

CVM Teaching Metrics

4/11/2017

This document serves as a guide for faculty and administrators to set expectations for teaching corresponding to the designated percentage effort for teaching.

In the College of Veterinary Medicine, teaching duties apply principally to the teaching of veterinary and graduate students as well as residents, but may also include the teaching of undergraduate students and postdoctoral fellows. The expected percentage effort for teaching is outlined in the letter of offer and subsequent annual review letters from the Chair.

Recognizing that many faculty may work 50 to 60 hours a week, for the purpose of this policy, calculations are based on a 40 hour work week. The formula to define teaching hours per faculty is outlined below.

Time spent per lecture hour:

- ❖ 12 hours for a new lecture
- ❖ 3 hours for an established lecture

Time spent as team leader per credit hour:

- ❖ 6 hours

Time spent per laboratory hour:

- ❖ 1 hour (actual laboratory time)

Time spent as laboratory coordinator per laboratory hour:

- ❖ 10 hours for a new laboratory
- ❖ 5 hours for an established laboratory

Time spent on teaching as part of clinical service:

- ❖ determination by faculty within a range of 40 to 60%

Time spent on teaching as part of research activity:

- ❖ determination by faculty within a range of 5 to 20%

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Faculty with teaching expectations fall into three categories: an assigned effort for teaching of greater than 50%, 15-50%, and less than 15%.

Expectations for faculty with greater than 50% assigned teaching effort are to maintain:

- A clearly identifiable teaching program with regular and continuous contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students;
- Regular mentoring of professional students, graduate students, or clinical residents and interns outside of the classroom;
- Demonstrated leadership such as teaching team leadership, active participation on CPE and/or the preclinical or clinical subcommittee, or active participation on the Council for Graduate Studies;
- Demonstrated enhancement of teaching activities and student learning which may include a variety of activities such as pedagogical papers, textbooks and other publications, creativity in teaching, program development, compilation of essential education resources, creation of digital simulation or other learning tools, and others

Expectations for faculty with 15-50% assigned teaching effort are to maintain:

- A clearly identifiable teaching program with regular contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students;
- Demonstrated enhancement of teaching activities and student learning;

Expectations for faculty with less than 15% assigned teaching effort are to maintain:

- Contributions to classroom, laboratory, clinical, online, and/or field teaching of professional students and/or graduate students.

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Metrics of teaching include student evaluations, peer evaluations and documents such as teaching portfolios and publications related to teaching. In general, student evaluations of 3.5 and higher for didactic teaching and of 4.0 and higher for clinical teaching are expected.

For teaching in the research setting the development of a mentoring plan by faculty, timely completion of the candidacy exam and the degree program as well as scientific presentations (poster and/or oral) of graduate students and postdocs in seminars and conferences are expected.

If the time requirement outlined in this document does not adequately reflect the teaching effort necessary to perform the teaching duty of faculty, this should be discussed with the department chair.

Deviations from the teaching metrics will be discussed between chair and faculty, and faculty will develop and implement an improvement plan.