



Title: Nursing Faculty Workload Policy

Policy:
 No.: NUR 1.01

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Areas Affected: All BSMCON Faculty

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FACULTY WORKLOAD POLICY

Purpose

The purpose of the faculty workload policy is to define faculty responsibilities and work expectations. The major emphasis of faculty work is on teaching with elements of practice, service, and scholarship that is commensurate with faculty rank and interest. While some variability among faculty assignments will be necessary and unavoidable, these procedures are established to provide structure, facilitate equity, and monitor effectiveness. Faculty workloads during the academic year may include combination of day, evening, and weekend classes and activities as the needs of the college require.

Full-time faculty (1.0 FTE) are expected to fulfill up to 30 workload units (WLU) per academic year (fall and spring semesters). Each semester faculty will be assigned to teach 12-15 workload units. Workloads exceeding 15 or less than 10 workload units require approval by the Dean. Faculty providing more than 30 workload units per academic year will be issued an overload contract and paid at the established rate.

Adjunct faculty (0.0001 FTE) teach on an "as needed" basis. They are compensated for each academic term they teach; in accordance with the number of credit hours of the didactic courses taught, or number of clinical hours in the clinical practicum courses taught. The established rate of pay is included in the adjunct contract for the academic term, and paid over the successive pay periods of that academic term.

Teaching

Teaching in nursing integrates the art and science of nursing and clinical practice into the teaching-learning process. Specifically, teaching involves a set of competencies that are essential to facilitating student learning outcomes.

Examples of evidence of commitment to teaching may include, but are not limited to:

- Participating in the development, implementation, evaluation, and revision of the nursing program's mission, philosophy, program outcomes, and organizational framework.
- Ensuring that the curriculum reflects the College's philosophy and mission, current nursing and health care trends, and community and societal needs to prepare the graduates for practice in complex, dynamic, multicultural health care environments.
- Completing teaching expectations provided in the faculty handbook.

Reference Policy # _____

Approved by:

Barbara Serbelli
Milanez
 Signature

Dean of Nursing
 Provost/VP
 Title

6/9/17
6-20-17
 Date

Approval History:

Committees and Dates:
 Dean of Nursing – 9/10, 1/12, 8/12, 4/30/13, 5/18/14
 Policy Committee – 9/27/10, 8/10/12, 5/20/13, 5/19/14, 4/17/17
 Faculty Organization - 7/5/10, 5/13, 4/17
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Key words: _____

- Implementing a variety of teaching strategies and/or instructional technology that is appropriate to learner needs, desired learner outcomes, content, and context that are grounded in educational theory and evidenced-based teaching practices and research.
- Developing collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments.

Workload for teaching is calculated utilizing the following:

Teaching Workload Calculation Description	Teaching WLU per Semester
Didactic (face-to-face or online) credit shall equate to one workload units (1:1).	<i>Example: A 3 credit course equates to 3 teaching load units.</i>
Pre-licensure laboratory or clinical hour shall equal to one and one-half workload units (1:1.5).	<i>Example: A 2 credit course equates to 3 teaching load units</i>
Practicum courses that utilize preceptors or mentors shall equate course credit to 0.5-1 workload units	Commensurate with the needed level of commitment <i>Example: A 1 credit course equates to 0.5-1 teaching workload units.</i>
Didactic courses with an enrollment greater than 40 per section.	0.5-1.0
For new courses or courses that have undergone significant curriculum revision	0.5
Course leads (didactic or practicum)	0.5-1.0 commensurate with number of sections and needed level of commitment
Team taught didactic courses	Divided appropriately among the faculty sharing the course
Independent Study	Commensurate with the needed level of commitment

For online/hybrid courses, faculty to student ratio will be 1:25. Faculty are expected to participate in and complete professional development activities in regard to teaching which may include: course delivery methods, instructional technology, evaluation methods, facilitation of learning, classroom (face-to-face or online) management strategies. In addition, faculty are to participate and complete professional development activities to keep current in the content that they teach.

Practice

Faculty demonstrate a commitment to professional nursing practice and maintain clinical competency and relevancy for nursing practice. Being part of a practice discipline requires that nursing faculty maintain expertise to provide current and effective instruction to nursing students.

Examples of evidence of commitment to professional nursing practice and competencies may include, but are not limited to:

- Maintaining Bon Secours Health System requirements for practice as appropriate
 - CPR, ACLS, PALS, NRP certification
 - Annual Healthstream requirements
 - Annual Competencies Fair in clinical setting where providing instruction
- Maintaining clinical specialty practice certification
- Maintaining clinical expertise based on teaching assignment.
- Participating in clinical global outreach activities – local, regional, or internationally

Faculty are expected to maintain clinical competence based on their teaching assignment and specialty. Faculty may negotiate workload units for clinical global outreach activities outside of teaching and supervision of students.

Service

As members of the nursing profession, nursing faculty are committed to serve students and student organizations, participate in shared governance in the nursing program/College/Bon Secours Health System, and participating or providing leadership in professional organizations that align with the nursing program or College mission.

