

**School of Nursing Workload Document**  
**Atkinson Faculty of Liberal & Professional Studies**

The normal course load for tenure stream faculty is 2.5 full courses, and for Contract Limited Appointees, it is 3 full courses.

In the summer of 2003, the School of Nursing (SoN) struck a new committee called the *Faculty Assignment and Succession Planning Committee* in order to carry out course assignments in a collegial manner. The terms of reference of this committee are appended.

Roles with Course Release

- Undergraduate Program Directors–SoN: get 1 full course release (i.e., teach three half courses)
- Lead Practicum Coordinator-SoN gets 1 full course release (i.e., teach three half courses)
- Coordinators of Certificates: The Coordinator(s) for Health Informatics and Health Administration and for BA Liberal Studies in Health Studies each get .5 course release
- Effective Fall 2003, lead Course Directors (CDs) of clinical courses (i.e., those with both a theory and practicum component) receive 0.25 course credit per semester for undertaking the responsibilities outlined in the appended document, *Workload of Lead Course Directors in Clinical Courses*.

In a document previously submitted to YUFA, I collated feedback on workload from faculty members in the SoN. I have also appended this feedback here.

Respectfully submitted,

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*Appendix A*  
**Terms of Reference**  
**School of Nursing**  
**Faculty Assignment and Succession Planning Committee**

**Mandate:**

The purpose of this committee is to:

1. Schedule courses in the most advantageous way to maximize student learning within the York/Atkinson context;
2. Assign the most qualified and most interested faculty to teach courses, taking into account the principles of continuity and equity;
3. Facilitate a mentoring process whereby faculty members are prepared to assume administrative (e.g., UPD) and academic leadership positions (Lead teacher) within the School of Nursing.

The terms of reference of this committee shall be reviewed by the SON Council at least every 2 years.

**Membership:** Membership shall consist the Undergraduate Program Directors for the Collaborative and Post-RN Programs and 3 probationary/tenured faculty with a minimum of 2 years full-time teaching experience at York University. Members may serve up to 3 successive 2-year terms on the committee. The Director of the School of Nursing is an ex-officio member of the committee.

**Quorum:** Quorum shall consist of a majority of the voting members of the committee.

**Chair:** The chair of the committee shall be elected by members of the committee for a two-year term. The chair may serve no more than 2 successive terms.

**Meeting Frequency:** At the call of the chair.

**Responsibilities:**

**General**

1. Provide an annual written report of activities to the SON Council by May 1 of each year.

**Scheduling**

1. Subsequent to each term, solicit feedback from team leaders regarding adequacy of existing scheduling and classroom assignments;
2. Consider requests of team leaders (for multiple section courses) and course directors (for single section courses) related to course schedules and/or types of rooms allocated;
3. Create a course schedule for each semester according to Registrar's timelines and timetabling requirements, within context of budget, projected student enrolment,

students' program of study, clinical placement availability, and types of classrooms required.

### **Faculty Assignments**

1. Develop and maintain a database of faculty areas of expertise and teaching preferences for the purpose of making faculty assignments;
2. Work with the Administrative Assistant or designate to develop and to maintain a database of courses faculty members have taught, preferences etc;
3. Make faculty assignments according to the timetable in Appendix I, taking into account the above databases as well as faculty availability (sabbaticals, course releases, etc.)

### **Succession Planning**

1. Identify and invite suitably experienced faculty members to consider future administrative and academic leadership positions within the School of Nursing;
2. Facilitate learning/mentoring opportunities for interested faculty members with incumbents and persons in other relevant related positions.

