Faculty Teaching Workload Guidelines

I. Overview

The goal of this document is to provide guidelines for faculty assignments in order to promote faculty effectiveness in the areas of teaching, research/scholarship/creative work and/or practice/academic outreach and service, and to facilitate appropriate and equitable workload.

Faculty workload reflects the overall mission of the College of Nursing and the College of Nursing contributes fully to the accomplishment of the overall mission and values of the University of Iowa. Faculty members contribute in their own unique and valuable way to the missions of the College and the University, and the proportion of time and effort that faculty devote to each of the missions at any particular time need not be equal and, in most cases, is quite variable and individual.

Faculty workload guidelines provide direction to administration to facilitate faculty in their efforts to meet the faculty member’s individual teaching, research, and service responsibilities. Faculty may negotiate for a variety of combinations of activities and administration is encouraged to allow exceptions to the workload guidelines in order to facilitate new programs or teaching innovations and to respond to individual interests, circumstances and expertise. Faculty can expect sufficient resources to support the overall teaching, research/scholarship/creative work or practice/academic outreach, and service missions of the College.

II. Teaching, Research, Service Roles of full-time Tenured and Tenure-Track Faculty

A. Teaching

Teaching endeavors include the preparation of course syllabi, classroom materials, class lectures and discussion topics, and student assignments such as papers and projects. Faculty also prepare and administer examinations, evaluate student work, train and supervise the work of teaching assistants, continuously read in their field to include up to date material and information in their classes, and meet students outside of class to advise, help and guide them in their course work. Other important teaching efforts include faculty initiatives to improve instruction through the design and revision of the curriculum, the creation of new courses, the revision of existing courses, and supervision of the creative work and research of students and engaging with faculty in both teaching teams and forums to facilitate coordination, integration and ongoing improvement of the curricula across programs (Post-Tenure Effort Allocation Policy, 2012).

The expected teaching load for regular, full-time tenure-track faculty with 100% appointments is the equivalent of 12 credit hours per academic year (6 credit hours per semester). Teaching workload incorporates formal and informal teaching activities. Examples of formal teaching activities are lectures, practicum, laboratory/clinical supervision and seminar discussion groups. Associated teaching activities may include student advising, grading papers, proctoring examinations, or offering sessions for test review. Workload assignment for practicum courses is negotiated individually based on time commitment involved. The maximum amount of workload credit allowed for other courses taught in the format of individualized work with students or student groups (e.g., independent study and research advisement) for a given academic year is 3-6 credits (e.g. 20-
Faculty Teaching Workload Guidelines

40% of total workload. Maximum credit is to be given only to those individual who have a substantial amount of such work.

For tenure-track faculty in undergraduate clinical courses (20% of total effort), workload is defined as one clinical group in one semester with a full day of clinical contact per week.

For tenure-track faculty in graduate clinical courses (20% of total effort), workload is defined as one clinical application course with one section of 6 students and related seminars. For those who negotiate a post-tenure allocation of effort, workload would be adjusted to be comparable to that of a non-tenure track faculty member who is devoting an equivalent amount of effort to teaching.

B. Research/Scholarship/Creative Work or Practice/Academic Outreach

Faculty conduct a wide range of research, scholarship, and creative work to advance the core value of learning, including engaging in hands-on creative work and research, directing and collaborating with graduate students and professional students in joint creative activities and research, directing and supervising undergraduate creative work and research and supporting this scholarly work through efforts to arrange and sustain adequate physical, financial, and institutional (and inter-institutional) support. As with teaching, there are many different types of activities necessary to create and sustain vitality in research, scholarship and creative work by faculty. At the center of this activity, faculty require time and resources to pursue scholarly or creative work in the laboratory, the library, the studio or office, and/or in the field, to supervise and direct the work of their students, to write proposals to obtain support for their projects, to attend professional meetings and to consult with a variety of groups and individuals to enhance their understanding of problems and challenges (Post-Tenure Effort Allocation Policy, 2012).

Research/Scholarship/Creative Work

Many different activities create and sustain the vitality in research, scholarship, and creative work by faculty, including developing proposals, conducting research, preparing manuscripts, consulting with groups and individuals, and participating in professional meetings through paper and poster presentations and chairing or moderating sessions.

