

**Dr. Kirin C Patel NSU College of Allopathic Medicine**  
**Assignment and Tracking of Faculty Teaching Effort**

Faculty members in NSU MD have assignments of their overall effort allocated among the College's missions of teaching, research/scholarship, patient care, and service. Because of the desire for teaching assignments to link directly to recognition of medical school educators in the merit and promotion process, NSU MD uses the model developed by the AAMC Group on Educational Affairs Consensus Conference on Educational Scholarship to identify and classify faculty teaching activities (see Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. Washington DC: AAMC, 2007).

This approach assigns educational activities to five categories, with recommendations for ways to document quantity, quality, scholarly approach, and scholarship for each type of activity. It is designed to assist faculty in documenting their professional achievements as educators. The five categories are *Teaching, Curriculum, Advising and Mentoring, Educational Leadership and Administration, and Learner Assessment*.

The College's approach to tracking teaching effort uses several methods: 1) contact hours with students for specific types of activities, with multipliers to calculate total time involved, 2) effort as a proportion of FTE throughout the year, and 3) time allocated for producing a specific product, such as a PBL case.

Multipliers were developed in 2017 based on a published report from the University of Florida College of Medicine (*Watson RT and Romrell LJ. Mission-Based Budgeting: Removing a Graveyard. Acad Med 1999; 74 (6): 626-40*) and unpublished reports from faculty teaching metrics task forces at the following medical schools:

- University of Rochester School of Medicine and Dentistry (2002)
- Medical College of Wisconsin (2003)
- University of Minnesota Medical School (2010)
- UCSF School of Medicine (2010)
- University of South Florida College of Medicine (2011)
- Florida Atlantic University Charles E. Schmidt College of Medicine (2014)

In AY 2019 2020, NSU MD assumed responsibility for basic science teaching in other HPD colleges by faculty who had been appointed in the College of Medical Sciences through January 2020. Metrics for new categories of teaching activities were established based on interviews with these faculty and leadership in the other colleges and may be revised.

## NSU MD Educator Activity Categories

*(Adapted from “Advancing Educators and Education” AAMC Summary Report 2007)*

Activity Category	Examples of Evidence of Scholarship
<p><b>TEACHING</b></p> <ul style="list-style-type: none"> <li>• Direct contact with students</li> <li>• May require developing materials for your own session, or using those developed by other faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of your materials in a peer-reviewed venue</li> <li>• Evaluations of a conference presentation</li> <li>• Data showing adoption by other faculty</li> <li>• Description of how others have used your materials</li> <li>• References of citations of your materials or approach</li> </ul>
<b>Activities in This Category</b>	
<p>Lectures, team-based learning sessions, other large group sessions  <b>New Lecture (never taught before): Hours of student contact time x 6</b>  <b>Revised Lecture: Hours of student contact time X 3</b></p> <p>Teaching in labs, other “practice” settings – e.g., simulation center, clinical skills in POM courses, anatomy labs  <b>Hours of student contact time X 1.5</b></p> <p>Teaching with patients in clinical settings  <b>Hours of student contact time x 1.5</b></p> <p>Teaching or facilitating small groups <u>with responsibility for narrative assessment of student performance</u> in the group– e.g., PBL, IQ  <b>Hours of student contact time x 2</b></p> <p>Facilitating small groups, no responsibility for assessment of student performance  <b>Hours of student contact time x 1.5</b></p>	

Activity Category	Examples of Evidence of Scholarship
<b>CURRICULUM</b>	<ul style="list-style-type: none"> <li>• Inclusion of your materials in a peer-reviewed venue</li> <li>• Invitations to present at regional, national or international meetings, including evaluations of the presentation</li> <li>• List of institutions where the curriculum has been adopted</li> <li>• Publications in peer-reviewed literature</li> <li>• Invitations to consult with other schools</li> </ul>
<b>Activities in This Category</b>	
<p>Director of a discipline-specific basic science course in another HPD college  <b>[Number of student contact hours in the course] X 2 for courses with ≤ 100 students</b>  <b>[Number of student contact hours in the course] X 3 for courses with 100 – 250 students</b>  <b>[Number of student contact hours in the course] X 4 for courses with ≥ 250 students</b></p> <p>Basic science block director and co-director (if applicable) in NSU MD Pre-Clerkship curriculum  <b>37.5 hours X [duration of block in weeks + 4] plus 0.15 FTE throughout the year</b></p> <p>Clinical course director in NSU MD Pre-Clerkship curriculum  <b>20 hours X [duration of course in weeks + 4] plus 0.15 FTE throughout the year</b></p> <p>NSU MD Thread director  <b>0.2 FTE</b></p> <p>Development of a new NSU MD block/course/clerkship  <b>0.4 FTE throughout the AY of the first offering of the block/course/clerkship</b></p> <p>Develop and direct a new NSU MD elective  <b>1 FTE X 4 weeks for a 2 week elective</b>  <b>1 FTE X 8 weeks for a 4 week elective</b></p> <p>Creation of materials that are used by <b>other</b> faculty (e.g., does not include PPT for a lecture given by the faculty member). Includes PBL cases, simulation center sessions, problem sets, small group sessions for POM, etc.)</p> <ul style="list-style-type: none"> <li>• <b>NEW PBL case = 80 hours; revised = 20 hours</b></li> <li>• <b>NEW IQ case = 40 hours; revised = 10 hours</b></li> <li>• <b>NEW TBL session = 40 hours; revised = 10 hours</b></li> <li>• <b>NEW problem set, small group session, independent study session to replace a lecture, etc. = 20 hours; revised = 5 hours</b></li> <li>• <b>NEW OSCE station = 10 hours; revised = 2 hours</b></li> <li>• <b>NEW simulation center activity = 40 hours; revised = 10 hours</b></li> </ul> <p>Creation of faculty development materials  <b>NEW session = Hours of faculty development activity X 5; revised = Hours of faculty development activity X 2</b></p>	

Activity Category	Examples of Evidence of Scholarship
<b>ADVISING AND MENTORING</b>	<ul style="list-style-type: none"> <li>• Invitations to present at regional, national or international meetings, including evaluations of the presentation</li> <li>• Securing program development funding</li> <li>• Conducting skill enhancement sessions at professional meetings</li> <li>• Publishing peer-reviewed materials</li> </ul>
<b>Activities in This Category</b>	
<p><b>Learning Community Mentor = 20 hours per week</b></p> <p><b>Expected office hours for all teaching faculty = 2 hours per week</b></p> <ul style="list-style-type: none"> <li>• Remediation, content tutor, study strategy adviser</li> <li>• Adviser to students on student-led projects (e.g., health fair)</li> <li>• Mentoring students in preparing presentations (posters, oral) and manuscripts</li> </ul> <p>Faculty supervisor/mentor for a student enrolled in a research or independent study course  <b>0.012 FTE for each student/project, maximum of 0.1 FTE</b></p>	

Activity Category	Examples of Evidence of Scholarship
<b>EDUCATIONAL LEADERSHIP AND ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>• Invitations to present at regional, national or international meetings, including evaluations of the presentation</li> <li>• Publishing peer-reviewed materials</li> <li>• List of institutions that have adopted the innovation</li> <li>• List of resources for the change by source – e.g., grants, foundation awards</li> </ul>
<b>Activities in This Category</b>	
<p>Design, development, and revision of a new degree-granting program (e.g., Masters, PhD)  <b>FTE as assigned in AOR</b></p> <p>Design, development, and revision of a component of the curriculum that cuts across individual blocks, courses, or clerkships (e.g., all of Year 1, all of Year 2, PBL/IQ program, Year 3 curriculum, Year 4 curriculum)  <b>FTE as assigned in AOR</b></p> <p>LCME accreditation process and planning  <b>LCME Chairs of Self Study Subcommittees = 60 hours</b>  <b>Member of LCME CQI Committee = .15 FTE until Full Accreditation is granted</b></p> <p>Design, development, and revision of a faculty development program/system to support the MD program as a whole  <b>FTE as assigned in AOR</b></p>	

Activity Category	Examples of Evidence of Scholarship
<b>LEARNER ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Invitations to present at regional, national or international meetings, including evaluations of the presentation</li> <li>• Publishing peer-reviewed materials</li> <li>• List of institutions that have adopted the innovation</li> </ul>
<b>Activities in This Category</b>	
<p>Development (including blueprinting to competencies and objectives), use, and analysis of validity and reliability of assessment instruments for the MD program, such as:</p> <ul style="list-style-type: none"> <li>• Written exams (MCQ, essays, etc.)</li> <li>• Practical exams (OSCEs, labs, etc.)</li> <li>• Narrative assessments (formative and summative)</li> <li>• Written assignments/problem sets, etc.</li> <li>• Reflective papers</li> </ul> <p><b>For block/course/thread directors, effort is included in overall effort for the role</b>  <b>For teaching faculty, effort is included in multipliers for activities</b></p>	

## NSU MD Faculty Teaching Effort Report for AY 2019-2020

Faculty Name \_\_\_\_\_

Department/Division if applicable \_\_\_\_\_

Date Submitted \_\_\_\_\_

	#	Unit of Measurement	Multiplier or % effort	Total Hours**
<b>TEACHING</b>				
New lectures (never taught before)		Contact Hours	6	
Revised lectures		Contact Hours	3	
TBL, CBL, large group interactive sessions		Contact Hours	3	
Labs, simulation sessions, clinical skills		Contact Hours	1.5	
Clinical setting with patients		Contact Hours	1.5	
Small Group w/ written assessment		Contact Hours	2	
Small Group w/o written assessment		Contact Hours	1.5	
Other direct teaching (describe)		Contact Hours	TBD	
<b>CURRICULUM</b>				
Development of a new NSU MD Block/Course/Clerkship		Year of first offering	0.4 FTE	
Development of a new discipline-specific basic science course in another HPD college		Year of first offering	0.4 FTE	
Develop and direct a new NSU MD elective		Duration (Weeks) X 2	1 FTE	
NSU MD Block Director or Co-Director		Duration (Weeks) + 4	37.5	
NSU MD Block Director or Co-Director		Year	0.15 FTE**	
Director of a discipline-specific basic science course in another HPD college (<100 students)		Student Contact Hours	2	
Director of a discipline-specific basic science course in another HPD college (100-250 students)		Student Contact Hours	3	
Director of a discipline-specific basic science course in another HPD college (>250 students)		Student Contact Hours	4	
NSU MD POM Director or Co-Director		Duration (Weeks) + 4	20	
NSU MD POM Director or Co-Director		Year	0.15 FTE**	
NSU MD Thread Director		Year	0.2 FTE**	
PBL case – NEW		Cases	80	
PBL case – REVISED		Cases	20	
IQ case - NEW		Cases	40	
IQ case - REVISED		Cases	10	
TBL Session - NEW		Sessions	40	
TBL session - REVISED		Sessions	10	
Problems, etc. – NEW		Problems, sessions, etc.	20	
Problems, etc. – REVISED		Problems, sessions, etc.	5	
OSCE station – NEW		Stations	10	
OSCE station – REVISED		Stations	2	
Simulation Activity – NEW		Activity (≥ half day)	40	

Simulation Activity – REVISED		Activity ( $\geq$ half day)	10	
Faculty Development Session – NEW		Contact Hours	5	
Faculty Development Session – REVISED		Contact Hours	2	
Other curriculum development/direction (describe).		TBD	TBD	
<b>ADVISING /MENTORING</b>				
Learning Community Advisor		Year	0.5 FTE**	
Expected office hours		Year	0.05 FTE**	
Supervisor for student research or independent study (describe)		# of students up to 10	0.01 FTE each, maximum of 0.1 FTE	
Other mentoring/advising (describe)		TBD	TBD	
<b>EDUCATIONAL LEADERSHIP</b>				
LCME CQI Committee		Duration of assignment	0.15 FTE**	
Chair of LCME Self Study Subcommittee			60	
Other educational leadership (describe)		FTE as assigned		
			<b>Total Hours</b>	

Expected annual hours for each area of assignment are based on % effort for NSU MD X % assigned effort, using a 37.5-hour workweek X 45 working weeks per year, based on each faculty member taking 7 non-working weeks per year (22 vacation days, 3 personal leave days, and 9 University holidays). For Education, **total hours** are calculated using the faculty member's specific educational activities and NSU MD teaching metrics. For other assignments, **total hours** are based on % effort for NSU MD X assigned % effort.

\*\*FTE converted to hours based on 37.5-hour workweek X 45 working weeks per year.