Department of Biomedical Sciences (BMS) Workload Summary (adopted 5/18/2017))

This document was constructed by the department chair with faculty input and in consultation with guidelines outlined by the Association of Chairs of Departments of Physiology of the American Physiological Society, and a document published by the national Education Advisory Board entitled "Faculty Workload Policies at Public Universities."

As a preface, the nature of teaching in BMS, College of Veterinary Medicine presents unique challenges for workload calculations for the following reasons.

1. BMS faculty teach primarily in the first two years of the Professional Veterinary Medical curriculum. Accreditation requires competency in every aspect of the curriculum and faculty devote significant time to mentorship and professional advising.
2. Professional courses are often taught in a team format, requiring BMS faculty to serve as course directors as well as instructors.
3. The nature of the Professional Veterinary Curriculum is laboratory-intensive. Laboratory instruction of 120 students involves multiple laboratories with simultaneous participation of several instructors.
4. Graduate teaching includes instruction and mentorship of MS and PhD students, and postdoctoral fellows.

Credit for participation in teaching activities that are difficult to quantify is considered on a case-by-case basis. The following guidelines provide a framework for assigning workload for faculty. It is recognized that flexibility and collegiality among the faculty are imperative to address changing needs towards accomplishing the departmental mission in teaching, research and service.

Biomedical Sciences Workload guidelines

Within the limitations discussed above, the following policy serves to achieve a clear and equitable distribution of instructional workload among BMS faculty according to their effort allocation. Some models for calculating faculty workload attempt (imperfectly) to quantify additional faculty time associated with large class size, courses requiring time-intensive laboratory instruction, graduate level specialty courses, and supervising graduate students and postdoctoral fellows in laboratory research, by assigning varying amounts of additional teaching credit hours for these activities (e.g. see proposed guidelines of the Association of Chairs of Departments of Physiology of the American Physiological Society, and the national Education Advisory Board document entitled "Faculty Workload Policies at Public Universities."). **Given the varied and unique strengths among our faculty, the following policy provides a guide, rather than a formula, to allow the chair, in consultation with each faculty member, to provide an individualized workload that maximizes the contribution of each faculty member to the University.**

Biomedical Sciences (BMS) tenure/tenure track (T/TT) research and teaching workload:

Faculty within the College of Veterinary Medicine are exempt from the CRR requirements for minimum teaching loads. However, the Department of Biomedical Sciences (BMS) workload policy is consistent with the traditional workload policies at MU (40/40/20 for research, teaching, and service, respectively). For T/TT faculty members the typical workload distribution is 75/10/15. The greater research allocation is justified by the fact that our T/TT faculty are expected to successfully compete for federal extramural funding against Research I universities and centers across the country whose faculty have almost exclusive research commitments. It is expected that each tenured faculty member maintain 35% of their research effort on extramural grants. A 75% research workload ensures that sufficient effort can be devoted to research and

scholarly activities, and positively impacts our departmental recruiting and retention activities for T/TT faculty relative to other Research I and Association of American Universities (AAU) universities. BMS T/TT faculty have an expectation of carrying out productive research. Although salary support from grants is not necessarily required for the research to be productive, submission of external grant proposals on a regular basis in a real attempt to garner research funding is expected. Productive research does require consistent dissemination of research findings in peer reviewed publications, books, and/or invited symposia. Special exceptions and circumstances to these guidelines are detailed below.

Graduate teaching includes instruction and mentorship of MS and PhD students, as well as postdoctoral research fellows. Instruction in didactic graduate level courses is relatively straightforward. However, much of faculty contribution to graduate and postdoctoral education related to research is not appropriately reflected by standard metrics for research credit (8090 or 9090). Training graduate students and postdoctoral research fellows is a time intensive process. In addition to time spent training students in techniques involved in performing biomedical research experiments, faculty mentors are responsible for: one-on-one training of students/fellows in experimental design, data analysis and interpretation, critical reading and integration of relevant literature, research ethics, composition of scientific abstracts, construction of posters and symposium talks for scientific meetings, and seminars. In addition, faculty mentor students in writing manuscripts for publication in peer-reviewed journals and grant applications that are subject to highly competitive review on the national level. Furthermore, activities such as journal clubs, reading groups, and other instruction are critical, but not documented as official registered courses. These graduate training duties require a minimum of 4 hours/week per trainee, without regard to the academic calendar. Our research laboratories, and the faculty, graduate students and postdoctoral fellows of which they consist, are working on a full-time basis.

