
Valentine School of Nursing Faculty Workload Policy

Academic Unit: Nursing

Responsible Official: Dean

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(research buyout and merit standards being
approved)**

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1.0 Introduction

This policy has been developed in accordance with the University Faculty Workload Policy 3.0 and its governing principles available here: <https://www.slu.edu/provost/policies/faculty/faculty-workload-policy-2-1-25.pdf>

Governing Principles: This policy was developed to ensure that the work of the Valentine School of Nursing (VSON) is accomplished and outlines faculty expectations for the scholarship of teaching, practice, discovery, and integration per Boyers Model of Scholarship (1990) *. This policy aligns with the governing principles of the University Workload Policy including a commitment to excellence, flexible distribution, equity and fairness, support for diversity, and respect for “faculty lifecycle” evolution.

Faculty teaching responsibilities are determined annually during evaluation in conversation with the Associate Dean for Undergraduate and Prelicensure Education or Associate Dean for Graduate Education and consistent with the VSON Scholarly Productivity and Teaching Template. The VSON’s rank and tenure criteria and procedures are linked here [VSON Rank and Tenure Policy](#)

2.0 Scope

This policy applies to all faculty assigned to the VSON.

3.0 Faculty Workload Definitions and Expectations

The following workload definitions and expectations were written to align with the University Workload Policy 3.0, section 4.0 and 5.1.

Full-time faculty effort (One FTE) is based on a 9-month academic year contract. The annual baseline workload is 24 units per year, no more than 6 separate course preparations over 2 semesters, and is distributed across teaching (theory, lab, clinical), scholarship/research, service, and practice when applicable. Faculty are expected to be fully prepared for all assigned responsibilities and to continuously engage in ongoing improvement in teaching effectiveness. Faculty must maintain consistent and timely availability to students outside of scheduled class time.

Workload unit: One credit hour of a theory course equals one workload unit. One credit of direct clinical is equivalent to 1.5 workload unit credits. One credit of indirect clinical is equivalent to .75 workload unit credits (including DEU). All faculty assigned to a course will be credited with workload for teaching in that course. Total workload credit is allocated to assigned faculty per their contribution to the course.

Teaching in the VSON encompasses the full range of educational activities through which faculty facilitate student learning, professional formation, and competency development. For nurse faculty who are primarily teachers, this work includes, but is not limited to, the following: didactic (theory) instruction, laboratory instruction, clinical teaching, curriculum and course development, student support and advising, assessment and evaluation, and professional engagement in teaching.

Research/Scholarship in the VSON encompasses systematic inquiry, intellectual work, and activities that advance nursing science, improve health outcomes, and contribute to the mission of the school. This work includes, but is not limited to the following: designing, implementing, and disseminating original research, publishing research findings, evidence synthesis, or scholarly analysis, securing internal and external funding to support research and scholarly projects, scholarly presentations and dissemination, and advancing the discipline.

Service in the VSON encompasses the work faculty provide to the university, profession, and community. Faculty contribute to the shared governance or operation of the VSON, and the University as a whole. This includes participation in routine service activities such as General Faculty Assembly (GFA) and Program Committee meetings, faculty development/enrichment programs, and other scheduled events (Convocation, White Coat Ceremony, Pre-commencement, University Graduation, and membership in professional organizations) where faculty participation is expected at the university or school level.

Administration in the VSON is defined as a faculty member's leadership of an academic program, school, or University-level unit/course.

Expectations: Faculty are generally hired in the following 3 categories with the following expectations (see Tables 4 and 5).

Teaching Intensive: Faculty under this designation have nearly exclusive teaching responsibilities, with 21-23 workload units assigned for teaching, 0 for research, and 1-3 for service.

Teaching and Scholarship/Research: Faculty under this designation have teaching responsibilities, with workload release for those engaged in scholarship/research.

Scholarship/Research Intensive: Faculty under this designation have sustained scholarly/research endeavors consistent with Nursing specific R1 standards.

Workload Calculation: Workload is calculated in consideration of each faculty members expected contribution in the categories of teaching, research/scholarship, service.

