# One Hundred Twenty Thousand Minutes or Two Thousand Hours; How Do You Measure a Year in the Life of a Faculty Member?

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## Background

***In classrooms, and workshops, and office hours; in lab time, publications, collaborations; committees, administration, department searches…***

Accurate measurement of an academic institution's largest resource is essential for accountability, transparency, and effective strategic planning. Various accreditors, associations, scholars, and state legislatures offer templates on how to measure faculty workload as evidence of the effective use of resources, although each faculty member's unique role in an institution is rarely a perfect fit for the models. Can one size fit all? An obvious benefit to measuring workload is that the process provides important context for evidence-based planning decisions such as a faculty member's work/life balance, departmental teaching assignments and release time, financial and facilities resources, and strategic plan goals. Potential drawbacks include that faculty may view it as a judgment of their intrinsic worth or ability; misalignment of priorities and perceptions within a department can cause contention. Therefore it is imperative to clearly communicate what is being measured, what the expectations are, and how the data is being used.

Workload models abound. The Delaware Study of Instructional Costs and Productivity enables institutions to benchmark faculty workload and instructional costs by academic discipline. The Code of Maryland Regulations (COMAR) contains a measurement for credit hours, and the University of Maryland School of Pharmacy (UM SOP) faculty approved a policy interpreting this regulation to measure instruction in the Doctor of Pharmacy (PharmD) curriculum. The Accreditation Council for Pharmacy Education (ACPE) provided criteria and required the school to quantify percentages of faculty full-time equivalents (FTE) during the 2011 self-study for re-accreditation. (**Fig.1**).

National data on the 2013 AACP Faculty Survey indicated that appropriateness of research workload is especially concerning to faculty in academia for 2-5 years. (**Fig.2 and 3**). UM SOP survey data indicated that some faculty perceive a lack of clarity in allocation of effort and performance assessment criteria; feedback pointed to a relationship between this uncertainty and faculty stress and morale. Self-reported time allocations on annual UM SOP faculty effort reports were widely disparate, not generalizable, and often not aligned with department expectations. These factors plus additional pressure at the campus level for accountability and justification of resources spurred the administrators to embark on a pilot project to quantify faculty workload.

