University of **Central Florida**

Lead Faculty Workload Model

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The **UCF Creed**

Integrity
Scholarship
Community
Creativity
Excellence

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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

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)

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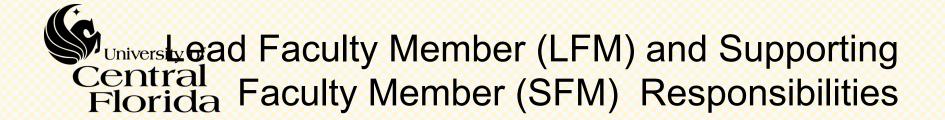- You can see the increased workload here for FT faculty!

- 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

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- 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

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- Administrator
  - Assign a FT faculty as LFM
  - Assign other faculty /adjunct faculty as SFM

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- 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

- Ongoing
  - Monitor general question/answer discussion
  - Monitor and support new faculty or adjunct faculty in course activities per guidelines

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- 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

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

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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

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Impact on Workload: Previous System

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

* Instruction Calculation: Didactic Courses = .08 per credit hour (e.g. 3 credit course = .24 FTE

Workload Model Comparisons

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

*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

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

*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

Course (Cr Hr) (Role)	Students *	Enrollment Factor**	Own Section	Clinical Factor ***	LFWM Total	Prior Model
Nursing Environments (3) SFM	15	0	.20	n/a	.20	.24
Clinical Leadership (3) (LFM)[a]	25	n/a	n/a	.12	.12	.24
Leadership Practicum (3) (LFM)[a]	26	0	.08	.12	.20	.24
Service					.10	.10
Scholarship/ Practice					.15	.15
Total					.77	.97

*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

Faculty Survey

Feature	Importance Mean (Range)*	Likely result in achievement Mean (Range)*
Recognition of faculty work outside of direct teaching	4.9 (4-5)	4.4 (3-5)
Fairness in calculating workload factors	4.7 (4-5)	4.4 (3-5)
Ease of understanding how workload factors are assigned	4.55 (3-5)	4.20 (3-5)
Increase time for me to meet my research/ scholarship goals	4.6 (2-5)	3.8 (2-5)
Lead to higher quality educational offerings	4.6 (3-5)	4.0 (3-5)

* 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)

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- **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

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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

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- 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