Examples of evidence of commitment to professional service may include, but are not limited to:

- Shared Governance
 - Participating in program governance (i.e. understanding and assuming the rights and responsibilities of a faculty member, serving on committees, performing work necessary to the operation of the college, demonstrating understanding of institutional structure, policies, procedures, as well as her/his rights and uses them responsibly).
 - Serving on nursing program committees.
 - Serving on college committees.
 - Serving on nursing or college sub-committees or task forces.
- Professional Activities
 - Serving on Bon Secours Health System committees and/or initiatives.
 - Serving as a leader in nursing or health related professional organizations.
 - Providing consultation and/or leadership on educational activities as needed to the college, health system, professional organizations, and/or the community.
 - Serving as a preceptor for a graduate student.
- Community Activities
 - Serving as a leader of global outreach initiatives.
 - Obtaining external funding for service projects.
 - Promoting application of professional work to those outside of academia (i.e. presentations to the public).
- Faculty Mentoring
 - Serving as a faculty navigator to new faculty.
 - Serving as a course mentor to new faculty.
 - Serving as a mentor to faculty for curriculum development, scholarship activities, or creative projects.
- Student Mentoring
 - Serving as a student advisor.
 - Serving as an advisor to student organizations.
 - Providing 8 hours of office hours per week.

All full-time faculty are to provide a minimum of 8 hours per week as office hours that are accessible and available to work with students on their individual academic concerns/inquiries. These hours should not conflict with routine committee meetings. If the office hour schedule requires a change due to an unavoidable conflict or illness, impacted students will be notified of the change and an alternative date or time of availability will be provided. To promote the availability of faculty to work with individual students, faculty are required to post on or near their office doors and online.

Workload for service that goes beyond the duty of every full-time faculty member is calculated utilizing the following:

Service Workload Calculation Description	Service WLU per Semester
Faculty providing service to the College, local, state, and or nation via leadership role such as committee chair or presiding officer.	0.5
Faculty serving as a faculty navigator or course mentor.	0.5
Faculty serving in an advising role to a student organization (i.e. SNA, SGO, Honor Society)	0.25-1.0 commensurate with the needed level of commitment
Faculty serving as a leader of global outreach initiatives (i.e. local groups such as community ambassadors or outreach activities that require trip coordination)	0.25-1.0 commensurate with the needed level of commitment
Faculty serving as advisors will receive workload units based on number of students and the advising model.	commensurate with the needed level of commitment

Scholarship

Faculty contribute to the advancement of knowledge with regard to nursing education and /or practice through scholarly activities that are commensurate with faculty rank, that align with the strategic initiatives of the program, and are mutually beneficial to the College.

Examples of evidence of commitment to scholarship may include, but are not limited to:

- Peer reviewed podium or poster presentation at professional organization conference.
- Peer reviewed publication in a professional journal.
- Contributing to the publication of a textbook.
- Developing published standards of care, protocols, procedures, policies for hospital/local organizations.
- Creating self-study reports for accreditation or approval agencies.
- Completing doctoral project or dissertation.
- Editing textbooks or refereed scholarly journals.
- Dissemination of research reports which impact policy and practice.

Faculty may negotiate workload for scholarship activities. Associate Professors and Professors are encouraged to regularly negotiate this workload to meet expectations commensurate with faculty rank. See ADM 6.01 Employee Educational Leave policy for further details.

Teaching Faculty Assigned Temporary/Administrative/Professional Duties

Upon recommendation of the Associate Dean, full time (FT) faculty may be assigned ("release time") non-teaching duties as part of an individual's full time teaching load by the Dean or Provost.

Faculty Workload and Contract Process

Each spring semester and no later than April 1, faculty teaching loads shall be calculated for the following academic year and provided to the faculty member. Utilizing input from Program Track Coordinators, workload is determined by the Associate Dean and approved by the Dean. Upon receipt of the annual workload assignment, a faculty member will have two weeks to review and discuss any desired negotiation of the assignment with the Associate Dean. The Associate Dean will consider all revision requests in light of the program needs and will finalize and communicate workload assignment projections prior to the issuance of the next year's faculty contracts. At the end of that two week period, the faculty member who agrees to accept the assignment will sign the workload assignment form and return it to the office of the Dean. While every effort will be made to maintain the workload assignment as provided on this form, circumstances may dictate that alterations are required. In such an event, the Associate Dean will provide the faculty member with appropriate notification. A revised workload assignment form will be devised and signed at that time.

Faculty will receive their annual contract no later than May 1 prior to the next academic year. Contracts must be signed and returned to the Dean no later than May 15.

Overload

"Overload" is determined by evaluating the workload assigned to a faculty member in relation to the standard workload as defined in this policy. Thus, if a faculty member is expected to fulfill a 30 credit workload per 10 month term, any additional teaching responsibility assigned to and accepted by the faculty member is considered overload. If a faculty member chooses to accept an overload assignment, then that faculty member is entitled to overload compensation. The rate of compensation will be based upon the college's pay plan for adjunct faculty. An overload assignment may not exceed six (6) workload credits per semester in the 10 month term. To ensure that overload has been paid only to the extent that the faculty member's total workload for those terms exceeds their full load, payment may be withheld until the end of the spring term.

Summer Session Assignments

Full-time faculty as defined in this policy may choose to accept teaching assignments during the summer semester. If a faculty member chooses to accept a summer teaching assignment, the rate of compensation will be based upon the college's pay plan for adjunct faculty. Summer assignments are not considered in the calculation of an overload assignment.