

Saint Louis University – School of Nursing
WORKLOAD POLICY FULL-TIME FACULTY
(Academic Year)

Full-time effort as a Saint Louis University School of Nursing (SON) faculty member is based on a 9-month academic year contract. The annual baseline of faculty workload (understood as 100% of professional effort, 1 FTE) will be 12 workload units per semester (24 workload units total per year; no more than 6 separate course preparations over two semesters, University Policy on Faculty Workload, 2016, Principle 5b, p. 3), or an equivalent combination of teaching, research, service, health care practice, and other specified activities that are necessary to carry out the mission of the SON. Responsibilities of faculty in each of these areas are described in the Saint Louis University Faculty Manual (2017), pages 21-25.

This policy follows the guiding principles and definitions of the University Policy on Faculty Workload, effective March, 2016 and the Faculty Manual. In addition, according to the American Association of Colleges of Nursing (AACN), “Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that is 1) significant to the profession, 2) creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods” (AACN, 1999). The four dimensions of scholarship critical to academic work are teaching, discovery, integration, and practice (See example of activities from Boyer’s model in Appendix A).

While each faculty member may not be actively involved in all these areas, the collective participation of the faculty is necessary to assure that the goals of the School are achieved. Because there is evidence that full-time tenured faculty positively affects graduation rates, the SON administrators value tenured faculty and their contribution to our school and to the life of the University. Everyone is encouraged to participate in scholarship activities; however, tenured and tenure-track faculty have the responsibility to consistently endeavor to produce scholarship of the quality and quantity that is not expected from non-tenure track faculty. Workload is described in Table 1.

Table 1: Faculty workload distribution per academic year

	Tenure & tenure-track	Non-tenure track
Scholarship of teaching	12	21
Scholarship of practice, integration, and discovery	12	3

The administration and faculty of the School of Nursing constitute a community of scholars. The ultimate responsibility for assuring that the work of the SON is carried out rests with the Dean of the School of Nursing. The assignment of the workload lies within the purview of the Associate Deans of the School of Nursing in collaboration with the faculty to ensure that the work of the SON is accomplished and faculty requirements for the scholarship of teaching, practice, discovery and integration are met. Good faith negotiations between the appropriate Associate Dean, Dean, and the faculty member may result in flexible distribution of workload in order to best meet the needs of the entire SON community (University Policy on Faculty Workload, 2016, p. 4). “Faculty must be evaluated based on the agreed workload distribution. Evaluations should take into account the relative distribution of research, teaching, clinical practice (when applicable), and service” (University Policy on Faculty Workload, 2016, p. 4).

“Any overload beyond the maximum teaching load or its equivalent in teaching, research, and service must be recognized in the form either of additive pay or a subsequent workload reduction” (University Policy on Faculty Workload, 2016, Principle 5e, p. 4). Annually, each faculty member’s workload should be reevaluated, rounded to the nearest whole number, and faculty should be compensated for any unanticipated overload. For faculty on a 9-month academic contract, summer teaching is voluntary and should be compensated with the appropriate pay. In addition, “workload policies must accommodate University policies related to leaves for family or medical issues and approved sabbaticals” (University Policy on Faculty Workload, 2016, principle 4, p 3).

Administrative workload release time is a function of each individual role description and is calculated as a percentage of 1 FTE. Since 24 workload credits is equivalent to 1 FTE, any administrative workload is deducted from the total of 24. The specifics of the remaining workload allocation will be mutually agreed upon to ensure that the work of the SON is accomplished and faculty requirements for the scholarship of teaching, practice, discovery and integration are met.

SCHOLARSHIP OF TEACHING

Teaching at the SON has many forms: didactic, clinical and laboratory. Teaching must be constantly refreshed by knowledge gained through research and clinical practice (Boyer, 1990). Therefore, faculty should teach classes competently, preparing adequately for each class and striving constantly to improve their performance in the classroom or in the clinical setting by keeping abreast of new scholarly work and teaching in their field. Faculty should be reasonably available to their students outside class for instruction on matters related to the student’s classwork. This necessitates that teaching comprises a major portion of the faculty role and the workload assignment.

One credit hour of a theory course will equal one workload unit across programs. Didactic teaching and seminar are considered as equal in regards to workload credit.

Undergraduate Level On-site Theory Courses

The recommended number of students in a class is 40 or less. For a course with more than 40 students, extra workload unit(s) will be assigned as shown in Table 2. When student numbers in a course are at or above 40 in the class, the faculty may opt to teach a separate section at their discretion.

All faculty assigned to a course will be credited with workload for teaching in that course. Total workload credit for the course will be allocated to assigned faculty per their contribution to the course.

