Lead Faculty Workload Model

Julee Waldrop, DNP
Susan Chase, EdD

College of Nursing
Trends in Higher Education

- Increase in “distance learning”
- Increase enrollment without buildings
- Requires more faculty time
Trends in Higher Education

- Increase in Part-time/Adjunct Faculty
  - Decrease in state appropriations
  - Cost saving measure
  - Doubling in last 20 years
  - 54% of teachers in 4 yr institutions
  - UCF Grad department – 47% of courses
Trends in Higher Education

Pros

- Flexibility
- Current “real world” expertise
- partnerships

• Cons

- Not as committed to teaching
- Other conflicting commitments
- Less education specific preparation
Workload Expectations

- Faculty work expectations outside of teaching
- Curriculum
- Program evaluation
- Student tracking after graduation
- Advising
- Research/scholarship
- Service – self governance
- Service - community
Enrollment Pressure

- Affordable Care Act
- IOM report
- Lack of primary care providers
- Nurse faculty shortage (graduate teaching)
Problem

• 383 students in 8 distinct graduate programs
• 13 FT faculty (3 positions vacant – 19%)
• 47% of courses have sections taught by adjunct faculty
• You can see the increased workload here for FT faculty!
Goals

• Develop clear roles for FT faculty and adjunct faculty teaching sections of the same course
• Maintain consistent content
• Maintain consistent quality
• Develop a method for quantifying the varying workloads that resulted
Assumptions

- Preparation of graduate nursing professionals
- All courses W or M mode exclusively
- External competency and certification
  - Tightly integrated curriculum
  - Core courses serve multiple specialty tracks
  - Courses with clinical component
- Accreditation and outcome requirements
- Committed to program quality and improvement
- Committed to transparent and equitable workload

College of Nursing
Lead Faculty Member (LFM) and Supporting Faculty Member (SFM) Responsibilities

• Administrator
  – Assign a FT faculty as LFM
  – Assign other faculty /adjunct faculty as SFM
LFM Responsibility

• Before class starts
  – Request LFM in all sections of course as “teacher or designer”
  – Order books and secure for adjunct faculty
    • Option: Combine sections into one web course site
  – Revise syllabus as needed
    • If combined course: Set up groups based on enrollment in sections (so SPI will match)
  – Lead faculty may have own section of course or may NOT
  – Meet (f2f or virtual) with supporting faculty member(s) to discuss course
LFM Responsibilities

• Ongoing
  – Monitor general question/answer discussion
  – Monitor and support new faculty or adjunct faculty in course activities per guidelines
SFM Responsibilities

• Before semester starts
  – Meet with Lead faculty member (f2f or virtual)
  – Review syllabus and provide feedback to Lead Faculty
  – Check enrollments and groups to be sure correct

• First time faculty in course – by drop/add date
  – Complete LMS training
  – Turn-it-in training and account (if applicable)
  – Review all modules available
Supporting Faculty Responsibilities

• Ongoing
  – Regular interaction with students through email, discussion, assessments
  – Timely feedback on assignments
  – Document alternative communications
    • Phone calls, skype, face time etc.
Faculty Expectations

- Email response within 48 hours (M-F)
- Enter course daily (avg. 5 days/week)
- Interact (teach) with students
- Documentation
  - in discussion board (postings)
  - If alternative communications (phone, skype etc.) document with follow up email
- Assignment feedback/grades within 7 days*

In general, depending on assignment
## Impact on Workload: Previous System

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Approx. Course Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured or tenure earning – all ranks</td>
<td>.75 Teaching*</td>
<td>.50 Teaching*</td>
<td>3/2 or 2/3</td>
</tr>
<tr>
<td></td>
<td>.10 Service</td>
<td>.10 Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.15 Research</td>
<td>.40 Research</td>
<td></td>
</tr>
<tr>
<td>Clinical – all ranks</td>
<td>.75 Teaching*</td>
<td>.75 Teaching*</td>
<td>3/3</td>
</tr>
<tr>
<td></td>
<td>.10 Service</td>
<td>.10 Service</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.15 Clinical/ Scholarship/ Practice</td>
<td>.15 Clinical/ Scholarship/ Practice</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>.90 Teaching</td>
<td>.90 Teaching</td>
<td>4/4</td>
</tr>
<tr>
<td></td>
<td>.10 Service</td>
<td>.10 Service</td>
<td></td>
</tr>
<tr>
<td>Administrative Duties</td>
<td>Varies</td>
<td>Varies</td>
<td></td>
</tr>
</tbody>
</table>

* Instruction Calculation: Didactic Courses = .08 per credit hour (e.g. 3 credit course = .24 FTE)
## Workload Model Comparisons

<table>
<thead>
<tr>
<th>Course (Cr Hr) Role</th>
<th>Students*</th>
<th>Enrollment Factor**</th>
<th>Own Section</th>
<th>Clinical Factor***</th>
<th>LFWM Total</th>
<th>Prior Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) LFM</td>
<td>81</td>
<td>.16</td>
<td>.24</td>
<td>0</td>
<td>.40</td>
<td>.24</td>
</tr>
<tr>
<td>(2) LFM w/ clinical</td>
<td>45</td>
<td>.08</td>
<td>.16</td>
<td>.12</td>
<td>.36</td>
<td>.16</td>
</tr>
<tr>
<td>(3) LFM</td>
<td>3</td>
<td>0</td>
<td>.24</td>
<td>0</td>
<td>.24</td>
<td>.24</td>
</tr>
<tr>
<td>(3) LFM Not own section</td>
<td>34</td>
<td>.04</td>
<td>LFM</td>
<td>0</td>
<td>.04</td>
<td>0</td>
</tr>
<tr>
<td>(3) SFM</td>
<td>15</td>
<td>0</td>
<td>.20</td>
<td>0</td>
<td>.20</td>
<td>.24</td>
</tr>
<tr>
<td>(3) LFM Clinical(^a)</td>
<td>25</td>
<td>n/a</td>
<td>n/a</td>
<td>.12</td>
<td>.12</td>
<td>.24</td>
</tr>
</tbody>
</table>

