

UNIVERSITY OF DELAWARE - SCHOOL OF NURSING

Faculty Workload Policy

Approved by Faculty: June 10, 2011

The Faculty Workload Policy of the School of Nursing is congruent with the academic program needs and school priorities and operates in compliance with all University policies and collective bargaining guidelines. Faculty may be tenure track or non-tenure track; they assume responsibility for classroom, laboratory, and clinical teaching as required by the academic programs. Faculty workloads are coordinated by the Director of the School of Nursing. Assignments are negotiated during the annual evaluation that occurs each spring.

Workload shall be allocated among the relevant areas of endeavor for each faculty member in terms of percentage of effort, as agreed upon by the faculty member and the Director. Professional contributions shall be considered under the workload domains of teaching, scholarship, or service in accordance with the specifications in the School's Guidelines for Faculty Promotion and Tenure.

Standard Expectations of Tenure Track Faculty

All full-time tenured and tenure-track faculty members in the School of Nursing are expected to engage in teaching, scholarship and service including faculty governance and the development and effective conduct of academic programs. In situations where courses are team-taught, credit/contact allocations can vary from those credits assigned to the course. Although members of the faculty are normally required to teach only during the spring and fall semester, as the Faculty Handbook makes clear responsibilities of faculty members do not cease at other times during the year. In particular, it is expected that the summer months will be used "for reading, study, research, and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation." (Section 4: Personnel Policies for Faculty) Workloads for tenure track faculty shall include weighted components designated for teaching, scholarship, and service.

Teaching Expectations

The typical workload for a tenure track faculty member on a 9-month contract will be 6 to 9 credit contact hours per week per semester, which constitutes 50-75 percent teaching, with the balance of workload being scholarship and service (typically 20 percent and 5 percent respectively). Non-clinical didactic courses typically have 2-4 credit-contact hours per week. Undergraduate Clinical courses are 6 teaching contact hours per rotation. Special problems and independent studies are not considered to be regular courses but can be part of an administered load.

Faculty members may be expected to advise students and be available as required for this purpose. Each faculty member is also expected to undertake such other teaching-related activities as are normally expected of a faculty member at a major university, such as attendance at school functions, participation in curricular planning, student recruitment events, safety training, and so forth.

The teaching portion of each individual's workload will not be in excess of 12 credit-contact hours or in excess of 18 teaching contact hours per semester of the academic year. Teaching activities are outlined in the School of Nursing Faculty Handbook. Provisions related to teaching are outlined in Attachment #1.

Scholarship Expectations

The typical faculty workload for scholarship may vary depending on negotiation with the Director and ranges from 0% to 75%. The production of original scholarship and its publication in scholarly journals, monographs and books and/or presentation at professional meetings is a significant component of faculty workload. Each faculty member is expected to engage in scholarly research and activities that lead to publication on a regular basis. Scholarship activities include grantsmanship, research, publications, and presentations and are outlined in the School of Nursing Faculty Handbook.

Service Expectations

The typical faculty workload for service may range from 5%-10% of the full time workload. Activities consist of service to the University, the profession, and the community and are outlined in the Promotion and Tenure document of the School of Nursing.

Each member of the faculty is expected to serve the School, College, University, and broader community in ways best suited to the faculty member's talents and the needs of the school, college and university. General service obligations include, but are not limited to, participation in faculty governance and demonstrated leadership and active participation in the development and effective conduct of the academic program. Regular participation on School committees and student recruitment and retention activities that contribute to the mission of the School is part of the responsibility of all faculty.

Service activities consist of service to the University, the profession, and the community and are outlined in the School of Nursing Faculty Handbook.

Workload Variations for Tenure Track Faculty

The Director may approve requests for nonstandard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. The Director may also assign nonstandard workloads as long as such assignments are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures. Examples of such nonstandard workloads for tenured and tenure-track faculty are summarized below.

Emphasis on Teaching

A tenured faculty member may ask to emphasize teaching and de-emphasize research in his or her workload and thereby ask to teach one or more additional courses during the year beyond the standard assigned workload. If the Director accepts this proposal, the faculty member will be assigned additional courses and will have his or her teaching workload percentage increased accordingly.