T/TT BMS faculty participate in the professional, graduate, and/or undergraduate curriculum. T/TT faculty are expected to teach or co-teach an upper level graduate course and serve as primary advisor to graduate students. Almost all BMS faculty teach in the first two years of the Professional Veterinary Medical Curriculum. Significant additional faculty time is devoted to mentorship and professional advising, as Veterinary Medical students are required to demonstrate competency in every aspect of a challenging curriculum. In addition, professional courses are typically taught in a team format. Faculty in BMS serve as course directors, coordinating content and faculty participation among multiple departments. Class size is large (>120 students) yet there are no Graduate Teaching Assistants. Thus, faculty are responsible for review sessions, compiling, administering and grading exams, and providing feedback to the students.

By MU policy, 10% teaching effort is equivalent to one 3 hour course, or 45 lectures and/or lab sessions per year. A typical BMS faculty member will accumulate approximately 25-30 lectures and/or lab sessions per year and the remainder through trainee mentoring, as described above. Serving as primary advisor to more than one doctoral student may allow a reduction in course contact hours. Faculty who are not serving as primary advisor to graduate students may meet their teaching expectations through participation on Ph.D. and M.S. committees, increased lectures, labs, or a combination of these activities. T/TT faculty serving as Course Director will be credited with the appropriate portion of their course as described in the workload formula for the course; e.g. a 10% credit for a 3 credit course would be equivalent to 4.5 lectures.

<u>Special considerations and exceptions for reallocation of effort for research-intensive T/TT faculty.</u>

1. <u>Teaching workloads for new assistant professors:</u>

In general, new tenure track assistant professors are exempted from teaching for their first year in the position and then are gradually moved towards a full teaching load. The goal of the transition is to assure high-quality instruction as the faculty member develops and delivers new lectures as well as to protect research time to allow the faculty member to achieve a research program of national stature. The pace of moving towards a full teaching load is at the discretion of the chair in consultation with the faculty member, but typically the transition has occurred by the time of mid-probationary review. This approach allows adequate time to hire and train research personnel, establish their laboratory, and submit research grants. It is expected that by the time the tenure-track faculty member is being considered for promotion and tenure that they will have a workload consistent with the department workload policy for at least 2 years before the promotion dossier is submitted.

2. Lapse in extramural funding:

Faculty with a research allocation greater than 40% are expected to obtain extramural support for the research. However, when national funding levels are low it may be difficult to maintain continuous extramural support. In the case of a lapse in funding, effort will be made to maintain the original research allocation for a period of time. The expectation is that this research time will be used for gathering new preliminary data and writing revised or new extramural applications. Submission of a minimum of one extramural grant application per year is expected during this time period. If research productivity does not match the commitment of effort over a prolonged period, the percentage of research effort may be decreased and the percentage of teaching effort increased at the discretion of the chair and in consultation with the faculty member.

Non-tenure track teaching workload (teaching faculty):

BMS has a number of full-time, non-tenure track (NTT) faculty with primarily teaching appointments. These faculty generally devote up to 90-100% effort to teaching. This corresponds to approximately 360-540contact hours per year of classroom and/or laboratory teaching. A wide range is required to encompass varying combinations of lectures and lab sessions as these faculty are primarily responsible for the large number of laboratory sessions in the veterinary curriculum. Basic science laboratories form the foundation of the first-year Professional curriculum. Laboratory instruction of numerous students involves simultaneous participation of several instructors in large laboratory settings. Due to the necessity for multiple instructors per laboratory session, and multiple laboratories per class, workload of faculty involved in laboratory instruction cannot be represented by simple calculations as outlined for reporting using standard University formats. For example, our anatomy courses require 5 to 6 faculty for 3 hour sessions 3-4 times a week or 2 hour sessions 5 days per week. Each of these instructors participates and is responsible for the entire laboratory period. Thus, the number of contact hours in a regularly scheduled instructional period for professional and graduate education is used as an estimate of the time spent in didactic teaching. In additional to formal lectures and laboratories, these faculty serve as course directors, mentors and advisors for Professional Veterinary Medical students.

Service workloads for all full-time faculty:

On average, service is expected for BMS faculty, with the exception of NTT with 100% teaching allocation. The nature of how this service effort will be accomplished varies among faculty. Service may include, but is not limited to, service on graduate student committees; service on department, college and university

committees;; manuscript review; service on local, regional and national grant review panels; service on editorial boards; service on regional, national and international professional society committees; public research or teaching presentations; fundraising, etc. Leadership in service as an officer or in executive positions at the campus and national level is expected for tenured faculty, particularly for advancement to full professor.

Faculty assuming service roles that are traditionally time-intensive, e.g. Director of Graduate Studies, Associate Chair, may have their service allocation increased and either teaching and/or research allocation decreased accordingly in consultation with the Chair.