4.0 Workload Calculation TEACHING

Teaching in the VSON includes theory/didactic classroom teaching, laboratory, or clinical work. Workload multipliers are listed in Table 2.

Theory/Didactic

The recommended number of students in a class is **50** or less in pre-licensure and MSN level courses. For a pre-licensure or MSN course with more than **50** students, extra workload unit(s) will be assigned (see Table 1). The recommended number of students in a class is **12** or less for doctoral level courses.

Table 1

Pre-Licensure and MSN Level Workload Multipliers		Doctoral Level Workload Multipliers	
# Of Students	Workload for Class Size	# of Students	Workload for Class Size
<10	Convert to Independent study (pg. 4)	<2	Convert to Independent Study
10 - 50	1x	3-12	1
51-100	1.5x	13-24	1.25
101-150	2x	25-36	1.5
151-200	2.5x	>36	1.75

Lab and Clinical

Workload units for lab and clinical are assigned based upon the number of hours the faculty is engaged in student instruction. AMSN year 1, RN/BSN, TBSN, and ABSN credit/clock hour equivalents are: 1 credit of lab = 35 clock hours, 1 credit of clinical = 42 clock hours. AMSN year 2, MSN NP, and DNP credit/clock hour equivalents are: 1 credit of clinical = 75 clock hours. For courses with a lab component, a 0.75 workload unit will be given per credit hour of laboratory instruction.

Clinical groups should have a maximum of 8 students. Precepted clinical groups (including DEU), where faculty supervision is indirect should have a maximum of 10-12 students per clinical group. Courses with a capstone project (AMSN, MSN, DNP), or advanced practice MSN clinical courses should have a maximum of 8 (6 is preferred) students per clinical group. MSN Residency: Each option coordinator will receive one workload unit for the MSN Residency

Any course with a lab or clinical component requires coordination of clinical/lab faculty and groups. Workload coordination is allocated based upon number of groups (see Table 2). **Note:** If multiple sections are taught by a single faculty member, credit for groups will be based upon the total number of groups within both sections, not each section individually.

Table 2

Pre-licensure Clinical Coordination		APRN Clinical Coordination		Doctoral level Clinical Coordination	
# of groups	Workload	# of students	Workload	# of students	Workload
1	.25	≤ 30	0.75	< 12	0.75
2-3	.5	31-60	1	13-24	1
4-6	1.0	61-90	1.25	25-36	1.25
7-9	1.5				
10-12	2.0				

Doctoral Level Courses

Doctoral courses should have a maximum of 12 students per class whether on-site or distance. Courses with enrollments exceeding 12 students will not be split into additional sections; faculty workload will be adjusted through the application of a designated workload multiplier (see Table 1).

DNP Project: The chair of the project committee will receive 0.5 workload units per student per 1 credit hour. This workload is based on the total number of project credit hours in which a student is enrolled each semester. Distribution of the workload units should be discussed between the associate dean and the capstone chair.

PhD Dissertation: The chair of the dissertation committee will receive 1 workload unit per student per 3 credit hours. This workload is based on the total number of dissertation credit hours per semester. Distribution of the workload units should be discussed between the associate dean and the dissertation chair.

Other Teaching Directives

Student Mentoring and Advising: Faculty are expected to mentor/advise a maximum of 30 students.

Variable Credit Courses: Faculty will be allotted 2.5 workload units for a 2-3 variable credit course. If more than 50% of the students enrolled in the course are taking the course for 3 credits, the faculty will be given full credit for the course.

New Course Development: As a learning community with limited resources, it is expected that continuing faculty, who have previously taught a course, share course materials with new faculty. Workload units of 0.25 per course credit hour will be given to the lead course faculty who is responsible for development of a new course, significant course redesign, or curricular changes to the course. Credit will be given in the first semester the course is implemented.

Independent Study: Independent studies should be offered as the budget allows and as necessary for students to complete the program of study or if the required course to complete the program of study is not offered. Required courses should be assigned prior to agreeing to do independent studies. The faculty member will receive 0.2 workload units for every 1-2 students for each 1 credit hour course, up to but not over 1.0 wlc. Faculty teaching 10 or more students will receive full workload unit credit.