Table 2: Workload adjustment for class size for undergraduate theory courses

Number of Students	Workload allocation for class size
< 40	1x course workload allocation
41-80	1.5x course workload allocation
81-120	2x course workload allocation
121-160	2.5x course workload allocation

Graduate and Distance Learning Theory Courses:

The recommended number of students in a class is 30 or less. For a course with more than 30 students, extra workload unit(s) will be assigned as shown in Table 3. When student numbers in a course are at or above 30 in the class, the faculty may opt to teach a separate section at their discretion.

All faculty assigned to a course will be credited with workload for teaching in that course. Total workload credit for the course will be allocated to assigned faculty per their contribution to the course.

Table 3: Workload adjustment for class size for graduate and distance theory courses

Number of Students	Workload allocation for class size
≤30	1x course workload allocation
31-60	1.5x course workload allocation
61-90	2x course workload allocation
91-120	2.5x course workload allocation

Undergraduate Level Clinical/Lab Courses

Any course that has a clinical or lab component will be designated as a clinical course. The recommended number of students in a class is 40 or less. For a course with more than 40 students, extra workload unit(s) will be assigned as shown in Table 4. When student numbers in a course are at or above 40 in the class, the faculty may opt to teach a separate section at their discretion.

All faculty assigned to a course will be credited with workload for teaching in that course. Total workload credit for the course will be allocated to assigned faculty per their contribution to the course.

Each credit hour of clinical instruction with direct faculty supervision will be given 1.5 workload units per clinical group.

For courses with precepted clinical experiences, where faculty supervision is indirect, faculty will receive 0.75 workload unit for each credit hour of clinical per clinical group.

For courses with a lab component, 0.75 workload unit will be given per credit hour of laboratory instruction.

Table 4: Workload adjustments for undergraduate level clinical/lab courses

Number of Students	Workload allocation for class size	Additional workload unit for Clinical Course Coordination
≤ 40	1x course workload allocation	0.75
41-80	1.5x course workload allocation	1
81-120	2X course workload allocation	1.25

Graduate Level Clinical/Lab Courses

Any course that has a clinical or lab component will be designated as a clinical course. The recommended number of students in a class is 30 or less. For a course with more than 30 students, extra workload unit(s) will be assigned as shown in Table 5. When student numbers in a course are at or above 30 in the class, the faculty may opt to teach a separate section at their discretion.

All faculty assigned to a course will be credited with workload for teaching in that course. Total workload credit for the course will be allocated to assigned faculty per their contribution to the course.

For courses with precepted clinical experiences, where faculty supervision is indirect, faculty will receive 0.75 workload unit for each credit hour of clinical per clinical group.

MSN Residency: Each option coordinator will receive one workload unit for the MSN Residency.

Table 5: Workload adjustments for graduate level clinical/lab courses

Number of Students	Workload allocation for class size	Additional workload unit for Clinical Course Coordination
≤ 30	1x course workload allocation	0.75
31-60	1.5x course workload allocation	1
61-90	2 X course workload allocation	1.25

Non-Doctoral Level Clinical Group Sizes

Pre-licensure clinical groups should have a maximum of 8 (6 is preferred) students. Any precepted clinical experience in pre-licensure programs should have a maximum of 10 students per clinical group.

One workload unit per semester will be given for 15 students or less enrolled for a portfolio. An additional workload unit will be given for 16 – 30 students.

Master's Level Clinical Courses: AMSN courses with a capstone project or advanced practice MSN clinical courses should have a maximum of 8 (6 is preferred) students per clinical group.

Doctoral Level Courses

Doctoral courses should have a maximum of 12 students per class whether on-site or distance. For any course with more than 12 students, the faculty may opt to teach a separate section at their discretion.

(see Table 6).

Table 6: Workload adjustments for doctoral level courses (6000 and 7000 level courses)

Number of Students	Workload allocation for class size	Additional workload unit for Clinical Course Coordination
≤ 12	1x course workload allocation	0.75
13 - 24	1.5x course workload allocation	1
25-36	2X course workload allocation	1.25

DNP Capstone Project: The chair of the capstone project committee will receive 0.5 workload units per student per 1 credit hour. This workload is based on the total number of capstone credit hours in which a student is enrolled each semester. Distribution of the workload units should be negotiated between the associate dean and the capstone chair.

PhD Dissertation: The chair of the dissertation committee will receive 1 workload unit per student per 3 credit hours. This workload is based on the total number of dissertation credit hours per semester. Distribution of the workload units should be negotiated between the associate dean and the dissertation chair.

Student Mentoring and Advising

Faculty are expected to mentor/advise a maximum of 30 students.

OTHER TEACHING DIRECTIVES**Variable Credit Courses:**

Faculty will be allotted 2.5 workload units for a 2-3 variable credit course. If more than 50% of the students enrolled in the course are taking the course for 3 credits, the faculty will be given the full credit for the course.

