

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

Guidelines for Full-Time Faculty Workload/Distribution of Effort (DOE)

Beginning 2016-2017 Academic Year

Mission: The College of Nursing, in congruence with the University of Kentucky, is dedicated to foster health and well-being among the people of Kentucky, the region, and the world through collaborative relationships that support excellence in nursing education, research, practice and service in an ever-changing health care environment. The University of Kentucky College of Nursing endeavors to be one of the nation's top nursing programs among public research universities.

Definition: Faculty workload/distribution of effort (DOE) consists of percentage of effort allocated to meet the College of Nursing mission for teaching, research, service, and practice and to promote faculty productivity, flexibility and work-life balance through a collaborative process.

Procedure: Each year, the Associate Deans assess the undergraduate and graduate teaching needs and resources of the College of Nursing for the next academic year. Taking into account faculty members' sponsored activities (research, education grants, and practice) their Workload and Preferences for Teaching Assignments Form as well as performance goals. The Associate Deans of Undergraduate and Faculty affairs collaborate with the Program Directors and faculty members to determine the workload needs/responsibilities for teaching for each faculty member. In assigning workload/DOE responsibilities, the Associate Deans collaborate with faculty as needed to finalize workload assignments, particularly if it is not feasible to grant their preferred workload/DOE request.

Assumptions:

- **Overall**, as the flagship school of nursing of Kentucky in an academic health sciences medical center, these guidelines are designed to facilitate the full-time faculty role in supporting the mission of the College of Nursing. All faculty (full-time or part-time) will collaborate with Associate Deans for adjustment of DOE or requesting graduate teaching assistants (GTAs) when working with large enrollments or new teaching methods is an option.

Overall assumptions, the DOE will be adjusted accordingly for:

- Sponsored scholarly activity, research, education grants and/or practice
- Changes in clinical or professional service needs
- Enrollment fluctuations

- **Teaching/Innovation/Advising:**

Teaching is a core mission of the College. With the exception of Research Title Series, all faculty teach and advise students. The amount of workload /DOE allocated for teaching a course will vary depending on an assessment of a number of factors, including but not limited to:

- Excessively high (increase individual DOE) or low enrollment (decrease individual DOE)
- Courses that are team taught (decrease individual DOE)
- Faculty member serves as course professor/coordinator but not sole instructor (decrease individual DOE)
- Courses with new/innovative teaching modalities (may increase individual DOE)
- Creating /developing new course/major revision of course (appropriate DOE allocation)
- Special assignments (RE: advancing student initiatives/consultation/academic programs)

➤ **Research and/or Scholarship:**

Research and scholarship are fundamental to top-tier academic medical health science universities. In reviewing workload /DOE allocation for research/scholarship with Associate Deans, faculty members will present specific goals for research/scholarly activities and a plan for accomplishing the goals. During an initial appointment period, the College will assign each new member of the tenure-track faculty a workload/DOE that allows for research and/or scholarship. New faculty may be provided unsponsored time for research/scholarly work and over time more established sponsored activities will be expected.

- All regular, special and research title series faculty will have DOE allocated for research and/or scholarship negotiated with Associate Deans based on:
 - Title series
 - Funding
 - College needs
- For each 10% allocation for unsponsored Research and Scholarship, productivity expectations will be linked to the faculty's performance evaluation goals.

➤ **Service/Professional Development:**

Service is fundamental to the core mission and consists of professional support provided to the College of Nursing, the University, the community and/or the profession. Based on performance goals and deliverables, faculty members will collaborate with their Associate Deans to determine the fraction of their workload /DOE allocated to service. Service to the College includes the expectation of membership on College committees described in the Administrative and Faculty Governance by-laws. It is desirable to participate in some service activities closely related to the faculty member's specific field of knowledge. Involvement in professional organizations is important for continuing growth in the profession as well as advancement in academic rank. Attendance at College and University sponsored activities such as ceremonies, receptions, meetings, and colloquia is an integral and expected part of the faculty role without DOE.

➤ **Direct/Indirect Clinical Practice:**

Practice is fundamental to the core of nursing. There is variation in both clinical practice roles and models of reimbursement to the College of Nursing for services delivered by faculty. These factors influence how faculty members and their Associate Deans determine the fraction of their workload/DOE allocated for practice. Practice includes direct or indirect services for which the College of Nursing is directly reimbursed.

- Direct practice may include:
 - Working with in-patients and/or out-patients
 - Community-based clinical services
 - System based clinical services
- Indirect practice may include:
 - Consultation
 - Quality improvement activities
 - Program evaluations

Faculty may also engage in unsponsored or unreimbursed direct or indirect practice activities which may be reflected in workload/DOE allocations, especially if the activities are ongoing. [All of the aforementioned activities refer to internal overload. External overload is subject to the University Administrative Regulations and approval of the Associate Dean]

➤ **Administration:**

- Administrative core functions are fundamental for successful academic programs and student services. Faculty members serving in academic leadership positions have workload/DOE allocated to fulfill the job description responsibilities. As program needs change, faculty members will collaborate with Associate Deans for DOE adjustments as appropriate such as higher DOE during accreditation, significant growth, or curriculum revision; lower DOE during low enrollment or phase out/teach out).