Full-time, tenured or tenure-track faculty are expected to be involved in continuous, productive scholarship as evidenced by publications, grants, etc. Obtaining external funding to at least partially support research activities is expected of tenure-track faculty. To facilitate the fulfillment of the research expectation, additional time-limited support may be provided by the College for the following: a) to enable faculty who are not yet funded to prepare research grant proposals; b) to enable newly appointed faculty with funded research projects to get them established and operational in this new setting; and c) to enable previously funded researchers to disseminate findings of completed research and to develop new or continuation grant proposals.
Faculty Teaching Workload Guidelines

When external research funding is obtained for salary support, the total amount of time allocated to research activities must be equal to or greater than the time funded by the sponsor and is negotiated with the Dean. External salary support of 20% is required to obtain release from 20% of one’s teaching commitment (or one course per academic year), 40% of support would release faculty from 40% of one’s total teaching commitment (or two courses per academic year).

Full-time tenured faculty who are not engaged in research or in the preparation of research proposals and faculty who present little or no scholarly productivity will have their time/effort distributed to teaching (e.g., 6 courses/academic year), practice, administration or service activities.

Practice/Academic Outreach

According to the College of Nursing Faculty Practice Plan, faculty practice is defined as the provision of direct patient care services and providing indirect supportive care services such as consultation, education and management assistance. This practice must be carried out while the provider is a member of the College of Nursing faculty, be reimbursed to the College of Nursing, and be part of the individual faculty member’s assignment.

Some faculty will choose to contribute to the College through clinical practice or through academic outreach activities. Time and effort can be allocated to practice or academic outreach as negotiated through the College of Nursing Faculty Practice Plan with the Dean.

When external practice compensation is obtained for salary support, the total amount of time allocated to practice activities must be equal to or greater than the time funded by the sponsor and is negotiated between the Faculty Practice Leadership, Dean and the faculty member. External salary support of 20% is required to obtain release from 20% of one’s teaching commitment (or one course per academic year), 40% support would release faculty from 40% of one’s total teaching commitment or two courses per academic year (see Guidelines for Faculty Practice).

C. Service

Faculty serve their professional colleagues and organizations, the public, and various off-campus constituencies. They also govern the academic programs and services of the University and assist colleagues and University administrators in a variety of functions and tasks. Regarding professional service, faculty members are often asked to hold offices in professional organizations and help to organize professional meetings. They edit books and professional journals and serve as reviewers for such publications. They serve on national and regional panels and offer advice to private, corporate, and government funding agencies. With regard to public service, faculty may provide health care, legal service, artistic leadership, and educational expertise. Faculty offer educational outreach programs to the business community, community organizations, and governmental bodies. Faculty expend considerable effort to help administer and govern the University. They chair departments, serve on a wide-range of appointed and elected committees, and recommend the allocation of fiscal and
Faculty Teaching Workload Guidelines

human resources necessary to the educational mission of the institution (Post-Tenure Effort Allocation Policy, 2012).

All faculty members are expected to devote a portion of their time/effort to activities that promote the ongoing development and welfare of the College, the University, the Profession, and the broader community they serve. Continuous service on 1-3 College of Nursing and/or University committees, plus outside professional service activities (e.g., manuscript review/editorial boards, professional organization committees) and local/state service is expected. Activities of this nature that engage faculty outside the University must be in conformity with administrative rules governing outside activities and with University policy pertaining to conflict of interest.

The actual amount of service time allocated in a given year may be adjusted to meet the overall needs of the College. It is recommended that time allocated to service activities for probationary faculty be decreased to 10% and that 10% be devoted to research and scholarship activities. Other special circumstances may be negotiated with the Dean.

III. Teaching, Research, and Service Roles of Full-Time Non-tenure Track Faculty

Lecturers: This category includes faculty whose primary contribution to the College is in the area of teaching. Generally, full-time faculty members in this category distribute their work effort across two areas of responsibility: teaching and service.

A. Teaching

Lecturers are primarily responsible for clinical supervision/teaching (80% of total effort). Other teaching activities may include preparation of course syllabi, classroom materials, class lectures and discussion topics and evaluating student assignments and examinations. In courses with multiple sections or teaching activities (lecture, lab, clinical), responsibilities related to the course may include exam writing and review, exam proctoring and meeting attendance. These faculty spend time keeping current in clinical practice knowledge and spend time with students to advise and guide them in their course work.

The expected teaching load for regular full-time Lecturers is the equivalent of 24 credit hours per academic year or 32 hours/week in clinical teaching. Exact assignment or workload (class size, number of credit hours and contact hours) may vary. Other important teaching efforts to consider include the design and revision of curriculum, creation of course material and revision of existing courses.

Teaching assignments/workloads may be represented in a variety of ways. For the undergraduate curriculum, the maximum recommended overall faculty student ratio for direct clinical supervision is 8 students to one faculty per section. The recommended faculty/student ratio for experiences where all students have a preceptor is typically 16-20 students to one faculty per section.

B. Research
Faculty Teaching Workload Guidelines

Generally, lecturers are not expected to conduct research or to compete for extramural support. However, should support be awarded, teaching responsibilities will be correspondingly decreased. Time devoted to teaching and/or service commitments may be reallocated for clinical scholarship activities as negotiated with the Dean.

C. Service

Lecturers are expected to devote a portion of their time/effort to activities that promote the ongoing development and welfare of the College, the University, the Profession, and the broader community they serve. Time devoted to service commitment time may be reallocated for teaching activities as negotiated with Associate Dean for Academic Affairs. The actual amount of service time allocated in a given year may be adjusted to meet the overall needs of the College.

IV. Salaried Clinical Track Faculty

This category includes faculty appointed specifically as Clinical Track Faculty with a rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Generally, faculty in this category may distribute their work effort across four areas of responsibility: teaching, practice, scholarship, and service.

The distribution of workload may be achieved semester by semester or averaged out over the academic year (two semesters) and summer session, depending on the needs of the College, and to the extent possible, the goals, the commitments and the preferences of the individual faculty member. Contributions to practice, service and scholarship may be negotiated depending on appointment type and the needs of the College and individual in consultation with the Dean.

A. Teaching

The main focus of clinical track faculty in this area of responsibility is teaching in our undergraduate and graduate programs (DNP and MSN:CNL). This may include, depending on rank, preparation of course syllabi, classroom materials, class lectures and discussion topics and evaluating student assignments and examinations. Other responsibilities may include exam writing and review, exam proctoring, development of new courses, and mentoring of junior faculty. Depending on rank, clinical track faculty may also serve on DNP and MSN:CNL capstone committees and doctoral dissertation committees with Graduate College approval.

The expected teaching load for Clinical Track Faculty with 100% appointments is 6 courses per academic year or the equivalent of 18 credit hours.

B. Research

Depending on the allocation of work effort for the Clinical Track Faculty members may participate in clinical scholarship. This participation may be wide ranging depending on rank. Clinical scholarship may include collaboration with researchers in clinical problem solving, publishing in institutional and professional
Faculty Teaching Workload Guidelines

newsletters, writing textbook chapters, serving as a member of a research utilization team, or serving as a clinical consultant. Other activities could include implementing new client care programs, publishing in professional journals, and contributing to state and national health initiatives.

When external funding is received for clinical scholarship, the Clinical Track Faculty may negotiate with the Dean for a decrease in percentage of teaching or service responsibilities.

C. Service

Depending on the allocation of work effort for the Clinical Track Faculty with 100% appointment may devote a portion of their time and effort to activities that promote the ongoing development and welfare of the College, the University, the Profession and the broader community they serve. Time devoted to service commitment time may be reallocated for teaching activities in negotiation with the Dean. The actual amount of service time associated in a given year may be adjusted to meet the needs of the College (see Faculty Handbook, “Salaried Clinical Track Faculty”).

D. Practice

Depending on the allocation of workload effort the Clinical Track Faculty member they may allocate some of their time to the faculty practice and the appropriate reduction across the other missions will be negotiated with the Dean.

V. Factors Affecting Assignments

Factors that impact a teaching workload are the type of course, the number of students, the level of supervision the student require, the number of credit hours per course, other college support commitments, and regulatory requirements.

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<th>Table 1: Factors Affecting Assignments</th>
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<td>Typical Allocations</td>
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<td>(all subject to negotiation with the Dean)</td>
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<tr>
<td>Full Time Tenured and Tenure Track Faculty</td>
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<td>Clinical Track Appointments</td>
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<td>(vary with the inclusion of practice)</td>
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<td>Post-Tenure Reallocation (example)</td>
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<tr>
<td>Lecturer</td>
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