5.0 Workload Calculation SCHOLARSHIP/RESEARCH

Research/Scholarship in the VSON advances nursing science and contributes to the mission of the school. Research expectations differ for faculty that are non-tenured and those on tenure track or tenured.

Non-Tenure Track Faculty (NTT) (see Table 4): Workload for faculty on the non-tenure track is heavily weighted to the delivery of high-quality teaching and learning experiences in both the classroom and clinical settings. Scholarship expectations for non-tenure track faculty are expected to support this primary role. They are not required to engage in scholarship at the same level as tenure-track or tenured faculty, however scholarship of teaching is expected for promotion and professional advancement. Non-tenure track faculty teach 23 of 24 workload units. Additional workload may be considered for faculty engaged in extraordinary service or scholarly activity.

Tenure Track & Tenured Faculty (TT and T) (see Table 5): Tenure track and tenured faculty have the responsibility to consistently endeavor to produce scholarship of the quality and quantity that is not expected from non-tenure track faculty. If the expected scholarly productivity metric is not met, teaching workload will increase. Teaching/Research/scholarship expectations are classified into three categories: Teaching Intensive, Teaching and Scholarship/Research, and Scholarship/Research Intensive. Category designation is based on an average of research/scholarly outcomes over the preceding three years. Tenure-track faculty prior to receiving tenure are generally classified within the Scholarship/Research Intensive category. Scholarship/Research intensive faculty have grants that reduce teaching expectations accordingly. Endowed Professor and Endowed Chair positions have their own separate designated workload for research/scholarship and teaching in conversation with the Dean and appropriate Associate Dean.

Table 4: Expectations for NTT

NTT	WLC
Teaching	21-23
Scholarship/Research	0
Service	1-3

Table 5: Expectations for TT and T

TT and T	Scholarship/ Research Intensive	Teaching and Scholarship/ Research	Teaching Intensive
Teaching	10-14	15-20	21-23
Scholarship/Research	10-13	4-7	0-3
Service	1-3	1-3	1-3

6.0 Outcomes/Expectations related to RESEARCH/SCHOLARSHIP

Definitions

Definitions specific to research activities that are utilized to determine workload assignments include:

- *In the grant stream:* There are multiple avenues for being classified in the grant stream: Principal Investigator (PI), Co-Principal Investigator (Co-PI), Multiple Principal Investigator (MPI), or Co-Investigator (Co-I) on an internal or external research/EBP/scholarly grant or having applied for such grant (funded or not) within a three-year period.
- *Major external grant:* Major internal or external grants are important to the work of the VSON through program enhancements and science/research. Major awards are those that fund a study, project, or series of studies or projects over several years. Major external grants must meet the university definition for same and can be from the National Institutes of Health (NIH), other federal agencies (e.g., HRSA, AHRQ, etc.), or private foundations/organizations (e.g., Robert Wood Johnson Foundation, etc.).

Teaching Intensive Outcomes (Tenured):

- Primary contributions are teaching and service to the school.
- Faculty are not actively in the grant stream applying for grant funding but could be subject to change should the faculty reenter the Research Active category.
- If teaching WU is <23, expected average of 1 peer-reviewed publication or book chapters (or other scholarly activity) annually based on average research/scholarly outcomes over the past three years.

Teaching and Scholarship/Research Outcomes (Tenured):

- Faculty are in the grant stream actively applying for internal SLU and external grant funding and/or major external grant funding. This may also include demonstrated work as a team member with grant teams on external grant submissions or working on grant-funded projects.
- Expected average of 2 peer-reviewed publications or book chapters annually based on average research/scholarly outcomes over the past three years.
- Regional, national, or international professional practice and/or research/scholarly presentations are expected.

Scholarship/Research Intensive Outcomes (Tenured):

- Individuals must be actively funded by major external grant/s and active in the grant stream.
- Externally funded effort is included in WL allocated in the research category. External funding greater than 25% effort (6 WL), may reduce classroom instruction by a maximum of 3 additional WL. Academic year percent effort is converted using: $(AY \% \text{ effort}) \times 24 \div 100 = \text{research WL}$
- Expected average of 2-3 peer-reviewed, data-based publications annually based on research/scholarly outcomes over the past three years.
- National and international research/scholarly presentations are expected.

