

University of North Texas Health Science Center
Texas College of Osteopathic Medicine
Faculty Workload Model

Purpose

The following principles shall serve as a guide for the assignment of faculty workload/FTE to implement the Doctor of Osteopathic Medicine degree program.

Note Regarding Faculty Workload

For the purposes of this workload model, the maximum academic workload per faculty full-time equivalent (FTE) shall be no more than forty-five (45) hours per week averaged over any consecutive four-week period. Activities requiring direct student contact, preparation of educational materials, academic administration, service and research shall be included in workload calculations. Teaching coincident with patient care activities shall be considered teaching effort but not considered separate from clinical FTE and therefore not counted twice in calculating total workload.

Faculty Staffing Guiding Principles

- TCOM shall secure the services of at least the minimum faculty FTEs needed to implement the core curriculum of instruction required to fulfill the accreditation and regulatory standards for the Doctor of Osteopathic Medicine degree program.
- Faculty providing classroom-based instruction in the core curriculum shall be allocated sufficient time to prepare and deliver course content. Such time shall be in lieu of other responsibilities at the health science center.
- TCOM shall limit the responsibility for content preparation and delivery to only those faculty with demonstrated expertise in the subject matter being presented.
- Staffing ratios for small group instruction shall average no more than 12 students per facilitator.
- Staffing ratios for laboratory instruction including anatomy, osteopathic manipulative medicine and clinical medicine shall vary according to discipline and the learning objectives of each scheduled class.
- Staffing ratios for hospital-based instruction shall be no more than 4 students per faculty attending.
- Staffing ratios for clinic-based instruction shall be no more than 2 students per faculty attending.

- TCOM shall secure the services of such other faculty FTEs needed to meet the obligation of its mission and objectives.

Faculty conducting research at the health science center shall have a portion of their time dedicated for that purpose as may be determined by grant covenants and other terms of employment. Such terms shall determine their faculty FTE for purposes of this workload model.

The application of this rubric to the published curriculum shall determine the minimum faculty staffing (FTE count) required to deliver the mission, objectives, and curriculum. Variances to this rubric may be considered based on circumstances as approved by both the Chair and the Dean.

DUTIES/ASSIGNMENTS	ACTIVITY WORKLOAD ALLOCATION	ESTIMATED ANNUAL FTE
Teaching/Service		
DSA Activity – for each hour of assigned DSA and development of 3 exam questions per DSA hour	4 hour preparation	Variable dependent upon quantity of faculty involvement.
PLM/MLM/OLM/TLM Activity– for each hour of classroom activity	5 hour preparation 1 hour delivery	Variable dependent upon quantity of faculty involvement
Lecture Activity- for each hour of classroom activity	5 hour preparation 1 hour delivery	Variable dependent upon quantity of faculty involvement
Anatomy Lab Teaching - for each hour of Gross lab	1 hour preparation 1 hour delivery	Variable dependent upon quantity of faculty involvement
Anatomy Practical Exam- 1 hour of unique exam	5 hour preparation 3 hour delivery	Variable dependent upon quantity of faculty involvement
CRM small group facilitation per week	4 hour delivery 1 hour AME time preparation	0.1 FTE
Medical Practice Clinical Skills labs: Clin Comm, Physical Exam, Clinical Integration, SIM Lab, OMM Lab per week, Professionalism and Systems Based Practice	4 hours per week per course/class year. Courses provided weekly during entire course year.	0.1 FTE per course
Medical Student Interviews	4 hours per session. Number of sessions assigned to a faculty is variable and negotiated by Chair/Dean	.002 FTE per session assigned
Admissions Committee Teams	3 hours per week (July-Feb)	.04 FTE
Advisory College Advising	4 hours per week	0.1 FTE
AME Faculty Development inclusive of course director meetings	4 hours per week	0.1 FTE

Standing Committee/Service Assignments	Variable depending on frequency/length of meetings/activities.	Variable
Course Director/Admin duties including exam development and review, curriculum committee presentations, student focus groups, collaboration with other course instructors, etc.	4 hours/week	0.1 FTE
Clerkship Director	8 hours/week	0.2 FTE
Scholarly Activities	Variable negotiated with Chair/Dean based on scope of activity.	Variable
Core Clinical Teaching (Precepting)	% FTE seeing patients with students/residents x 0.15	Variable dependent upon # of clinical teaching sessions
Research/Scholarly Activities	Variable upon grant/project effort/institutional support	Variable
Clinical Activities	Each 4 hour session in clinic/hospital is equivalent to 0.1 FTE minus (if applicable)the clinical teaching effort that occurs during this same period of time to avoid duplication of effort	Variable
Administrative Activities		
Associate/Assistant Deans		0.6-0.8 FTE
Department Chairs		0.4-0.6 FTE
Residency Program Director		Variable per ACGME Guidelines

TCOM Workload Abbreviations

DSA – Directed Student Assignment

MLM- Mechanism-based Learning Module

PLM- Problem/Presentation-based Learning Module

OLM- Osteopathic-based Learning Module

TLM- Team-based Learning Module

FTLM- Facilitated Team-based Learning Module

SIM- Simulation

OMM- Osteopathic Manipulative Medicine

AME- Academy of Medical Educators