### **Appendix I - Relevant Time Lines**

<b>Deadline</b>	<b>Working Timeframe</b>	<b>Tasks to be Completed</b>
September 15	August-September	Update data base with faculty preferences, interests etc. Clarify availability for next academic year (consider sabbaticals, teaching load)
Early October	September-October	Early September – request feedback from lead teachers re: SU courses just completed. Develop plans for course offerings for following summer based on sequencing of courses and availability of full-time faculty: submitted to Administrative Assistant by early October, to Office of the Dean by mid October. Begin list of teaching load for the next academic year with data for Summer semester.
Early November	September-November	Review information from lead teachers from past Fall-Winter courses. Develop plans for course offerings for following Fall-Winter semesters based on sequencing of courses: submitted to Administrative Assistant by early November, to Office of the Dean by mid November.
November 15	October-November	Review/update faculty teaching preferences, including course and teaching time (semester, time of day/week)
November 15	October	SU session – draft teaching assignments for current full-time faculty, revise and complete
February 1	November-January	F/W session – draft teaching assignments for current full-time faculty, revise and complete

Note: Fall 2003 need to establish data based of faculty teaching expertise, preferences, and interests; then maintain.

*Appendix B*  
**Workload of Lead Course Directors in Clinical Courses**

Effective Fall 2003, lead Course Directors (CDs) of clinical courses (which have a theory and practicum component) receive 0.25 course credit per semester for undertaking the responsibilities outlined below.

1. Preparation, Evaluation and Revision of Course Curriculum

- Each semester, review course content, materials, and evaluation methods based on student and CCD evaluations of the course and the clinical practicum
- Conduct literature review and update course kit accordingly
- Revise evaluation methods as necessary
- Reorganize syllabus as indicated
- Prepare and submit course kit to Bookstore

2. Hiring Clinical Course Directors (CCDs)

(As of Winter 2004, approximately 15 CCDs are required for each of three clinical courses: NURS 4110, NURS 4120, and NURS 4130)

- Update job ad annually with specifics about position
- Review applications
- Interview applicants
- Contact 2 referees to obtain reference for each new applicant
- Communicate with Administrative Assistant re: preparing contracts for successful applicants
- Communicate with Director of Nursing re hiring decisions

3. Organizing and Conducting Orientations for CCDs and Students

- Each semester, the lead teacher plans and facilitates two orientations addressing the clinical practicum: one for CCDs, and one for students (which CCDs attend). A half-day session is required for each orientation,\* which is usually held in the week prior to start of classes. In the orientation, CCDs and students are informed about the course goals and learning outcomes, evaluation approaches, and policies/expectations regarding professional conduct, safety issues, and clinical competency. In addition, students meet their CCDs to begin preparation for the first day of clinical practicum.

\*In 2003, an additional half-day has been added to the student/CCD orientation to address safety and clinical competency in relation to SARS.

4. Coordination of Course Team

A course team currently consists of 15 CCDs, 2-3 CDs, and a practicum coordinator (CPM position) who is assigned to the course.

The lead teacher:

- Organizes and facilitates several team meetings each semester. The purpose of these meetings is to enable CCDs to learn from and support each other through sharing experiences and jointly problem-solving around clinical and student issues that arise during the practicum.

- Regularly communicates (by email and telephone) with the Practicum Coordinator and other team members to share information and to seek feedback on course-related issues that arise.
  - Periodically communicates by email with entire group of students enrolled in course concerning specific issues or questions that periodically arise
  - At the end of each semester, consults with other course CDs and CCDs concerning course revision in response to student and CCD evaluations of the course and the clinical practicum
5. Providing Leadership and Consultation
- Assumes overall responsibility for monitoring and ensuring the quality of the course
  - Consults with other CDs and CCDs regarding issues or problems concerning the course and student performance in the practicum.
  - Facilitates student-CCD problem-solving by meeting with individuals separately and together and assisting them to jointly formulate a plan to address concerns
  - Involves Director in intervening in situations where there are serious or potentially serious student performance issues
  - Represents the course team on to the School Curriculum Council in matters concerning the course

### **Workload for Clinical Course Directors (CCD)**

CCDs receive 0.5 course credit per clinical course, wherein they are responsible for clinical teaching the practicum part of the course. (NB: Clinical courses have a theory and practicum component. At present, there are three clinical courses: NURS 4110 6.0, NURS 4120 6.0, and NURS 4130 6.0.) For CCDs in NURS 4120 and 4130, some flexibility is required for availability outside the two scheduled days for student activities, grading clinical assignments, and attending team meetings. Each CCD must work closely with the "course team," comprised of the CDs, other clinical course directors, and the Practicum Coordinators. The CCD role involves approximately 14 hours of clinical supervision per week, primarily concentrated on two days, for a 12-week semester.

