SON OP: 20.060 Faculty Workload Assignments

PURPOSE: This workload policy is used to allocate faculty time and effort in alignment with the School of Nursing mission and strategic goals.

REVIEW: This section of the handbook shall be reviewed by the Dean, Coordinating Council and Faculty Council by September 1st on odd-numbered years.

POLICY/PROCEDURE

Faculty select one of three areas of focus: Academic, Clinical Service, or Research. Faculty electing to focus on Clinical Service or Research choose to be on the tenure track or the non-tenure track. Faculty electing to focus on Academic teaching choose to spend at least 75% time in teaching activities. All faculty are expected to engage in teaching and in scholarship.

Faculty activities are categorized into five major areas/roles. The five roles are clinical service, teaching, research, academically-related service, and professional development.

The following faculty approved definitions for the specific areas/roles of the workload are as follows:

Clinical Service – the involvement in direct and/or indirect client care in a variety of settings that is income-generating and can potentially provide learning experience for students across all levels. Expected outcomes may include: income-producing practice, maintenance of national certification, formal presentations, and publications in peer reviewed journals, and innovative approaches to improving patient/client care.

Teaching – the time spent in creating an environment for learning and implementation of educational activities which acknowledge the importance of the individual diversity of students. Expected outcomes may include: course preparation, presentation of material, grading assignments, advising, development of thesis and/or dissertation, publication and formal presentations.

Research – a scientific process of inquiry and/or experimentation that involves purposeful, systematic and rigorous collection of data. Analysis and interpretation of the data are made in order to gain new knowledge or add to existing knowledge. Research has the ultimate aim of contributing towards an organized body of scientific knowledge (Dempsey & Dempsey). Expected outcomes may include: securing external funding for research, conducting research, instrumentation, publication of research results in peer reviewed journals, and formal presentations at professional conferences.

Academically-related Service – the engagement in activities which contribute to the welfare of the school, institution, community, and the profession. Expected outcomes may include: serving as an active, contributing member of a school, institutional, community or professional committee,
serving as a participating elected officer of such committees.

Professional Development – the time spent directly related to professional enhancement or improvement activities, including advanced education, such as doctoral education.

Further considerations for workload allocation include:
- Departmental needs for teaching
- Individual goals to meet guidelines for rank and promotion
- Career transitions
- Involvement in service activities to promote the strategic plans of the School and Health Sciences Center

The typical ratio of these areas/roles of faculty activity are:

**Academic Focus**

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>75-80%</td>
</tr>
<tr>
<td>Academically-related Service</td>
<td>10-15%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>5-10%</td>
</tr>
</tbody>
</table>

**Clinical Service Focus**

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Service</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching</td>
<td>50%</td>
</tr>
<tr>
<td>Academically-related Service</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Research Focus**

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Service</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching</td>
<td>50%</td>
</tr>
<tr>
<td>Academically-related Service</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>15%</td>
</tr>
</tbody>
</table>

The TTUHSC School of Nursing uses contact hours to determine faculty workload. These contact hours are assigned by the Departmental Chairs in collaboration with the faculty member, and the Dean to achieve the mission of the school.

The Workload formula is based on a 40 hr. workweek
- 1 credit of didactic = 1 contact hour
- 1 credit of clinical = 3 contact hours

**Fall & Spring**
- 1 credit of didactic = 1 contact hour
- 1 credit of clinical = 3 contact hours

**Summer**
- 1 credit of didactic = 1.5 contact hour
- 1 credit of clinical = 4.5 contact hours

Contact hours are assigned according to clinical supervisory models (Texas Board of Nursing standards)
Clinical: Supervised on unit 1:3 (Texas Board of Nursing 1:10) Direct supervision by faculty
Precepted Model 2:3 (Texas Board of Nursing 1:24) Indirect supervision by faculty
Supervised clinical/faculty associate (Texas Board of Nursing 2:15) Direct supervision

For example: 2600 (6:3:9)
6 semester hour class, 3 hours didactic and 9 clinical hours

Expectations for a Full-Time Faculty with a clinical service or research focus
at the rank of Assistant Professor or above teaching in the

Undergraduate Program:

- 50% for teaching = 20 contact hours (range 18-22 hrs.)
- 20% for research
- or practice = 8 contact hours
- 15% for service = 6 contact hours (includes committees, task forces)
  - 34 contact hours = F/T
  - 6 contact hours for academic enrichment/development flexible/different for
    each faculty member
  - 40