*If LFM, total number enrolled in all sections

**Enrollment factor: < 20=0; 21-41=.04; 41-60=.08; 60-80=.12; > 80=.16

***Clinical Factor: < 8=.04; 9-24=.08; 25-48=.12; 49-72=.16

\(^a\) no direct supervision
### Recalculation of Workload: Tenure Track Faculty

<table>
<thead>
<tr>
<th>Course (Cr Hr) (Role)</th>
<th>Students*</th>
<th>Enrollment Factor**</th>
<th>Own Section</th>
<th>Clinical Factor ***</th>
<th>LFWM Total</th>
<th>Prior Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Assessment (3) and Lab (LFM)</td>
<td>46</td>
<td>.08</td>
<td>.16</td>
<td>.12</td>
<td>.36</td>
<td>.24</td>
</tr>
<tr>
<td>Evidence Based Practice (3) (LFM)</td>
<td>39</td>
<td>.04</td>
<td>.28</td>
<td>n/a</td>
<td>.28</td>
<td>.24</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.10</td>
<td>.10</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.40</td>
<td>.40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.14</td>
<td>.98</td>
</tr>
</tbody>
</table>

*If LFM, total number enrolled in all sections

**Enrollment factor: < 20=0; 21-41=.04; 41-60=.08; 60-80=.12; > 80=.16

***Clinical Factor: < 8=.04; 9-24=.08; 25-48=.12; 49-72=.16
Recalculation of Workload: Clinical Track Faculty

<table>
<thead>
<tr>
<th>Course (Cr Hr) (Role)</th>
<th>Students *</th>
<th>Enrollment Factor**</th>
<th>Own Section</th>
<th>Clinical Factor ***</th>
<th>LFWM Total</th>
<th>Prior Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Environments (3) SFM</td>
<td>15</td>
<td>0</td>
<td>.20</td>
<td>n/a</td>
<td>.20</td>
<td>.24</td>
</tr>
<tr>
<td>Clinical Leadership (3) (LFM)(^a)</td>
<td>25</td>
<td>n/a</td>
<td>n/a</td>
<td>.12</td>
<td>.12</td>
<td>.24</td>
</tr>
<tr>
<td>Leadership Practicum (3) (LFM)(^a)</td>
<td>26</td>
<td>0</td>
<td>.08</td>
<td>.12</td>
<td>.20</td>
<td>.24</td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.10</td>
<td>.10</td>
</tr>
<tr>
<td>Scholarship/Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.15</td>
<td>.15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.77</td>
<td>.97</td>
</tr>
</tbody>
</table>

*If LFM, total number enrolled in all sections; **Enrollment factor: < 20=0; 21-41=.04; 41-60=.08; 60-80=.12; > 80=.16
***Clinical Factor: < 8=.04; 9-24=.08; 25-48=.12; 49-72=.16; \(^a\) no direct supervision
<table>
<thead>
<tr>
<th>Feature</th>
<th>Importance Mean (Range)*</th>
<th>Likely result in achievement Mean (Range)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of faculty work outside of direct teaching</td>
<td>4.9 (4-5)</td>
<td>4.4 (3-5)</td>
</tr>
<tr>
<td>Fairness in calculating workload factors</td>
<td>4.7 (4-5)</td>
<td>4.4 (3-5)</td>
</tr>
<tr>
<td>Ease of understanding how workload factors are assigned</td>
<td>4.55 (3-5)</td>
<td>4.20 (3-5)</td>
</tr>
<tr>
<td>Increase time for me to meet my research/scholarship goals</td>
<td>4.6 (2-5)</td>
<td>3.8 (2-5)</td>
</tr>
<tr>
<td>Lead to higher quality educational offerings</td>
<td>4.6 (3-5)</td>
<td>4.0 (3-5)</td>
</tr>
</tbody>
</table>

* Scale of 0 = not at all important or likely to 5 = extremely important or likely
Limitations?

- Does not address clinical requirement of faculty to maintain certification
- Small number of faculty involved in evaluation
- Has only been used over 2 semesters
Benefits for Faculty

• Increased accountability for course quality (LFM)
• Recognition of increased workload (LFM)
• Start up and maintenance workload reduced (SFM)
• Clear reporting lines – leadership (LFM/SFM)
• Mentoring and monitoring (LFM/SFM)
Benefits to Students

• Every student in a specific course receives same content in same format each and subsequent semesters
• Everyone builds knowledge and skills consistently across the curriculum
• Decreases gaps and repetitions
• Assignments are consistent across sections
• Grading expectations are more consistent
• Decrease variability in teaching style
Benefits to Administration

• Consistency = improved program quality
• Increased accountability
• Improved use of evaluation data
• More efficient communication with LMS
• Enhanced fairness and transparency of workload related to teaching
Conclusions

• Improved processes for managing courses with experienced and inexperienced, full and part-time or adjunct faculty
• Including mentoring and monitoring
• Enhanced transparency and fairness of workload
• Improved quality and consistency for students
• Improved quality of programs