Approved by DFSC/CFSC on 02/03/26
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Mennonite College of Nursing Workload Policy

2025-2028 ISU/UFISU Agreement

Introduction

The college workload policy guidelines below shall apply to full-time, tenure-track academic faculty. The distribution of workload assignments for a tenure-track academic faculty member will be determined in accordance with the mission and priorities of the University and the goals and needs of that faculty member's college and department/school and shall comply with the Collective Bargaining Agreement (CBA).

A 1.0 full-time equivalent workload is twenty-four (24) Credit Hour Equivalents (CHEs) per academic year (9 months), along with routinely expected professional obligations (CBA Policy 30.02.A). Teaching, research, and service activities undertaken beyond the mutually agreed-upon 24 CHE will be considered voluntary, uncompensated work unless otherwise contracted by the College. No excess CHE will be carried forward into the next academic year. At the start of the academic term, faculty will be assigned a minimum of 2 CHEs towards scholarship activities each fall and spring semester (4 CHEs per 9-month academic year), 1 CHE towards service each fall and spring semester (2 CHEs per 9-month academic year), and 9 CHEs towards teaching each fall and spring semester (18 CHEs per 9-month academic year). We strive for a balance of 9 CHEs of teaching per semester; however, flexibility is allowed between the fall and spring as long as a total of 18 CHEs of teaching is achieved, and this is mutually agreed upon by the faculty and the Dean. After earning tenure, the 12 CHEs of workload per semester may be distributed differently to play to their strengths while still fulfilling the Mission of the College, subject to approval from the Dean and with the employee's consent. Additional administrative roles may result in a reduction from the allocated CHEs for teaching (see Administrative & Service Workload Credit Hour Equivalents).

Scholarship activity workload (2 CHEs per semester) involves activities recognized as scholarly activity as outlined in our College's ASPT guidelines. Service workload (1 CHE per semester) is earned through serving as a regular member of 1-2 committees, at least one of which is the CFSC, College Council, or a standing committee of College Council. Service beyond 2 committees will be considered for performance evaluation but is not expected and will not earn additional workload credit, unless otherwise stated in the Administrative & Service Workload Credit Hour Equivalents section of this workload policy or the University Workload Policy.

Routinely expected professional obligations of teaching, research, and service for a tenure-track faculty in MCN may include, but are not limited to:

Teaching

- Holding office hours for assigned courses (see ISU Faculty Handbook, p. 11)
- Assessing and evaluating one's teaching and course design for continuous improvement
- Designing and updating course materials to current best practices
- Disseminating course evaluations, if not done by administrative staff
- Mentoring students' professional development by being available to students to meet outside of class time
- Communicating with course and/or sequence leaders, when applicable

- Responding to student requests for recommendation letters or to serve as references for students
- Timely communication with students
- Supporting student retention efforts
- Attending ceremonies or college events, such as commencement, pinning ceremony, and/or hooding ceremonies
- Contributing to academic program evaluation and maintaining accreditation

Scholarship

- Updating CV with intellectual contributions
- Participating in professional associations/organizations that align with the employee's area of expertise
- Mentoring of colleagues

Service

- Communicating with College Council representative(s)
- Supporting alumni outreach efforts
- Supporting student recruitment
- Collaborating with MCN marketing

Guiding Principles When Determining the Teaching Schedule

Each semester, all faculty members will be asked to complete the teaching preferences survey. These data will be used, in conjunction to faculty expertise, course availability, course offerings, etc., to build the teaching schedule for the subsequent year. Below are the priorities that will be used in creating teaching assignments.

1. **Priority 1:** We prioritize students, such that we make sure courses that are required for progress-toward-degree are delivered by faculty who hold appropriate expertise for each course's content.
2. **Priority 2:** We strive to have consistency in faculty teaching assignments.
3. **Priority 3:** When new teaching preps are necessary in order to offer the courses required for students to progress toward their degree, we strive to assign courses to faculty that match both their teaching interests and expertise.
4. **Priority 4:** We strive to assign tenure-track faculty to teach graduate courses.
5. **Priority 5:** Full-time faculty will have priority consideration over part-time faculty, and among full-time faculty, we will strive to equitably distribute coveted assignments.
6. **Priority 6:** Geographical location of clinical sites and faculty members' home base are considered when assigning sections.

Specific circumstances may require us to diverge temporarily from these priorities.