For CCDs in 4110 (Integrated Practicum, the final practicum for completing students), the contact hours are as follows: 4 one-day sessions at York with students and other CCDs; weekly email/web page contact, three formal meetings with each student and preceptor; periodic CCD meetings and, if a student is in difficulty, much more regular onsite and phone/email contact as needed. In addition, there is the usual reading/ feedback/grading (P/F) prep time.

*Appendix C*  
Feedback from School of Nursing, Atkinson<sup>1</sup>  
RE Workload/Faculty Complement

Travel

- The additional work we encounter with a collaborative program (e.g., many more committees, need to travel off-site for meetings, retreats, etc.) has not ever been factored into our workload.
- In our Collaborative BScN Program we have a governance structure that requires monthly meetings of major committees such as Theory-Practice Committee, numerous sub-committees, faculty retreats (one to two times per year), and visits to each others sites for participating in classrooms or advisory group meetings. Most of this work is unfunded, not reimbursed, and invisible.

Answering Email

- Answering emails takes 1-2 hours per day at least six days per week. Time spent on email includes responding to students, as well as other work-related emails

Anti-Plagiarism

- The plagiarism protection has certainly increased, whether that is using TURNITIN, to adding stuff to syllabi, to cross-checking students' papers.
- I know plagiarism can be a problem but I find the add-on of TURNITIN and other devices time-consuming

Administrative Reporting

- Additional time is required for reporting information related to grades, such as requirements from CEAS (Committee on Evaluation and Academic Standards) and additional things such as dates assignments were due and handed back and other such trivia.

Program Development

- We are developing a proposal for graduate program which requires an enormous amount of work on behalf of the working group responsible for it. The person who originally was responsible for the proposal got course release but as her successor, I am doing it on a volunteer basis
- At Atkinson Council it was determined that one committee a year or 100 hours of service a year is adequate service. Currently, I am on a university Senate committee, an Atkinson committee, and countless school committees (including chairing Curriculum Council). The service demands in a developing program are enormous and way beyond the norm but are required in order to get the work of the School and York done. This has not been taken seriously enough in terms of how it interferes with our research and publication work. Increasingly I find my impulse is to withdraw to make time for my scholarship. Seeing our service load as something we choose and seeing the solution as bringing in more senior

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<sup>1</sup> Bullets represent comments of individuals who responded to an email query seeking feedback. They are arranged under alphabetized headings which do not necessarily represent prioritization.

faculty with research records is insulting to those of us who have the potential and interest to contribute through scholarship.

### Supervision of Part-time Faculty

- There is no doubt but that my workload has expanded exponentially. For example, last year I was the only full-time Professor in two core classroom courses. One course had three part-time teachers and the other course had two part-time teachers. Four of the 5 teachers had never taught in a classroom before. All four stipulated that they would be unwilling to accept the position unless they received substantive assistance with lesson plans. This meant, in effect, that I provided them with detailed lesson plans, including overheads, one week in advance of the lesson. Toward the end of the course, each teacher agreed to provide one lesson plan each. It worked out well and the quality of the teaching was preserved but at enormous cost to me in terms of workload.
- This year in NURS4110, the two lead teachers had to hire, orientate and provide substantive assistance to 7 new part-time teachers (Clinical Course Directors), who had never taught this course before. Again there was a steep learning curve. This work is largely "invisible" and is not taken into account when work-loads are arranged.
- Supervision of part-time faculty in the clinical courses takes an inordinate amount of time. That is not necessarily an increase but rather, something that has not been recognized in calculating workload to date. Supervision of part-time faculty creates an increasing workload in our school as our student numbers increase. It involves hiring, orientation, and ongoing mentoring and support. In the practicum course I am involved with, the time for problem-solving and acting as an administrative stand-in is considerable.