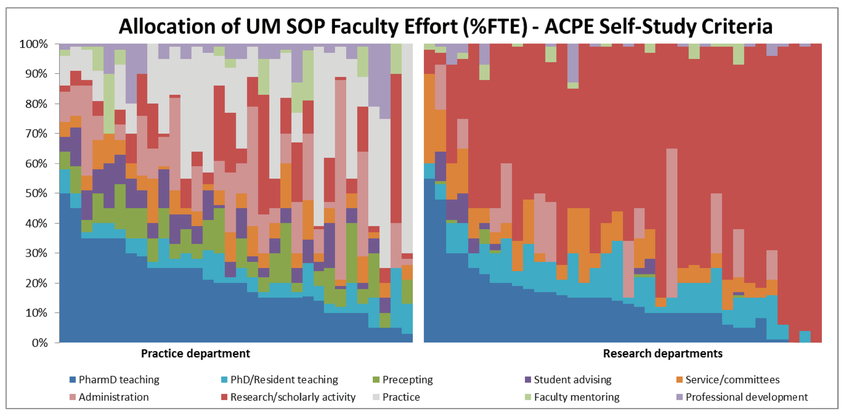


Fig.1

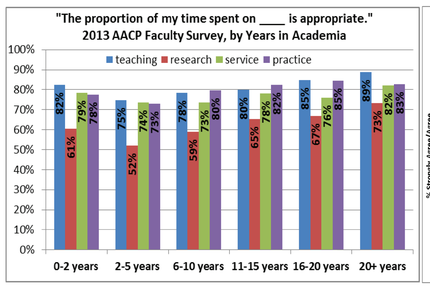


Fig.2

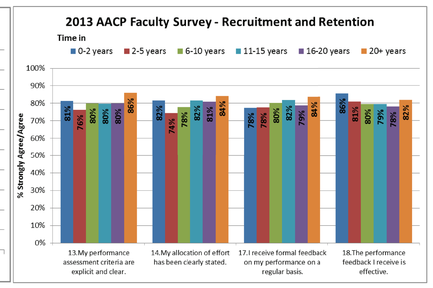


Fig.3

## Objective

The goal of this project is to utilize best practices to establish an effective process to assess complex faculty workloads, including those of graduate and professional practice faculty at research institutions and academic health centers and those who may participate in interprofessional and interdisciplinary education and research.

## Methods

The three UM SOP department chairs representing approximately 90 faculty from disciplines of professional clinical practice, bench science and outcomes research devised their own criteria to quantify workload to help inform faculty assignments. Although each department differs widely in terms of workload expectations, common criteria were agreed upon by the chairs to enable comparison (**Fig.4**). After three years of testing, the school began fine tuning the pilot criteria through conversations with department vice chairs and other faculty. It is difficult but essential to maintain a global perspective when reaching consensus on the criteria, which means taking into consideration overlapping duties, average time spent on various tasks, and differences in departmental culture. An agreed-upon "denominator" of total hours in a work year is also necessary to measure faculty workload in hours and FTE.

## Results

Calculations were based on a 45 hour work week with 34 days of leave (=2,068 Hours); it is acknowledged that many faculty have an average work week that far exceeds this amount. The pilot was tested for three years with useful although imperfect results. Initial results were not shared with faculty but did help each department chair to generally compare faculty within their own department. Challenges with the chairs' measurements included possible underestimated values, likely missing criteria and questionable data sources, and definite lack of communication to the faculty. Expanding the conversation in small groups enabled the faculty to become more comfortable with workload expectations within their departments and also to gain a better appreciation of the professional diversity at the UM SOP. Future testing and tweaking of criteria is expected. For faculty, clarity in allocation of effort criteria provides guidance on how to spend their work year. For department chairs, the data can inform assignments and support faculty mentoring. For the dean, these data support her advocacy for additional salary lines.

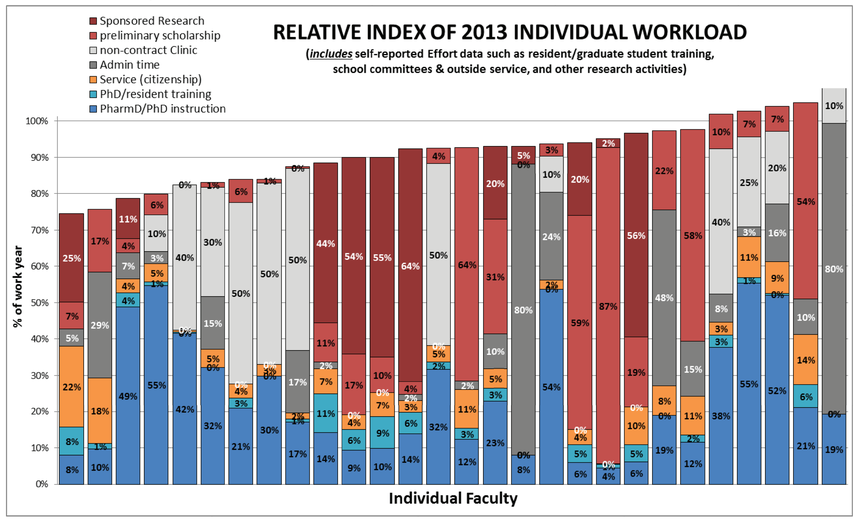


Fig.4

## Criteria

INSTRUCTION

**Course manager & Advisor**: exam prep, student issues, guest lecturers, etc. (Source: Banner)
- PharmD and PhD didactic: 1cr.=50hrs., 2cr.=80hrs., 3cr.=100hrs. SPLIT between co-course mgrs
- Abilities Labs = 40 hours per co-course manager, no splits
- APPE = 100 hours per calendar year, APPC = 25 hours/rotation
- PharmD student advising = 2 hours/student/year