New Course Development and First Time Teaching a Course:

As a learning community with limited resources, it is expected that continuing faculty, who have previously taught a course, share course materials with new faculty. Workload units of 0.25 per course credit hour divided by the number of faculty members involved in the development or teaching of the course will be given. Credit will be given the first semester the course is implemented.

Independent Study:

The faculty member will receive 0.2 workload units for every 1-2 students for each 1 credit hour course. Faculty teaching 10 or more students will receive full workload unit credit (1-2 students = 0.2, 3-4 students = 0.4, 5-6 students = 0.6, and 7-9 students = 0.8). Independent studies should be offered as the budget allows and as necessary for students to complete the program of study or if the required course to complete the program of study is not offered. Required courses should be assigned prior to agreeing to do independent studies.

Interprofessional Education:**Table 7: Workload units for IPE courses:**

<u>Interprofessional Team Seminar (IPTS)</u>	<u>IPE 1100:</u>	<u>IPE 3500</u>	<u>IPE 4200:</u>	<u>IPE 4900:</u>
0.5 workload unit per group per semester	1 workload unit	3 workload units	3 workload units	2 groups = 2 workload units

SCHOLARSHIP OF PRACTICE

Faculty are expected to stay clinically competent in their areas of expertise, while remembering that the responsibilities of the University are preeminent. Teaching schedules should be arranged to support faculty who practice to maintain certification.

According to Boyer (1990), service falls underneath the scholarship of practice and includes activities related to community service and professional development. Our mission encompasses service to the SON, the University, the community, and the profession. As part of their workload, faculty are expected to be good SON and University citizens who participate in “basic service obligations, such as participating in faculty meetings, academic ceremonies, and convocations” (University Policy on Faculty Workload, 2016, Principle 5b, p. 3).

SCHOLARSHIP OF INTEGRATION AND DISCOVERY

The scholarship of discovery and integration is fundamental to Saint Louis University and the School of Nursing mission. A strong program of research is a critical element to support a superior environment for educating the next generation of nurses. Faculty should consistently endeavor to produce an ample quantity and high quality scholarship. This necessitates that the scholarship of discovery and integration comprises a significant portion of the faculty role and the workload assignment (See Table 1). Workload must be sufficiently flexible in order to accommodate promotion and tenure guidelines and faculty on sabbatical (University Policy on Faculty Workload, 2016, Principle 4, p. 3).

WORKLOAD UNIT EQUIVALENCES

“A workload unit is approximately equivalent to one credit hour spent in scheduled classroom teaching... This includes time spent on research, service, administration, creative production, mentoring, advising and library or clinic activities” (University Policy on Faculty Workload, 2016, p. 1). “The varieties of activities that may appropriately be considered teaching, research or service preclude a university-wide definition of those terms. Accordingly, each of the respective academic units must define the varieties of activities deemed to constitute teaching, research, and service, respectively, and determine general equivalencies across and within these categories (e.g., how much and what kind of research or service will be deemed to be equivalent to teaching a three credit-hour course” (University Policy on Faculty Workload, 2016, Principle 2, p. 2). For the purposes of the SON workload policy, definitions of some, but not all, of the varieties of activities deemed to constitute teaching, research, and service are defined below with each 10% of FTE assigned for research, service, administration, or clinic activities being equivalent to teaching a 3 credit hour course (see Table 7).

Table 8: Workload Equivalence Definitions

Category	Workload Unit Equivalences
Research and scholarly activity	<ul style="list-style-type: none"> Faculty engaged in extraordinary scholarly activity (e.g. PI or co-investigator on a funded grant, participation in a fellowship) can negotiate additional workload allocation.
Service	<p>“Full-time faculty members may, and indeed are encouraged to, engage in extramural research, consulting, and scholarly and clinical activity, as long as this activity is proper to their academic and University positions and is of benefit to them, their students, the community, and the University. Such activities must not interfere with the faculty member’s University obligations and expectations. As long as such extramural activities do not, on the average, exceed a total of approximately one day a week during the academic year, the faculty member may accept and retain financial remuneration for them. To avoid a conflict of commitment, faculty members engaging in such extramural activities must notify the Department Chairperson or equivalent administrator, who will transmit the information to the appropriate Dean or comparable administrator for review to ensure compliance with the limitations stated above and as provided in the University policies on conflict of interest.” (Saint Louis University Manual, 2017, p.23-24</p>
Administration	<ul style="list-style-type: none"> Workload allocation for administrative duties is stated in each individual role description.
Mentoring and Advising	<ul style="list-style-type: none"> No extra allocation.
Clinical Activities	<ul style="list-style-type: none"> Faculty engaged in clinical practice for the University that provides service to the University can negotiate additional workload allocation.

APPEALS PROCESS

In situations where a faculty member strongly disagrees with the proposed workload assignment as determined by the Associate Dean, the case will be reviewed by a committee of at least three senior faculty members.

Approval Body: General Faculty Assembly, SON

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