The combined mission of teaching, research, practice, and service workload/DOE for each semester is described in terms of percentage of effort. All full-time faculty members are accountable for performing 100% effort each academic year with an **expectation of 40 hours minimum per week over the faculty member's appointment period**, as appropriate (e.g. 10, 11, 12 months). Unless otherwise negotiated, a new tenure-track faculty member will initially have a lighter teaching load to allow the necessary time for establishing research and scholarship or practice.

The Standard Percent of Effort for Full-Time Faculty is as follows (unless otherwise negotiated) and will be adjusted as needed for extenuating circumstances that may occur during the academic year:

- Regular Title Series (RTS): Research/Scholarship = 30% - 55%; Teaching/Innovation (e.g. IPE work, curricular redesign)/Advising = 20% - 40%; Direct/Indirect Practice = 0% - 20%; Service/Prof Dev = 5% - 10%
- Special Title Series (STS): Research/Scholarship = 20% - 30%; Teaching/Innovation (e.g. IPE work, curricular redesign)/Advising = 40% - 70%; Direct/Indirect Practice = 10% - 35%; Service/Prof Dev = 5% - 10%
- Clinical Title Series (CTS): Research/Scholarship = 0% - 10%; Teaching/Innovation (e.g. IPE work, curricular redesign)/Advising = 50% - 70%; Direct/Indirect Practice = 20% - 40% (unless otherwise negotiated); Service/Prof Dev = 5% - 10%
- Research Title Series: Research/Scholarship = 90% - 95%; Teaching/Innovation/Advising = NA; Direct/Indirect Practice = NA; Service/Prof Dev = 5% - 10%
- Lecturer Title Series: Research/Scholarship = NA but encouraged for advancement; Teaching/Innovation/Advising = 90% - 95%; Direct/Indirect Practice = NA; Service/Prof Dev = 5% - 10%

PER SEMESTER: Undergraduate and Graduate Courses – DIDACTIC

5.0 credit = 25% DOE

4.0 credit = 20% DOE

3.0 credit = 15% DOE

2.0 credit = 10% DOE

1.0 credit = 5% DOE

NOTE: % DOE for courses will vary based on level of intensity of course; number of students; course coordinator support (e.g., 3credit course = 5% - 15% depending on intensity; # students enrolled; course coordinator support)

IPE Course Facilitation (Undergraduate) = 1% DOE

PER SEMESTER: Undergraduate Course with Clinical

Lecture per credit hours above

UG Clinical Course Coordinator = 10% DOE (adjusted based on number / level of students or intensity of course)

Clinical instruction (8-10 students/clinical group):

9 hrs/wk x 14 wks Clinical Supervision (~ 126 hours) = 14% DOE

5-6 hrs/wk x 14 wks Clinical Supervision (~ 70-84 hours) = 10% DOE

4-4.5 hrs/wk x 14 wks Clinical Supervision (~ 56-63 hours) = 10% DOE

48 hours over 8 weeks (preceptored in ICU) = 5% DOE

Synthesis for Traditional Students (3% DOE) or RN-BSN (2% DOE) clinical supervision (10 preceptored students; clinical conferences, site visits, preceptor and student observation, grading papers and projects and advice)

PER SEMESTER: MENTORING AND GRADUATE CLINICAL EVALUATION & HEALTH ASSESSMENT

All full-time faculty typically work with 15-20 students per semester for academic advisement/career advisement in conjunction with professional staff embedded as teaching responsibilities. No DOE allocation. Exceptions include:

DNP graduate clinical evaluation (all track specialties):

1-3 students = 1% DOE

4-9 students = 5% DOE

10+ students = 10% DOE

DNP clinical course coordinator = 5% adjusted for high/low enrollment DNP

NUR 930 = same as APRN and POSL ratios

Faculty who precept APRN students in their own practice = 1.5% per student

Graduate Health Assessment (HA) for 3 credit course (2 credit didactic, 1 credit clinical : Course Coordinator same as 2 credit course; Evaluation of students "check-off" skills = 1% per student for Faculty/student ratio 1:6; 1% for faculty assigned for feedback on cases

Chair doctoral committee (PhD and DNP):

DNP advising = 1.0% DOE per student preNUR910 (maximum 10%); Post-graduate students = 0.25% DOE per student

PhD advising = 2.0% DOE per advisee precandidacy (max 6 students/faculty); additional time can be negotiated for ESL students

PER ACADEMIC YEAR: ACADEMIC LEADERSHIP

Associate Deans:

Executive Vice Dean = 70%

Associate Deans of Faculty Affairs = 60%

Associate Dean of Research = 40%

Assistant Deans = 20% DOE

Program Directors (BSN, DNP, PhD) = 30% DOE

Track/BSN Option Coordinators = 20% DOE

Chair of Faculty Council = 5% DOE

Chair of PATA = 5% DOE

Revised – 11/2014-Dean's Council; 11-19-14jh; 12-09-14jh; 01-12-15jh; 01-27-15jh; 01-29-15jh; 02-02-15jh; 02-10-15jh; 02/12/15; 03/17/15 Faculty Council review; 03/30/15-Dean's Council; 04/15/14-Fac+Faculty Council +Dean's Council; 04/20/15-Faculty Council + Dean's Council
Revised after initial pilot: 2/03/16; 2/01/16; 1/25/16 Dean's Council; 02/01/16 Faculty Council Review