Scholarship Productivity

The Director may reassign teaching and service workload to faculty members whose scholarship productivity has been low, i.e., faculty members who are not actively engaged in scholarship and publication or who have not successfully obtained extramural funding. In such an instance, the faculty member may request a review of his/her research quality and productivity and the director will have the Promotion and Tenure Committee review and provide a recommendation regarding a faculty member's research activity. In all cases, the faculty member will have the opportunity to submit any evidence deemed appropriate to the committee's tasks. The recommendation(s) of the Promotion and Tenure Committee are advisory; the director has final responsibility for any change in a faculty member's workload. At the Director's discretion the faculty member may be advised to work with the Director to devise a scholarship plan.

Extraordinary Service

With prior approval of the Director, a faculty member who undertakes an extraordinary service role may request a teaching load or research effort reduction. If granted, the faculty member's workload percentages will be adjusted accordingly (For example, President of UD Senate, President of a national professional organization, etc.).

Other Modifications

As long as he or she acts in ways that are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures, the Director retains the flexibility to average workloads over semesters or years. This most likely will occur when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave, to account for co- or team-taught courses, or to take into consideration courses whose time requirements are substantially more (or less) than the typical teaching load. In no case will the Director assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement without the informed written consent of the faculty member. If a teaching assignment results in an overload, extra compensation will be given at the prevailing rate.

Standard Workload Expectations of Continuing Non-Tenure Track Faculty

The standard workload for continuing non-tenure track faculty in the School of Nursing is comprised entirely of teaching and teaching-related activities and will be governed by the duties defined in their letter of appointment and any amendment thereto and attached to the first and subsequent annual evaluations.

The typical workload of continuing non-tenure track faculty will be 12 credit-contact hours or 18 teaching contact hours each fall and spring semester, which constitutes 100 percent workload. Faculty workload for continuing non-tenured track faculty may vary depending on negotiation with the Director and may include some service and/or scholarship depending on the needs of the School. Each continuing non-tenure track faculty member is also expected to undertake such other teaching-related activities as are normally expected of a faculty member at a major University, such as attendance at faculty meetings, school functions, participation in curricular planning, and participation in student recruitment events, safety training, and so forth.

Workload Variations for Continuing Non-Tenure Track Faculty

In some circumstances, the Director may approve requests for nonstandard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. A continuing non-tenure track faculty member might, for instance, at the Director's discretion be granted a course reduction for undertaking a service responsibility or scholarship activity that is particularly burdensome or that falls outside the envelope of teaching-related activities.

Workload Determinations, Faculty Appraisals and the Summer Program of Sponsored or Un-sponsored Scholarship and Research

All faculty on 9-month academic appointments may request that performance in a summer program of sponsored or un-sponsored scholarship and research be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Director on an annual basis during the workload planning process. The Director may turn down the faculty member's proposal on substantive grounds related to the content of the proposal, the appropriateness of the proposed program as part of the workload for the faculty member, or the school's needs and priorities.

If the request is granted, the agreement must be documented as part of the individual's workload plan for the subsequent year. Documentation must include a statement of the summer program of scholarship and research, and the expected products of that program, and it must stipulate the duration of the summer program up to three months. When it has been an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program.

Re-assignment of Workload

When any faculty member—tenured, tenure-track, or continuing non-tenure track—fails to perform the work that has been assigned during the annual planning process, the Director is responsible for assigning alternative work that in his or her judgment is appropriate to ensure that the faculty member meets his or her full obligation to the School. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students. The Director might, in these circumstances, assign the faculty member to teach a new section of an oversubscribed course for which he or she is qualified or assign the faculty member additional teaching in a subsequent semester. Reassignment to alternative work can occur whenever it becomes clear to the Director that a faculty member has failed to fulfill any element—teaching, scholarship or service—of the original workload plan and there has been consultation with the faculty member regarding his/her failure to meet workload expectations.

Overall, faculty evaluations are closely aligned with the guidelines for merit in the School of Nursing. See Attachment #2 for additional information on evaluative functions.

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Attachment #1: General Provisions for Teaching