Overload Pay after Census Day

If a faculty member is assigned overload in the fall semester, the faculty member's spring semester workload will be reduced by equivalent CHE. If an overload is assigned in the spring, the faculty member will receive overload pay appropriate to the overload CHE. No overload assignments will be made without authority of the Dean and consent of the faculty member.

CHE to Contact Hour Ratio for Lab, Clinical, & Simulation

1 CHE is assigned per 2 lab/simulation contact hours per week, or 32 contact hours per semester. 1 CHE is assigned per 2 clinical contact hours per week, or 28 contact hours per semester. In undergraduate programs, 1 CHE is equivalent to one credit hour as defined in the course catalog. To demonstrate, an 8-hour clinical that meets 12 times throughout the semester (96 contact hours total) would earn 3.4 CHE (96 divided by 28).
In graduate programs that follow the preceptor model (i.e., Family Nurse Practitioner [FNP] program), 1 credit hour is equivalent to 60 clinical or lab contact hours per semester, and each section of 6 students is equivalent to 2 CHEs.

Teaching Workload Credit Equivalencies

The College will assign workload for the following teaching/mentoring activities that enhance the mission and operations of the College. Partial CHE units will be rounded to the nearest tenth.

New Preparations
No more than 4 new preparations per year shall be assigned to any faculty member, except under extraordinary circumstances (e.g., late faculty departure). If extraordinary circumstances require more than 4 new preparations, 1 additional CHE will be assigned for new preparations beyond 4, which would follow the overload pay portion of this policy, if necessary.

Course & Section Sizes
If a faculty member is assigned to teach an **in-person** section that has more than 50 students enrolled, the employee will receive more than the assigned workload, as follows:

- 51-75 undergraduate students enrolled – 1.5x CHE allocation
- 76-100 undergraduate students enrolled – 2x CHE allocation
- 101-125 undergraduate students enrolled – 2.5x CHE allocation
- 126-150 undergraduate students enrolled – 3x CHE allocation
- etc.

If a faculty member is assigned to teach an **online** section that has more than 30 undergraduate/graduate students enrolled, the employee will receive more than the assigned workload, as follows:

- 31-46 undergraduate/graduate students enrolled – 1.5x CHE allocation
- 47-62 undergraduate/graduate students enrolled – 2x CHE allocation
- 63-78 undergraduate/graduate students enrolled – 2.5x CHE allocation
- 79-94 undergraduate/graduate students enrolled – 3x CHE allocation
- etc.

If a faculty member is assigned to teach an undergraduate section of less than 15 students enrolled and the class is *not* cancelled, the employee will receive half the CHEs assigned for the course. If a faculty member is assigned to teach a graduate section of less than 5 students enrolled and the class is *not* cancelled, the employee will receive half the CHEs assigned for the course.

Advising Doctoral Students
Workload will be assigned for chairing doctoral students' scholarly projects and dissertation committees, when advising 2 or more students. A faculty member chairing a PhD student's

dissertation committee or advising a DNP's students scholarly project will be allotted a total of 2 CHE once the student completes the qualifying exam and dissertation proposal defense (in the case of PhD students) or begins NUR 539 (i.e., the scholarly project, in the case of DNP students). The faculty member can divide these 2 CHE among fall and spring semesters following progression to candidacy to reflect their mentoring of that student toward graduation. Faculty may not receive more than 2 CHE per student. Division of these CHE must be under mutual agreement between the faculty member and the Dean. No workload will be assigned for more than 6 advised doctoral students in any term, unless authorized by the Dean.

Faculty members working with students continuing through the summer will develop a summer plan with each student that includes expected student progress and the faculty member's availability for consultation or feedback during the summer.

Honors Research & Independent Study
Workload will be assigned for serving as the faculty supervisor for honors thesis projects (HON 395) and honors independent studies projects (NURS 299). 0.25 CHE will be assigned per mentored student per credit hour of HON 395 or NUR 299. No workload will be assigned to supervise more than 3 honors students in any term, unless authorized by the Dean. Honors research supervision must be arranged between the student and the faculty supervisor by the end of the preceding term, so that it can be accounted for in the teaching schedule and assignment. No overload pay will be given for supervising honors thesis/independent study projects without Dean approval.

Administrative & Service Workload Credit Hour Equivalents

While faculty are required to fulfill the minimum expectations for service, per the CBA, no specific service activity, required or additional, may be assigned without mutual agreement between the faculty member and the Dean. With the mutual agreement of the Dean, Associate Dean of Academics, and the employee, the College can reassign workload from the teaching allocation for specific activities that enhance the mission and operations of the College.

