrable research output - books/articles/conference papers/reports in production: half a day a week for 43 weeks? - c. 170 hours. (The academic would be expected to show that they had been produced by the agreed time People who write papers but cannot get them accepted/published might cease to get this allowance after a while).**
- **Research in progress: half a day a week for 43 weeks? - c. 170 hours, (Evidence of the project would be required, and a time for finishing it would be set).**
- **Planning research: putting together research proposals, grant applications etc.; Where someone can argue they are doing this, we might allow half a day a week for one semester - $4 \times 15 = 60$ hours. It would never be allowed again if the proposal did not eventuate, and might not be allowed more than twice for proposals which were not funded in the end.**
- **Research/academic leadership: a numinous concept but part of the job description of even S/Lecturers and certainly of Associate Professors and Professors: 1 hour a week for S/Ls (45 hours), 2 for A/Profs (85 hours) and 3 for Profs (130 hours)?**
- **Membership of a University Committee or working Party (assuming one meeting a month plus reading the papers) -10 months *4 hours = approximately 40 hours, or pro rata for Working Parties not expected to last a year, where a Committee/Working Party was demonstrably more onerous than this, negotiation would ensue,**



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- Allowance is not offered for Deans and certain Directors, who receive additional allowances in money. Where the work involved is clearly out of scale with the monetary allowance, however, negotiation would be appropriate.
- Supervising an undergraduate project: half an hour a week for 26 weeks, plus six hours for reading drafts plus four hours for examination and defense, plus perhaps two hours of other activity (e.g.; updating oneself in the area): 25 hours.
- Master's thesis supervision: full-time students: 5 hours a month for three months (meeting, reading drafts) + 3 for marking: 18 hours. Part-time, same allowance - less contact, but over a longer period. • PhD supervision. Full-time: 50 hours, part-time 25 hours, for Director of Studies/main supervisor. Half this for other supervisors who can claim to be active in their supervision.
- Writing distance learning/self-study material - allow two hours for every hour that the student is expected to spend on the material.
- Other items that might be negotiated individually: attendance at national/overseas meetings, or whatever; membership of research networks; chairing networks/colloquia; work on own masters or PhD where this is seen as undertaken at least in part in the interests of the institution; staff development; etc.;

Basically, these allowances can only come off teaching/preparation/marketing time. This is made up of (430 teaching + 430 preparation + 240 marking). So, each subtracted hour should reduce the teaching load by 0.4 hours as it also liberates 0.6 hours of preparation and marking.

Examples of reduced teaching load

[Note: with 24 teaching weeks, two hours of teaching per week represent roughly 50 hours over the year].

- **A research-active lecture** currently doing fieldwork, an elected member of senate, who has negotiated five days to give a paper at a conference that will take up five days (40 hours) to attend but not receiving allowance for actually writing the conference paper as well as doing the research:



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Total allowances: 70+ 40+ 40 hours = 250 hours.

Reduction of teaching hours: $0.4 * 250 = 100$ hours.

Teaching load: 330 hours.

- **Professor, research active, member of Senate and one other committee**, and has negotiated 10 days (80 hours) for involvement in an international research network on the web:

Total allowances: 130+ 170+ 40+ 40+ 80 = 460.

Reduction of teaching hours: $0.4 * 460 = 184$ hours.

Teaching load: 246 hours.

- **Senior Lecturer, research active** (principal researcher on a funded project), also currently writing up (previous project), member of Senate, and has negotiated 5 days (40 hours) for a conference abroad.

Total allowances: 45 + 170+ 170+ 40+ 40 = 465.

Reduction of teaching hours: $0.4 * 465 = 186$ hours.

Teaching load: 244 hours.

- **Associate Professor, research active** (principal researcher on a funded project), writing up a project, member of Senate, Director of Studies of two part-time PHD students (50 hours), supervising four u/g Projects and has negotiated 5 days (40 hours) for a conference abroad, and 10 days (80 hours) for organizing and running a national research network.

Total allowances: 85+ 170+ 170+ 40+ 50+ 100+ 40+ 80 = 735

Reduction of teaching hours: $0.4 * 735 = 294$ hours.

Teaching load: 136 hours.

- **Professor, research active** (principal researcher on a funded project), allowance for writing a book, member of senate and another committee, Director of Studies of two full-time PHD students and six masters students, supervising two u/g Projects and has negotiated 5 days (40 hours) for a conference abroad, 5 days (40 hours) for email



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collaboration on an international project, 5 days (40 hours) for running formal staff development sessions.

Total allowances: 130+170+170+80+100+108+50+40+40+40=928

Reduction of teaching hours: 0.4*484= 371 hours.

Teaching load: 59hours

Lecture in training: 215 hours

Over-workload

If there is academic staff member with over-work load, the extra-hours done are paid on 2/3 of visitors or part time teacher’s payments rate.

Appendix: WORKLOAD PLANNING FORM TO BE FILLED BY EACH TEACHER

Fill in this form, as an estimate of bidding position for your workload next academic years, and discuss it with your head of department (use the electronic version of the form, and insert more rows if needed at any point, using the table menu).

Name:

Year:

Faculty:

Department:

Activity	Basic calculation	Calculation rules	Hours
Teaching commitments (inc. preparation) per module	Enter hours of face-to-face/unity	Double to include preparation NB: Triple if the unity is taught in a day, evening and weekend programs. Therefore, preparation hours are 1/3	



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Marking	Sum of all modules. A standard load is taken as four modules with 100 students for which you do all the marking	Standard load: 240 hours. Reduce or augment the standard load if you mark more than 400 or fewer than 300 module/ students in a year.	
Student Contact		Strike this out if you teach no modules and do no personal tutoring	120
Personal administration, networking, general reading etc.		Set allowance: 430 hours	430



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<u>ALLOWANCES</u>			
Research writing (see notes)		Set allowance: 170 hours	
Research in progress (see notes)		Set allowance: 170 hours	
Planning research (see notes)		Set allowance: 60 hours	
Research/ academic leadership	Allowance by grade	S/L: 45 A prof: 85 Prof: 130	
University committee work	Set allowance	Membership: 40	
Project supervision	Number of students	@ 25 hours per student	
Supervising master's students	Number of students	@ 18 hours per student	
Supervising PHD students	Number of students: f/t,p/t	f/t: 50 hours p/t: 25 hours-half of this if second supervisor	
Writing distance learning material	Number of hours of student the material is to cover	Multiply by two	
Other items	Describe item	Give basis for estimate of hours	