1. The maximum teaching component of workload shall not exceed 24 credit contact hours or 36 teaching contact hours per year split approximately evenly between semesters.
2. Undergraduate clinical courses require 2 teaching contact hours for each credit contact hour of the course. *
3. Graduate nurse practitioner clinical credits are counted as 2 teaching contact hours for each credit contact hour of the course as determined by the nurse practitioner certification agencies. *
4. Non-nurse practitioner graduate clinical courses are counted in credit contact hours (1 credit contact hour equals 1 hour).
5. For didactic classes, 1 credit contact hour equals 1 hour. If faculty share the same scheduled course, the credit contact hours are divided; if they teach different scheduled sections of the same course, they receive the full number of credit contact hours for the section. (Additional negotiation with the Director can occur regarding complex course coordination, course development, use of new technologies, or other variables that may affect the teaching activities.) *
6. Thirty active graduate or full time undergraduate advisees or a combination of both are equivalent to ½ credit contact hour.*
7. Primary advisers for theses and scholarly projects receive one credit contact hour per student in the semester in which the student completes the work.*
8. Chairperson for dissertation committees in the School of Nursing receive 2 credit contact hours per student in the semester in which the student completes the work. *
9. Special problems and independent studies are counted as one credit contact hour per student in the semester in which the student completes the work. *
10. Other assignments are negotiated with the Director.

*Citation source: Collective Bargaining Agreement, July 1, 2008-June 30, 2010, Article 11.8, footnote #3.

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Attachment #2: Provisions for Faculty Evaluation

Provisions Related to Teaching:

1. Teaching includes multiple activities/components: didactic, clinical, and on-line teaching; student advisement, mentoring (research groups, serving as preceptor to graduate student, supervision of independent studies/scholarly projects); faculty practice, development of new and innovative courses, course materials, and teaching modalities; program/teaching grants; teaching awards; and consultation.

Teaching performance evaluation will be based on faculty peer evaluation, student course and faculty evaluation, and course materials. Increased depth and breadth of teaching scholarship is seen in curricular design and implementation, and influencing programs of instruction, institutions of higher education, and national education and health care policies as faculty progress through the ranks. Additional teaching activities that will impact positively on the evaluation of teaching are identified in the faculty handbook under *Elaboration of Guidelines from the P & T Document*.

2. For evaluation of teaching based on student evaluation, the characteristics of courses are taken into consideration. For example, the literature supports that students usually rate large lecture classes lower than smaller classes. In addition, past nursing experience indicates that students typically rate clinical components of courses higher than didactic components. For satisfactory performance of teaching, average student evaluations, reflective of SON faculty average ratings that year, on a 5-point scale would contribute to a rating of 4 – 6 on the Annual Faculty Appraisal Form.

Provisions Related to Scholarship:

1. For satisfactory performance, or a rating of 4-6 on the annual faculty appraisal form, each 20% of workload allotted to scholarship shall require one original, refereed, data-based publication in a recognized scholarly journal, or the equivalent, with equivalency regarded approximately as:
 - 2 non-data based original scholarly papers or chapters contributed to books, or
 - 4 technical reports, book reviews, or professional newsletter contributions, or
 - 1 newly written and submitted major external grant proposal that includes pilot data, or
 - 2 newly written and submitted external grant proposals, or
 - 3 prepared and delivered refereed podium or poster presentations at national or international professional meetings, or
 - 2 prepared and delivered professional workshops of 4 or more hours duration, or
 - a commensurate combination of the above examples.
 - Other scholarship activities as specified in the faculty handbook under *Elaboration of Guidelines from the P&T Document*.
2. Published books may be counted as more or less than an original, refereed, data-based publication in a recognized scholarly journal, with evaluation based on the following criteria:

- Whether the work is individually written or an edited volume with contributions from others,
 - Length
 - Intended audience level
3. In cases of the co-authorship of a scholarly contribution, it is incumbent upon the faculty member to specify his/her individual contributions to the project, and this co-authored contribution will count less than indicated due to the assistance of others.
 4. Other forms of scholarly contribution as noted in the faculty handbook under *Elaboration of Guidelines from the P & T Document* shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to the achievement of one original, refereed, data-based publication in a recognized scholarly journal.

Provisions Related to Service:

1. For satisfactory performance, or a rating of 4-6 on the annual faculty appraisal form, each 5% of workload allotted to service shall require quality service on 2 professional committees or boards, including school, college, university, community, and professional organization committees, or the equivalent, with equivalency regarded approximately as:
 - Serving as the chairperson of one committee, or
 - Serving in a major elected position for a professional organization or
 - Serving as the organizer of a conference or professional event, or
 - Community service (as a healthcare professional)
 - Other service activities specified in the faculty handbook under *Elaboration of Guidelines from the P&T Document*.
2. Administrative assignments regarded as service to the School shall be evaluated as a function of the quality of service provided for the number of assigned workload credit hours. Faculty assigned such responsibilities should be in sufficiently close communication with the School Director that the quality of service is apparent.
3. Other forms of service contribution not enumerated here shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to quality service on 2 professional committees or boards, as described above.