### Clinical Teaching

- The liaison role that lead teachers of clinical courses have with clinical agencies and preceptors or agency facilitators is very time-consuming. It is very important to the success of the course that the lead teacher communicate with agencies early on, well before the course starts, about what the course outcomes are, what the expectations for students will be, what will be required of the preceptor and what supports can be expected from the Clinical Course Directors (CCDs) and York.
- I think the clinical equivalents need to be examined. Clinical teaching is demanding and requires far more time than we presently acknowledge. Let me just give an example from my own experience last year in N4120. When I calculated my time, I found that I spent between 13 and 14 hours/week on clinical supervision of 9 students in 3 groups, averaged out over 17 weeks (which is the time for which part-time CCDs were paid). I suspect I would have had the lowest possible time expenditure in N4120 because my travel time was low because of the location of my 3 placements. If I had to drive substantial distances, as many CCDs did, my time would have increased significantly. I think we need to think about the number of hours of credit for clinical supervision and what equals a half course equivalent.

Another issue with clinical courses is that we use many sites in which there is no Registered Nurse present. That means the CCD provides the only nursing supervision of students' practice. Those sites definitely need closer supervision by CCDs and yet we use the same formula for supervision as we do for those sites in which nurses precept the students. Some of these issues may well be internal to the School of Nursing but you asked for workload issues and I think they need discussion.

- Where I worked before, clinical teaching was valued more than a classroom course (it was equivalent to 3 classroom courses). When I started, the numbers of students supervised was between 7 and 10 although later, the numbers were increased, particularly in indirect clinical supervision, to around 30 (which was the equivalent of 3 classroom courses). However, the expectations of clinical faculty regarding site visits, etc., were much lower (e.g. one site visit, unless there were problems). There were also fewer journals to mark. Meetings with the whole practicum group were held on campus, minimum once a month and individual meetings with students were held once a month and as necessary. York tries to provide excellent quality supervision and guidance to students, however, the increased work it requires should be more recognized for what it is and entails.

### Teaching Load

- I suspect the nursing workload will be a recruitment issue in future as I have checked with other universities and we are high (many have 3-4 versus our 5 half course equivalents). While my experience at York is limited, I have taught at UWO (FT, tenure track) and will relate these experiences as examples. At UWO I taught 2 courses in the fall and winter with 70 and 90 students respectively. I had TAs for both courses and co-taught the one with 90 students.

At York, my teaching load is more time consuming because of travel and contact hours, and marking for 2 clinical courses. The large numbers of assignments to mark, the newness of the program, the type of student (college background) are other factors affecting the workload. The travel was an additional component that needs to be considered. If we are moving to distance education, there is literature to support that online teaching requires several hours per day for student contact so that should be built in.

### Committee Work

- Development of promotion and tenure criteria and processes for our school contributed to an increased workload, related to the newness of our program, our uniqueness, and changes to the process.

### Class Size

- I always have large classes and yet, some people who teach electives have very small classes. This summer, for example, there are several classes with about 20 students. I am running at over 40. There is no difference in the amount of workload recognition I get, versus those teaching classes with low enrollment. This is despite the fact that marking is about double for a class of over 40.

### Conversion of Courses to Web-Based, Or Creation Of Web-Based Courses

- There is no release time for course development—all upfront work (at least one semester) is without credit. In my case, I co-developed a new web-based course. This meant we did not make full use of the Learning Space software as we had neither the time nor the expertise to do "bells and whistles" (graphics, video or audio, links etc).