



## Policy and Procedure

**SON OP: 20.060 Workload Document**

**PURPOSE** The workload formula represents a useful concept for describing the assignments for faculty. At Texas Tech University Health Sciences Center El Paso, Gayle Greve Hunt School of Nursing, the workload revolves around a 12 month calendar year with classes being taught all three semesters. The full-time equivalent (FTE) is based on a 40-hour work week.

**REVIEW:** This policy shall be reviewed by the Dean, Associate Dean, and Program Director(s) by September 1st on odd-numbered years.

## POLICY/PROCEDURE

Full-time faculty assignments have a base of 12 semester hours of teaching in each semester or 36 for the academic year or a 40 hour work week. Inclusive of these hours are those duties normally associated with academic appointments, such as: advising of students; attendance at commencement; and participation in committee assignments and related activities at the program, school or university.

In order to accomplish the mission of the School, the usual ratio of these activities for faculty at the rank of Assistant Professor or above should be:

80% teaching  
10% research/scholarship or clinical practice  
10% service  
100%

For faculty at the rank of Instructor, the usual ratio of activities should be:

90% teaching  
10% service  
100%

The Workload formula for every semester is based on a 40hr. work week

1 credit of didactic = 1 contact hour  
1 credit of clinical = 3 contact hours

Contact hours are assigned according to clinical supervisory models (Texas Board of Nursing standards)

Clinical: Supervised on unit 1:3 (Texas Board of Nursing 1:10) Direct supervision by faculty  
Preceptor Model 2:3 (Texas Board of Nursing 1:24) Indirect supervision by faculty  
Supervised clinical/faculty associate (Texas Board of Nursing 2:15) Direct supervision.

New faculty will have a reduced load by 8 contact hours first semester, 6 contact hours for the second semester and 4 contact hours for third semester. This will result for a reduced teaching



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load during the first year and a mentor will be assigned.

The following definitions for the specific components of the workload are as follows:

*Practice* – the involvement in direct and/or indirect client care in a variety of settings that can potentially provide learning experience for students across all levels. Expected outcomes may include: maintenance of national certification, and innovative approaches to improving patient/client care.

*Teaching* – the time spent in creating an environment for learning and implementation of educational activities which acknowledge the importance of the individual diversity of students. Expected outcomes may include: course preparation, presentation of material, grading assignments or advisement. Teaching is considered the primary function of the faculty.

*Scholarship* – the process of inquiry but not limited to publications, presentations, scientific inquiry, evidence-based change models and other methods of analysis and interpretation that are made in order to gain new knowledge or improve current practice.

*Service* – the engagement in activities which contribute to the welfare of the school, institution, community, and the profession. Expected outcomes may include: serving as an active, contributing member of a school, institutional, community or professional committee, serving as a participating elected officer of such committees.