An example of 20 contact hours for teaching – 6 credits clinical = 18 contact hours
  - 2 hours of theory class per week = 2 contact
    hours for a total of 20 contact hours per week

Range of % - Faculty can either elect or be asked to meet a variety of specific
needs for the mission of the school

e.g., Teaching 75% faculty member may do more teaching than another component of research
or practice
Research 35% faculty has external funding and so teaches less
Practice 35% faculty has more extensive practice and does less teaching

Expectations for a Full-Time Faculty at the rank of Instructor teaching in the Undergraduate Program:

70% for teaching = 28 contact hours (range 25-30 hrs.)
15% for service = 6 contact hours (includes committees, task forces)

34 contact hours = F/T
6 contact hours for academic enrichment/development flexible/different for each 40 faculty member

An example of 28 contact hours for teaching

8 credits clinical = 24 contact hours
4 hours of theory class per week = 4
Contact hours for a total of 28 contact hours per week

Range of % - Faculty can either elect or be asked to meet a variety of specific needs for the Mission of the School.

Expectation for a Full-Time Faculty with a clinical service or research focus at the rank of Assistant Professor or above teaching in the Graduate Program

<table>
<thead>
<tr>
<th>% for teaching</th>
<th>50% for teaching =</th>
<th>20 contact hrs (range 18-22 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% for research or practice</td>
<td>20% for research or practice =</td>
<td>8</td>
</tr>
<tr>
<td>% for service</td>
<td>15% for service =</td>
<td>6 (F/T includes committees, taskforces)</td>
</tr>
<tr>
<td></td>
<td>34 contact hrs</td>
<td>6 contact hours for academic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Graduate teaching hours are converted by the following
.66 x contact hr for class/clinical. This is added to contact hour to determine total amount
An example: NURS5343 (3 hr theory) = 3

\[
x \times .66
\]
\[
1.98 + 3 = 4.98 \text{ total}
\]

Graduate clinical (preceptored) – a course that has 2 credits for clinical = 2 contact hours
for a group of three students.  2 x .66 = 1.32 + 2 = 3.32 total amount.
For 4 or more students = 1 additional contact hour

Expectation for a Full-Time Faculty Employed as:

Dean and Associate Deans:  
Teaching 25-33% for teaching of 50% allotted for F/T faculty
Administration 50% = 20 contact hours

Directors/coordinators:  
Teaching 70-75% for teaching of 50% allotted for F/T faculty
Administration 20% = 8 contact hours

Suggested Contact Hour Allocation for Specific Educational Activities:

- Course facilitators or co-course facilitators are each given workload
time based on contact hours with students.

- If undergraduate face-to-face class size exceeds 50 students then
adjustment will be made by Departmental Chair(s) or designee

- New course development for addition to the curriculum-preparation semester prior to delivery = 0.5 contact hour/credit
  (will vary with NP faculty)
- Web-based courses contact hours are additional 0.5/credit (3 credit theory course = 4.5 contact hours)
- Online class size greater than 25 students = 1.5 contact hours
- Face-to-face class size greater than 50 students = 1.5 contact hours per each section over 50
- Face-to-face courses exceeding 6 contact hours = 2 additional facilitator hours
- Faculty mentoring = 1.5
- New faculty = 8 contact hours first semester, 6 contact hours for second semester & 4 contact hours for third semester. This will result for a reduced teaching load during the first year
- Thesis/dissertation committee chair = 1 contact hour

Thesis/dissertation committee member = 0.25 contact hour

Travel:
Travel for over 100 miles will receive 1 additional contact hour per semester/per course.

Part-time faculty workload expectations including service and academic enrichment are negotiated with the Departmental Chairs/Dean, School of Nursing each semester. Teaching is a priority.

In summer semesters in programs without full semester long face-to-face contact with students, contact hours will be allocated to meet the teaching needs of the program, and the faculty contact hours for remaining areas/roles will be adjusted by Department Chair/designee to meet a full workload of 32-40 hours.
**TABLE 3**

*CNE as Practice = 32 or more workload hours per semester*
*CNE as Service = 31 or less workload hours per semester*

*32 CNE workload hours is 25% of the 128 workload hours per semester required for a faculty member to declare a practice workload. In other words, if a faculty member designates CNE as practice and is assigned 32 CNE hours, the faculty member must designate the other 75% (96 hours) of their practice somehow for the semester.*

<table>
<thead>
<tr>
<th>CNE Activity</th>
<th>Income generating and direct payment/honorarium is made to the faculty member</th>
<th>Income generating to CNE/WC Program/Area; however, no payment/honorarium is made to the faculty member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter for CNE Personal Order Service courses</td>
<td>X</td>
<td>Plus $40 Gift of Learning Certificate</td>
</tr>
<tr>
<td>Presenter for CNE General Service</td>
<td>X</td>
<td>Plus $40 Gift of Learning Certificate</td>
</tr>
<tr>
<td>Presenter for CNE Co-providerships</td>
<td>X</td>
<td>Faculty will need to contract for their honorarium with the co-provider (payment does not come from the CNE Program)</td>
</tr>
<tr>
<td>Presenter for CNE Lubbock State School Classes <em>(starting 9-1-02)</em></td>
<td>X</td>
<td>Plus $40 Gift of Learning Certificate</td>
</tr>
<tr>
<td>Presenter for Wellness Center Patient Education Classes</td>
<td></td>
<td>Workload hours are the exact amount of time (hours) spent attending planning meetings. Additional time may be documented for work done outside of meeting time.</td>
</tr>
<tr>
<td>Designated Nurse Planner for Co-provided Learning Activities</td>
<td></td>
<td>Workload hours are the exact amount of time (hours) spent reviewing/editing the CNE Self-Study Report</td>
</tr>
<tr>
<td>Reviewer of CNE Self Study Report</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Presenter for TTUHSC School of Nursing Staff Development Courses</td>
<td>Non-income generating – need for classes identified in 2003-2005 Strategic Plan, Goal 6: Maintain a quality work force and cultural environment embracing a spirit of trust and integrity (3rd bullet under this goal was “faculty/staff development”</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 4
Payment to Faculty Member and Gift of Learning Incentive for Presenting a CNE Learning Activity*

<table>
<thead>
<tr>
<th>Type of CNE Service the payment pertains to</th>
<th>Payment</th>
<th>When Payment Occurs</th>
<th>If the CNE activity qualified as practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Order General Service Lubbock State School</td>
<td>Total workload hours x $50/hour = <em>income generation.</em>&lt;br&gt;Income generation x 20% = <em>actual payment to faculty member.</em></td>
<td>During NIP Augmentation Distributions via the Deans Office in August</td>
<td>100% of the income generation is “credited” towards the faculty member’s 10% of annual salary requirement for promotion and tenure. This money is not transferred out of the CNE account.</td>
</tr>
<tr>
<td>Personal Order General Lubbock State School</td>
<td>$40 Gift of Learning Certificate for each learning activity presented</td>
<td>Gift of Learning Certificates are issued immediately following the faculty member’s presentation</td>
<td></td>
</tr>
<tr>
<td>Co-provided</td>
<td>Negotiated with the Co-provider</td>
<td>Within 30 days after the conference</td>
<td></td>
</tr>
</tbody>
</table>

*Team teaching: All calculations are divided proportionately for co-taught learning activities.

### TABLE 5
Additional Incentives for Faculty Involvement in the CNE Program

<table>
<thead>
<tr>
<th>Incentive</th>
<th>Faculty Member’s Role in Earning the Incentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>$250 direct payment to faculty member</td>
<td><strong>Establishing a new Personal Order Service Contract.</strong> The faculty member is required to attend initial planning meetings and the new contract must be established within twelve months of the first planning meeting.</td>
</tr>
<tr>
<td>Free attendance</td>
<td>Faculty who are very instrumental in <strong>suggesting a topic</strong> and developing the content and objectives for a general service learning activity, e.g. Annual Nurse Practitioner Conference, may attend their suggested learning activity (providing it was scheduled), at no cost.</td>
</tr>
</tbody>
</table>

**Presenting for a CNE**

**Program coprovidship:**
When faculty agree to present a co-provided learning activity, the workload points follow the same workload formula used for personal order and general service learning activities. The length of the presentation and whether or not a repeat session will be requested, depends on each co-provided learning activity.

TLI/bc 5/82
Revised: GenFac:sh 6-11-01
Revised: KAD:sh 03-14-08
Reviewed FAC 2012
Revised and approved Program Chairs 2012
Revised and approved Traditional Undergraduate Committee 2012
Reviewed FAC: 7/15/13
Revised Inf: 11/17/14
Reviewed FC: 7/20/15
Revised/Approved GF: 9/21/15
Reviewed FC: 11/10/17