7.0 Workload Calculation SERVICE

Workload for service is calculated denoting the expected time, effort and energy faculty can expect to commit to over the academic year. All faculty receive 1 workload credit for service. 1 WU is 65 hours of time per year. Calculation of any additional release should occur via discussion with the appropriate Associate Dean prior to initiation of the university service activity. Effort may be renegotiated if it exceeds original expectations.

Administration: Administration in the VSON is defined as a faculty member's leadership of an academic program, school, or University-level unit/course. In addition to the dean and associate deans, examples of titles of those engaged in administrative work include (but are not limited to): program director, clinical/lab coordinator, option coordinator, specialty option coordinator. Administrative workload release time is defined within each individual role description. Administrative workload release is calculated as a percentage of 1 FTE. Since 24 workload credits is equivalent to 1 FTE, any administrative workload is deducted from the total of 24.

Clinical Work: Faculty are expected to stay clinically competent in their areas of expertise, while remembering that the responsibilities of the University are preeminent. Workload release is not given for compensated clinical practice; however, teaching schedules should be arranged to support faculty who practice to maintain certification. Uncompensated clinical work that explicitly benefits SLU community outreach should be viewed as service to the university and is addressed in that segment of the VSON Workload Policy.

8.0 Faculty Workload Process

Annual Faculty Workload Assignment: Workloads should be assigned based on faculty expertise, departmental needs and goals, available resources, promotion and tenure guidelines, career development plans, and institutional priorities. Distribution of tasks must align with university standards while accommodating specific academic unit needs. While institutional needs take precedence, faculty professional goals are considered.

The ultimate responsibility for assuring that the work of the VSON is carried out rests with the Dean of the School of Nursing. The assignment of the workload lies within the purview of the Associate Deans of the School of Nursing in collaboration with the faculty to ensure that the work of the VSON is accomplished and faculty requirements for the scholarship of teaching, practice, discovery, and integration are met. Faculty workload assignments are planned in the spring for the following academic year and adjusted as needed. Collaboration between the Associate Dean, Dean, and the faculty member may result in flexible distribution of workload to best meet the needs of the entire VSON community. Modification to faculty workloads made outside of the regular annual cycle requires written faculty notification and input from the affected faculty on the potential changes. Such modifications should not create a workload that jeopardizes future merit raises, promotion and/or tenure decisions.

Annually, each faculty member's workload should be reevaluated and assessed to align with the university policy and must ensure that the faculty member's successful fulfillment will keep the faculty member "on pace" with approved promotion and/or tenure requirements. All annual faculty evaluations must be based on each faculty members formally assigned workload, in accordance with each faculty contract and the Faculty Manual.

Student numbers should be assessed at the beginning and end of each term, and faculty should be compensated for any unanticipated overload.

Summer: For faculty on a 9-month academic contract, summer teaching is voluntary and should be compensated with the appropriate pay.

Overload: Any assignment exceeding the required workload units is considered an overload, requiring dean and provost approval and compensated either through additional pay or current or future reduction.

Documentation: Faculty workloads are documented in the TAMS software tracking system. All VSON faculty have access.

Appeals: In the event of a disagreement between individual faculty and the person responsible for determining workload (Associate Deans), faculty are encouraged to discuss the matter with the Associate Dean, and if disagreement is not resolved, refer the matter to the Dean. The Dean has final authority over workload assignments.

Workload Policy Development and Review Processes: The GFA, and a workload subcommittee are tasked with Workload policy development, review, and revisions. The committee consists of faculty representatives of all segments of scholars within the VSON. The committee solicits input from faculty and administrators, collects necessary documents and data, and determines when revisions are needed. The agreed upon policy is presented to GFA for discussion and a vote and approved by the Dean and the Provost. The policy is reviewed as needed, and minimally every three years to align with the University policy. The ultimate responsibility for assuring that the work of the VSON is carried out rests with the Dean; thus the ultimate authority on workload policy approval rests with Dean and the Provost.

*Boyer, E. L. (1990), *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching