Policy Name: Faculty Workload Policy
Policy Number: ACA 1.01
Title of Policy Owner: Dean of Academic Affairs
Approved by: Administrative Cabinet
Effective Date: 08/01/2022
Version: 2.0
Policy Status: Approved

I.   Policy - FACULTY WORKLOAD POLICY

II.   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 additional elements of service, practice and professional development, and scholarship that is commensurate with faculty rank and interest. For more detail, specific faculty role and expectations of each of these elements are delineated in the Faculty & Staff Handbook. 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 a combination of day, evening, and weekend classes and activities as the needs of the College require.

III.   Scope

Faculty workload requirements vary by rank. Workload calculation specifically calculates teaching requirements and specific types of leadership in the area of service. Workload for other areas of service, practice and professional development, and scholarship are not numerically calculated but expected as part of the faculty role according to rank; however, workload in these areas for distinct circumstances can be negotiated. Workloads outside of the parameters must be approved by the Dean of Academic Affairs. Faculty providing more than the defined maximum 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 didactic 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.

IV.   Definitions

Teaching Workload: Faculty workload for teaching includes the three components: 1) curriculum, 2) facilitation, and 3) evaluation. Faculty develop, implement, and evaluate the curriculum. They effectively facilitate a safe, caring environment that promotes student learning. Faculty engage in the rigorous development and implementation of student evaluation measures that appropriately align to course outcomes. Teaching workload is based primarily on course credit assignment. Specifics of teaching workload calculation are delineated in the table provided in Section V – Policy Details below.

Service Workload: Service is an important component of the faculty role in the areas of the College, Profession, and Global Outreach. Faculty actively contribute to supporting the mission and vision of the Program and College by serving on committees and providing office hours to support student learning. They are engaged in professional organizations and support activities that promote the health and wellness of the global community. Specifics of service workload are delineated in the table provided in Section V – Policy Details below.

Office Hours: All full-time faculty are to provide a minimum of eight (8) office hours per week that are accessible and available to work with students on their individual academic concerns/inquiries. Four (4) of these eight (8) hours are scheduled and posted for students, the other four (4) hours are by appointment or via electronic sources. These hours should not conflict with committee or other regular meetings. If a change in office hours is required 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 their scheduled office hours on or near their office doors and online.

Practice and Professional Development: Faculty members demonstrate a commitment to professional practice and lifelong learning. They maintain clinical competency and relevancy in their area of teaching expertise.   In addition, faculty are expected to continuously develop in the area of teaching and leadership.

Scholarship: Faculty contribute to the advancement of knowledge through one or more of the following standards: scholarship of discovery, scholarship of teaching, scholarship of practice (application) and/or scholarship of integration (AACN, 2018; and Boyer, 2016). Scholarly activities are commensurate with rank, align with the program's strategic initiatives and are mutually beneficial to the College. Scholarship

in Nursing advances the teaching, research, service, and practice of Nursing through rigorous inquiry. This inquiry should "1) be significant to the profession, 2) be creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods" (AACN, 2018).

Clinical Professors, Associate Professors, and Professors are provided a lower maximum workload to support the requirements of scholarship. Instructors, Assistant Professors, and Clinical Associate Professors have the opportunity to negotiate reduced teaching workloads to accommodate scholarship aspirations with the Associate Dean of Faculty Affairs and Distance Education. Additional support is detailed in ADM 6.01 Associate Educational Leave policy for further details.

V.   Policy Details

Full-time faculty workload requirements are specific to rank, see the following table for details.

Rank	Workload per Semester	Max Workload per Academic Year (Fall and Spring Semester)
Instructor	12-15	30
Assistant Professor	12-15	30
Clinical Associate Professor	12-15	30
Clinical Professor	10-12	24
Associate Professor	10-12	24
Professor	8-10	20

Full-time faculty workload calculations for teaching and service are delineated in the table below.

Distance Education (Blended) – Instruction within a program or course is provided in on-ground and distance education formats. (This is sometimes referred to as a hybrid program or course). [Didactic hybrid]
Distance Education (Full) – All instruction within a program is provided through distance education. [Didactic online]

Category	Teaching Workload Calculation Description	Teaching WLU per Semester
Distance Education (Full)	Didactic online credit shall equate to one workload unit (1:1) for sections up to 25 students	Example: 3-credit course: 3 WLU
	Team taught courses	Divided appropriately among the faculty sharing the course
Distance Education (Blended)	Asynchronous component of didactic hybrid courses shall equate to one workload unit for up to 25 students. Includes serving as course lead of the course.	25 students: 1 WLU
	Synchronous component of didactic hybrid courses shall equate to 1 workload unit per credit for sections up to 35 students	1 credit = 1 WLU Refer to *Workload Policy – Didactic Hybrid Charts* document located with SOPs
Distance Education (Full and Blended)	Additional students: Didactic courses with 5-10 additional students in a section. A new section of a course will be added at full workload once 11 additional students are enrolled in the course.	0.5-1 WLU

	Low Enrollment: Didactic course with 10 or fewer students may have decreased workload. Courses with pedagogical reason for a small class size or required for a pending graduate are not subject to decreased workload.	Commensurate with the needed level of commitment
Distance Education (Full) and Practicum	Course leads	0.5-1.5 commensurate with number of sections and needed level of commitment
Practicum/Lab	Practicum courses that utilize preceptors or mentors shall equate course credit to 0.5-1 workload unit	Commensurate with the needed level of commitment. Example: 2-credit course: 1-2 WLUs
	Pre-licensure laboratory or clinical hour shall equal to one and one-half workload units (1:1.5)	Example: 2-credit course: 3 WLU
Other	New courses or courses undergoing a significant curricular revision	0.5 WLU
	Independent Study	Commensurate with the needed level of commitment

Service Workload Calculation Description	Service WLU per Semester
Faculty providing leadership roles for the nursing program, College, and/or professional organizations 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, APO)	0-1.0 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)	0-1.0 commensurate with the needed level of commitment

Teaching Faculty Assigned Temporary/Administrative/Professional Duties:
Upon recommendation of the Associate Dean of Faculty Affairs and Distance Education, 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.

References:

American Association of Colleges of Nursing (2018, March 26). *Defining scholarship for the discipline of Nursing*. Retrieved from https://www.aacnnursing.org/News-   Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing

Boyer, E.L. (2016). *Scholarship reconsidered: Priorities of the professoriate.* Expanded Edition. Moser, D., Ream, T.C., Braxton, J.M. & Associates. San Francisco, CA: Jossey-Bass.

VI.   Attachments

None

VII.   Related Policies

ADM 6.01 Associate Educational Leave
ADM 6.02 Promotion in Rank
ACA 1.08 Faculty Use of Paid Time off and Holiday Benefit Plans

VIII.   Disclaimers
   a. Nothing in this policy creates a contractual relationship between Bon Secours Memorial College of Nursing (BSMCON) and any party. BSMCON, in its sole discretion, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.

IX.   Version Control

Version	Date	Description	Prepared by
1.0	08/01/2020	Revision and New Template	Dean of Academic Affairs
2.0	3/09/2022	Title updates	Campus Director and Dean of Academic Affairs