Faculty Workload
Policy and Procedure
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Faculty Workload Policy and Procedure

**Policy:** Full-time faculty at the University of Oklahoma College of Nursing are responsible for accomplishing the three missions of the University: teaching, research, and service.

**Purpose:** The Faculty Workload policy and procedure are intended to ensure faculty have fair and realistic workloads in order to accomplish these missions effectively.

**Scope:** Faculty
Faculty Workload Procedure

Workload across University Missions

All full-time faculty members in the College of Nursing are expected to engage in teaching, research/scholarship and service. Each faculty member and her/his primary program director negotiates annually the percentage of effort directed towards each of the three university missions (teaching, research, and service) based on the College’s strategic priorities, faculty goals and faculty rank and track. This planning of faculty workload is done in conjunction with the Associate Dean for Academic Programs and, in the case of research track faculty, in conjunction with the Associate Dean for Research. Criteria for performance at each rank and track are outlined in the document, “Side-by-side comparisons of promotional tracks” (April 25, 2005) found on the College of Nursing Intranet, and in the OUHSC Faculty Handbook 2012, Section 3.13.3, (http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf)

Included in workload planning will be written goals for the use of time allotted to meeting the three missions of the University. In light of professional accountability, with the expectation that progress or lack of progress may require realignment of time designated for certain activities the following year, faculty and academic administrator will jointly assess progress towards those goals. Faculty at each rank are evaluated annually on their contributions to the areas of teaching, research and service as listed in the criteria for their rank and track.

Teaching Workload

These workload guidelines are designed to identify the typical teaching workload assigned to faculty. The guidelines are also designed to recognize the wide range of activities faculty perform and allow for comparability of workloads across the College. Workloads are planned by the Program Directors, Site Coordinators and Associate Dean for Academic Programs in consultation with individual faculty. In the case of research-focused faculty these workloads are planned with significant input from the Associate Dean for Research.

- Clinical-track faculty will teach an average of 12 credit hours per semester over the course of the academic year. This teaching workload accounts for approximately 80% of the faculty member’s effort. A typical workload for a clinical track faculty member would be: 80% teaching; 10% service; 10% scholarship.
- Research-focused faculty will teach an average of six credit hours per semester over the course of the academic year. Research-focused faculty are those faculty who have a defined and targeted program of funded research. Each of these faculty has an explicit plan that identifies a trajectory for their research program’s funding. This trajectory is formulated in consultation with the Associate Dean for Research. On average, this workload is: 40% teaching; 40% research and 20% service.
• Tenure-track faculty typically teach six credit hours per semester depending on research activity, or any significant administrative or clinical responsibilities in support of the College’s strategic mission. Examples of division of workload for a tenure track faculty might be: 40% teaching; 40% research; 20% service, or 40% teaching; 20% research; and 40% service. This allocation of effort is dependent upon the tenure track faculty member’s areas in which they wish to demonstrate excellence. The Tenured Faculty Committee provides guidance to the faculty member in this regard.

• Credit hours for a didactic, clinical or lab teaching assignment generally are calculated based on contact hours for the assignment using the following contact hour/credit hour ratios:
  • Didactic class – 1/1
  • Undergraduate clinical teaching – 3/1
  • Graduate clinical teaching – 4/1
  • Practice lab teaching – 2/1

For example a three-credit hour didactic course would equal three credit hours of teaching. Teaching a group of undergraduate clinical students 9 contact hours per week would represent three credit hours of a teaching workload. Teaching a group of MSN-level clinical students 12 contact hours per week represents three credit hours of a teaching workload. Teaching a group of undergraduate students 12 contact hours per week in the practice lab represents six (6) credit hours of a teaching workload.

Other factors that are used to determine a faculty member’s teaching load include:

1. Class Size
2. Course Coordinator duties
3. Mode of delivery for the class
4. Significant salary support as a result of a program or research grant.
5. Service as Chair of multiple doctoral committees.
6. Upon hire, start-up agreement for faculty expected to develop a trajectory of funded program(s) of research.

Research/Scholarship Workload

Scholarship for research-track, and research-focused tenure-track faculty involves development and implementation of a funded program of research. Scholarship for tenure-track faculty with emphasis on teaching/service involves the scholarship of teaching. For clinical track faculty scholarship may include developing, implementing and evaluating teaching innovations, engaging in and disseminating other evidence-based teaching practices, or otherwise engaging in the scholarship of teaching. Criteria for performance at each rank and track are outlined in the document, “Side-by-side comparisons of promotional tracks” (April 25, 2005) found on the College of Nursing Intranet, and in the OUHSC Faculty Handbook 2012, Sections for RESEARCH 3.5.2 (http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf)
Service Workload

Service may include committee service to the College or University, the profession or practice. Expectations are based on faculty role/rank and whether or not the faculty member is on tenure-track, research-track or clinical-track. Service may include administrative roles such as program director or course coordinator. Criteria for performance at each rank and track are outlined in the document, “Side-by-side comparisons of promotional tracks” (April 25, 2005) found on the College of Nursing Intranet, and the OUHSC Faculty Handbook 2012, Sections for SERVICE 3.5.3 (http://www.ouhsc.edu/provost/documents/FacultyHandbookOUHSC.pdf)

Revision History

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<tr>
<th>Revision</th>
<th>Effective Date</th>
<th>Description of Changes</th>
<th>Requested By</th>
<th>Approved By</th>
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<tr>
<td>1.0</td>
<td>05/23/1990</td>
<td>Initial Release</td>
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<td>3.0</td>
<td>11/3/2011</td>
<td>Update language and format</td>
<td>Pam Crawford</td>
<td>Associate Dean for Academic Programs</td>
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<td>4.0</td>
<td>Created by: GLL:gl 8/4/14 Reviewed by: L. Benefield 8/6/14 Revised by Program Directors: 08/20/14 Reviewed by Program Directors: 09/25/14 Input from Tenured Faculty Committee: 03/11/15 Input from Faculty Affairs Committee: 04/10/15 7/15/2015 Effective Date</td>
<td>Updated the workload specifics.</td>
<td>Gary Loving</td>
<td>Associate Dean for Academic Programs</td>
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