Service
Chairing the MCN College Council or a College Standing Committees (CEC, CRC, GPCC, UMCC, UPC) results in a 0.5 CHE reduction per year (0.25 per semester) from the allocated CHEs for teaching. Service on the DFSC, if also serving on another College Standing Committee, results in a 1.0 CHE reduction per year (0.5 per semester) from the teaching allocation.

Administration of Programs as Program/Sequence Leader
Leaders of degree programs or sequences will have a reduction from the allocated CHEs for teaching according to enrollment in the program/sequence:

- < 32 undergraduate students enrolled – 0.5 CHE per semester
- 32 or more undergraduate students enrolled - 1.0 CHE per semester
- <16 graduate students enrolled – 0.5 CHE per semester
- 16-50 or more graduate students enrolled – 1.0 CHE per semester
- 51 or more graduate students enrolled – 1.5 CHE per semester

Program/sequence leader duties (Appendix) must be distinct from the agreed upon remaining CHEs assigned for teaching, research, and service. Their duties must be enumerated in their faculty activity assignment letter, which is subject to approval from the Dean.

Administration of Courses as Course Leader of a Clinical or Lab Course
Course leader workload will be assigned to undergraduate clinical and lab courses. Course leaders will receive the following CHEs towards teaching according to the number of clinical/lab sections as follows:

- 1 – 3 clinical/lab sections – 0.5 CHE
- 4-9 clinical/lab sections – 1.0 CHE
- 10-19 clinical/lab sections – 2.0 CHE
- 20 or more clinical/lab sections – 3.0 CHE

Co-leaders receive half the designated CHEs each. The course leader and sequence leader roles are distinct (see Appendix). Course leader duties must be distinct from the agreed-upon remaining CHEs assigned for teaching, research, and service. Their duties must be enumerated in their faculty activity assignment letter, which is subject to approval from the Dean.

Appendix
Sequence Leader Responsibilities Summary

This role ensures proper student progression, manages preceptor or advisor engagement, and upholds regulatory and accreditation standards. Sequence leaders collaborate with the Program Director to ensure the quality and integrity of the sequence curriculum. The sequence leader brings expertise in the specialty area and serves as a resource and consultant to students, faculty, and staff regarding professional standards and expectations in the field. Together with the Program Director, faculty, and college leadership, the sequence leader shares responsibility for marketing, recruitment and admission of students, faculty recruitment and clinical site development, mentoring of faculty and students.

RN to BSN Sequence Leader

Position Qualifications

- Master's degree in nursing or related field
- Teaching experience appropriate to adult nursing education
- Annual contract acceptance

Key Responsibilities:

- Coordinates the RN to BSN program under the direction of the Director
- Brings expertise in the RN to BSN specialty area and serves as a resource and consultant to students, faculty, and staff
- Answers prospective and current student inquiries
- Provides new student program orientation
- Offers periodic student consultations
- Represents the sequence to undergraduate committees
- Provides regular faculty and advisor consultation regarding course and student concerns
- Collaborates with the college administration to address concerns regarding program quality and accreditation

Accelerated BSN Sequence Leader

Position Qualifications

- Master's degree in nursing or related field
- Teaching experience appropriate to adult nursing education
- Annual contract acceptance

Key Responsibilities:

- Coordinates the accelerated program under the direction of the Director
- Brings expertise and serves as a resource and consultant to students, faculty, and staff
- Answers prospective and current student inquiries
- Coordinates and delivers new student program orientation
- Offers periodic student consultations
- Represents the sequence to undergraduate committees

- Provides regular faculty and advisor consultation regarding course and student concerns
- Collaborates with the college administration to address concerns regarding program quality and accreditation
- Coordinates the DEU program

School Nurse Sequence Leader

Position Qualifications

- Master's degree in nursing or related field
- School Nurse certification, licensure in Illinois, and experience
- Graduate teaching experience appropriate to school nurse preparation
- Annual contract acceptance

Key Responsibilities:

- Orientation of new faculty teaching in the sequence to the curriculum and the courses in which the new faculty are teaching.
- Communicate with all preceptors a minimum of 3 times during the practicum course.
- Meet individually with each preceptor/student dyad at least once during the practicum course.
- Attend Advanced Licensure Group meetings to ensure alignment with Illinois State Board of Education legislated changes related to learning standards and testing requirements.
- Meet with faculty four times every year to evaluate our curriculum, courses, student success, and concerns.
- Collaborate with the Teacher Education Center, to remain updated for program requirements.
- Council for Teacher Education curriculum committee member; meets twice monthly.
- Revise courses as needed to include content required by the Illinois State Board of Education.
- Data is obtained via survey from each cohort and is reviewed to understand the need for revisions or changes related to student feedback.
- Participates in the Plan for College Assessment to ensure sequence curricula meet accreditation and certification standards
- Review all applications for admissions to the sequence and make admissions recommendations to admissions team.
- Hold bi-monthly meetings with faculty each semester.
- Assist students who need a mentor/preceptor for the practicum.
- Conduct Preceptor/Student virtual site visits. (between 70 and 90 meetings each year)
- Participate in marketing and recruitment for the sequence/program and other graduate programs through attendance at the Illinois Association of School Nurse Conferences (IASN) (no financial support by MCN)
- Participate in new student orientation and supports the teaching and learning environment.

- Collaborates with the Director as needed
- Works with faculty and Director to assess concerns raised by students or others and develops solutions to address concerns.
- Counsel graduate students on program and degree certification until an advisor is available to assist.
- Participate in continuous quality improvement of the program
- Contribute to self-study reports used to maintain good standing with IBHE and accreditation with CCNE.

FNP Sequence Leader

Position Qualifications

- Doctoral degree in nursing or related field
- FNP certification and experience
- Eligible for full graduate faculty status
- Graduate teaching experience appropriate to FNP preparation
- Annual contract acceptance

Key Responsibilities:

- Foster a climate to support faculty success through new faculty orientation to courses and course support.
- Manage student advisor assignment decisions in collaboration with Graduate Director
- Manage and track prospective student inquiries and outreach efforts via email, phone, or virtual meetings in collaboration with the Mennonite College of Nursing Marketing team.
- Participate in admissions interviews, including scheduling, application reviews, and selection processes in collaboration with the office of student services.
- Counsel graduate students on program and degree requirements until a permanent advisor is selected and assist in that selection as necessary in consultation with the office of student services.
- Counsel student concerns and issues that arise regarding program policies, procedures, curriculum and progression.
- Track cohort data to ensure accurate clinical planning and student progression in collaboration with the office of student service of services, the graduate director and the clinical experience coordinator.
- Develop and deliver program orientation in consultation with the office of student services and the graduate director.
- Maintain and manage Typhon data (if required)—including user management, preceptor/clinical site information, and evaluations.
- Submit APRN education verification documents for graduates (if required).
- Complete evaluations for students and graduates for new employment, credentialing and privileging, and other program verification needs
- Assign students to clinical groups for all clinical courses
- Provide student and clinical placement information to clinical instructors in all clinical courses

- Collaborate with the Program Director through regular meetings (monthly)
- Monitor student managed clinical hours and documentation to ensure programmatic compliance.
- Address graduate student questions regarding clinical setup and preceptor selection.
- Analyze, summarize and prepare for the annual report the sequence data needed for accreditation, program review, grants and other reports needed for college assessment.
- Ensure course level information is collected and stored for accreditation
- Evaluate adequacy of clinical sites and assist with recruitment of qualified preceptors.
- Participates in marketing and recruitment activities for the graduate program
- Maintain consistent communication with major clinical partners (e.g., OSF, GAHHS, Carle, SIU).

NLM/DNP Sequence Leader

Position Qualifications

- Doctoral degree in nursing or related field
- Teaching experience appropriate to nursing leadership and/or clinical education
- Eligible for full graduate faculty status
- Graduate teaching experience appropriate to DNP preparation
- Annual contract acceptance

Key Responsibilities:

- Foster a climate to support faculty success through new faculty orientation to courses and course support.
- Manage student advisor assignment decisions in collaboration with Graduate Director, which involves annual DNP faculty/advisor meetings each April.
- Manage and track prospective student inquiries and outreach efforts via email, phone, or virtual meetings in collaboration with the Mennonite College of Nursing Marketing team.
- Participate in admissions interviews, including scheduling, application reviews, and selection processes in collaboration with the office of student services.
- Counsel graduate students on program and degree requirements until a permanent adviser is selected and assist in that selection as necessary in consultation with the office of student services.
- Counsel student concerns and issues that arise regarding program policies, procedures, curriculum, and progression.
- Track cohort data to ensure accurate clinical planning and student progression.
- Develop and deliver program orientation in consultation with the office of student services and the graduate director.
- Collaborate with the Graduate Program Director through regular meetings.
- Monitor student managed clinical hours and documentation to ensure programmatic compliance.
- Address graduate student questions regarding clinical setup and preceptor selection.