**Didactic Teaching** (Source: Schedule)
- Lecture, Lab, Workshop, etc. = 1 clock hour + 3 hours prep = pre- & post-, student questions
- New faculty (<=3 years) = 1 clock hour + 5 hours prep
- OSCEs, Tutorial, Exam Proctoring/Debriefing = 1 hour actual time, no prep
- PHMY 539 PharmD special project = 10 hours/student/credit/semester (source: VCs)

**Precepting** (Source: RxPreceptor)
- APEX 426 Teaching rotation = 20 hours/student/rotation
- APPC patient care rotations = 50 hours/1st student/rotation, 35 hours/second student/rotation
- APPE 455 Ambulatory Care Clinic rotation = 15 hours/student/rotation
- APEX 539 Special Project rotation = 10 hours/student/rotation

**Oversight of Trainees** (Sources: Departments)
- Residency/Fellowship Director or Coordinator = 100 hours/resident/year (SPLIT)
- Resident/Fellow Mentor for Pharmacotherapy Rounds = 20 hours/resident/year
- Resident/Fellow Program Committee (non-RPD) = 10 hours/committee/year
- Resident/Fellow Teaching Certificate Advisor = 20 hours/resident/year
- Resident/Fellow Research Project Advisor = 20 hours/resident/year
- Resident/Fellow Preceptor inpatient = 40 hrs/1st resident/month, 60 hrs/2+ residents/month
- Resident/Fellow Preceptor outpatient = 4 hrs/1st resident /month, 6 hrs/2+ residents/month
- Pathway coordinators = 15 hours/year, pathway committee = 10 hours/year/committee
- IPPE203 Healthy Aging preceptors = 10 hours/student group
- Major Advisor of a PhD Student = 50 hours/student/year (Source: Banner)
- Major Advisor of a PhD Student Earning Doctorate in Current Year = 100 hours/student/year
- PhD curriculum committees = 2 hours/student/committee/year
- PhD dissertation cmtes = 5 hrs/student/cmte/formative yr; 20 hrs/student/cmte/defense yr

RESEARCH & SCHOLARSHIP

**% Funded Research Effort on Contracts & Grants** (Source: research administrator)

**Non-instructional productivity** (Source: faculty effort report)
- Number of books published: 100 hours
- Number of refereed or non-refereed works published: 35 hours
- Number of presentations given: 6 hours

**Other Research Activities** (Sources: VCs for Research)
- Proposals submitted as PI/co-PI: federal=40 hrs, foundation or state=20 hrs, industry=15 hrs
- Proposals submitted as co-investigator: federal=10 hrs, foundation/state=5 hrs, industry=5 hrs
- Submitted paper/book chapter: 35 hours; submitted poster/presentation: 6 hours

PRACTICE & SERVICE

**Replicon data** on Faculty Clinical Practice hours (Source: Replicon)

**Institutional Service**
- PharmD Class or Organization Advisor = 20 hours/group/year (Source: Student Affairs)
- Admissions Interviews = min 3 hrs/year (Source: Student Affairs)
- Administration= % for assoc/asst dean, VC, program/center director, etc. (Source: Dept. chairs)
- SOP or University Cmtes = member: 16 hrs/year; chair: 32 hrs/year (Source: Dean's Office)

**Professional and Public Service** (Source: faculty effort report)
- Number of off-campus peer review panels or accreditation teams: 100 hours
- Number of Manuscripts reviewed: 0.5 hours
- Number of Editorial service to professional journals: 40 hours
- Number of Professional Associations, officer only: 6 hours
- Number of days in public service: 8 hours

## Implications

Continued testing is needed to verify if this is an effective process to assess complex faculty workloads; communication with the faculty is essential to gain consensus. Workload issues such as online teaching and interprofessional and interdisciplinary education and research will need to be carefully considered.