- Analyze, summarize, and prepare for the annual report the sequence data needed for accreditation, program review, grants and other reports needed for college assessment.
- Ensure course level information is collected and stored for accreditation.
- Participates in marketing and recruitment activities for the graduate program.
- Inform students of the process to verify affiliation agreements and complete preceptor approval request.
- Serve as a contact for preceptors and meet with preceptor and student at midterm.

PhD Sequence Leader

Position Qualifications

- Doctoral degree in nursing or related field
- Teaching experience appropriate to nursing science
- Eligible for full graduate faculty status
- Graduate teaching experience appropriate to PhD preparation
- Annual contract acceptance

Key Responsibilities:

- Foster a climate to support faculty success through new faculty orientation to courses and course support.
- Manage student advisor assignment decisions in collaboration with Director
- Manage and track prospective student inquiries and outreach efforts via email, phone, or virtual meetings in collaboration with the Mennonite College of Nursing marketing team.
- Participate in admissions interviews, including scheduling, application reviews, and selection processes in collaboration with the office of student services.
- Counsel graduate students on program and degree requirements until a permanent adviser is selected and assist in that selection as necessary in consultation with the office of student services.
- Counsel student concerns and issues that arise regarding program policies, procedures, curriculum and progression.
- Track cohort data to ensure accurate clinical planning and student progression in collaboration with the office of student service of services, the graduate director and the clinical experience coordinator.
- Develop and deliver program orientation in consultation with the office of student services and the graduate director.
- Complete peer/program director evaluations
- Collaborate with the Program Director through regular meetings (monthly)
- Monitor student managed clinical hours and documentation to ensure programmatic compliance.
- Address graduate student questions regarding clinical setup and preceptor selection.
- Analyze, summarize and prepare for the annual report the sequence data needed for accreditation, program review, grants and other reports needed for college assessment.

- Ensure course level information is collected and stored for accreditation
- Evaluate adequacy of clinical sites and assist with recruitment of qualified preceptors.
- Participates in marketing and recruitment activities for the graduate program

Course Leader Responsibilities

1. General Oversight/Quality Improvement

- **Curriculum Oversight:** Ensure the course content aligns with program outcomes, accreditation standards (CCNE), and current best practices in nursing.
- **Curriculum Development & Review:** Complete course recommendation forms and update courses regularly to maintain relevance and academic rigor. Analyze student feedback and course evaluation data to identify areas for improvement.
- **Documentation:** Maintain accurate records for accreditation, audits, and continuous improvement.
- **Assessment & Evaluation:** Develop and oversee course assessments to ensure they are valid, reliable, and aligned with learning outcomes.

2. Course Planning & Coordination

- **Teaching Schedule:** Consult (as needed) with the Undergraduate Director regarding teaching assignments
- **Syllabus Management:** Maintain an anchor syllabus to help enable consistency of course outcomes across all course sections and make it available upon request.
- **Calendar Management:** Maintain didactic course's calendar to help enable consistency of activities across all sections. Review all clinical calendars to ensure consistency across all sections for clinical hours. Send finalized calendars to the Clinical Experience Coordinator by the first day of classes.

3. Faculty Support & Collaboration

- **Orientation & Mentoring:** Provide clinical orientation and support to new or adjunct faculty teaching in the course.

4. Student Support

- **Point of Contact:** Students should first address any course, clinical, or lab concerns directly with their assigned faculty member. If the issue cannot be resolved at that level, it should then be escalated to the course or lab leader for further review and guidance.
- **Remediation Planning:** Collaborate with faculty to develop remediation strategies for students not meeting outcomes.

5. Communication & Reporting

- **Liaison Role:** Act as the communication link between faculty, program directors, and administration.
- **Communication:** Regularly communicate with faculty regarding course needs and report course updates to curriculum committees and/or leadership.
- **Accreditation Support:** Assist with the preparation of course-specific documents for accreditation visits or reports. Maintain documentation required for demonstrating course compliance (e.g., syllabi, calendars, examples of student work, etc.).

6. Compliance and Accreditation

- **Regulatory Alignment:** Ensure the course complies with the standards of nursing regulatory and accreditation standards, with the support of the Undergraduate Mennonite Curriculum Committee/College Council and administration.