

Department of Health Sciences Guidelines for Establishing Faculty Responsibilities & Productivity Expectations for Teaching, Research/Scholarship, Clinical Practice, Professional Service, and Administration

- The Department of Health Sciences (DHS) strives to serve the State of North Carolina and its University through the achievement of excellence in **teaching, research/scholarship, clinical practice, professional service, and administration**. As a complex multidisciplinary department, we recognize that not all faculty members can or should be expected to contribute equally to each of these five areas. Professional responsibilities vary in response to the strengths and interests of the faculty, the needs of their respective Divisions/Units, their primary assignments within those Divisions/Units, and fiscal/project ties. In fact, in many instances, specific faculty members are hired to conduct specific tasks (e.g., teaching, research). This is clearly a situation in which the whole is much greater than the sum of its parts. Thus, it is the cumulative and combined achievements of faculty within and across the individual DHS Divisions/Units and Programs that create the strength of the DHS and ensure its recognition as a national leader in the field of health sciences education, research, and practice.
- In addition to meeting the highest quality standards in our teaching, research/scholarship, clinical practice, professional service, and administration, the DHS is committed to achieving quantitative levels of productivity appropriate to our position as a Research I University and adequate to support the continued development of our faculty and students. Faculty members within the DHS are self-motivated and strive to achieve the highest levels of professional performance.
- It is recognized that all faculty members have 12-month contracts, and it is recognized that most faculty members engage in a professional model of work exceeding the standard 40-hour work week.
- The fact that the DHS is a complex and diverse academic unit makes it impossible to develop one “workload standard” or formula that fits all faculty members. Great variance exists in curricular models, course configurations, accreditation standards, patterns of instruction, amount and type of research activity, clinical endeavors, and administration across the academic programs and centers represented in this Department. Any formulae can only serve as basic guidelines from which the Division/Unit Director manages individual faculty workload assignments and their associated funding sources. The Division/Unit Director also must be able to consider factors not captured by a simple formula (e.g., complexity of course preparation, administrative time, teaching students during research activities, etc.).

The current document modifies guidelines that were in effect since July 1, 2020. Note that implementation of these general departmental guidelines will reflect any Division/Unit-specific policies and agreements developed by the Division/Unit Director and Faculty of each Division/Unit, and approved by the DHS Chair. The current guidelines herein are effective July 1, 2024.

- These guidelines were reviewed by the Division/Unit Directors, and Associate Chairs and adjusted for clarity, utility, fairness, and faculty success. This process should occur routinely every 3 to 4 years, or sooner if deemed important or to align with university policies.
- The leadership of DHS reaffirmed the key principles important to the Department in order to assist with modifications to the guidelines. These included:
 - Excellence in teaching;
 - Every faculty member participates in generating and disseminating knowledge;
 - Importance of class offerings so as to help students “stay on time with their coursework and, ultimately, graduation;”
 - Diversity in faculty activities;
 - Importance of Division/Unit Directors maintaining decision-making for workload assignments;
 - The recognition that faculty members work 12-month contracts;
 - The consideration of program accreditation standards;
 - The importance of equity across divisions/faculty;
 - The importance of equity across interdisciplinary courses and curricula;
 - The value of faculty progression in their academic career (e.g., promotion);
 - Applicability to all faculty whether on tenure track, fixed-term, or variable track.

The Intended Uses of these *Guidelines for Faculty Responsibilities and Productivity*

Faculty Development

To assure that faculty are recognized for their contributions to overall Division/Unit/Departmental productivity, whether their primary contributions are in the area of teaching, research/scholarship, clinical practice, professional service, and/or administration by:

- Providing a tool for guiding faculty in their annual discussions with their Division/Unit Directors and Program Directors with respect to planning their work activities from one year to the next in a fiscally accountable fashion;
- Developing an individual annual profile for each faculty member that specifies expectations for teaching, research/scholarly activities, clinical practice, professional service, and administration;
- Linking specific financial sources to these expectations in accordance with the DHS Faculty Compensation Plan so as to increase fiscal accountability with respect to Division/Unit needs and available resources as well as overall Departmental needs and available resources;
- Ensuring that faculty growth and development are reflected in the development of a new profile each year that builds upon past accomplishments, addresses future goals (e.g., promotion, tenure), and considers the faculty’s mentoring committee recommendations (if applicable);
- Providing a quasi-objective method for setting productivity standards for work-related activities;

- Integrating productivity standards for teaching, research/scholarly activities, clinical practice, professional service, and administration from relevant School of Medicine appointment and promotion guidelines into each faculty member's annual profile.

Division/Unit Management

- This document should provide a management tool for Division/Unit Directors and Program Directors to guide their respective divisions/units/programs in a fiscally accountable fashion.
- Provide Division/Unit Directors and the Associate Dean/Chair with general standards for:
 - Ensuring that the core work of the Division/Unit (e.g., teaching required courses, Division/Unit service) is assigned equitably;
 - Evaluating when a faculty member needs release time from teaching or service assignments in order to take on a new research project, clinical services, or administrative role;
 - Evaluating when a faculty's request for "External Activity for Pay", or other professional activities conflict with the University or with Division/Unit needs;
 - Determining changes in workload for the Division and/or the responsibilities of individual faculty (e.g., when new projects and roles are undertaken);
 - Addressing the fiscal solvency of the Division and providing a management tool for the ever-shifting financial landscape of the Divisions and overall department;
 - Ensuring that changes in workload for interdisciplinary courses/programs are coordinated equitably with all representative divisions/units.

University Policy Relations

- To document for policy makers within the School of Medicine, University, and the Legislature that we are making full and appropriate use of the resources currently allocated to our programs, with a particular focus on our use of state allocations.
- To highlight for policy makers within the School of Medicine, University, and the Legislature that our state allocations are being appropriately leveraged to facilitate a strong contribution to the development of the health sciences work force in North Carolina and across the nation.

Measuring and Monitoring Faculty Workload in DHS

Given the complexities of measuring and monitoring faculty workload in our department, there needs to be significant flexibility for both faculty and Division Directors to address unique Division/Unit needs (e.g., changes in teaching demands due to faculty retirement, course buyout guidelines that are fiscally responsible, shifting fiscal landscapes) and individual circumstances (e.g., a faculty member needing additional time to submit a grant proposal). Due to the great diversity among DHS Divisions/Units in terms of their curricula, associated teaching demands, research activities, and clinical services, departmental policy can specify only basic guidelines for assigning a workload to specific faculty members' responsibilities; however, it is important for this policy to be applied fairly within and across

Divisions/Units (especially in the case of interdisciplinary courses/programs) as much as possible, and in a fiscally accountable fashion.

Teaching Guidelines:

Some states have mandated what a course is “worth” such that a percentage is attached to each course. The state of North Carolina has not legislated the “worth” of a course, but it is important that we have a working guideline so that there is a foundation for fairness within and across all Divisions. In fact, this is a metric that ranges quite widely within as well as outside the university system. As per the University Provost’s Office, in line with federal guidelines, a credit hour is defined as: (1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours (<https://registrar.unc.edu/academic-services/policies-procedures/university-policy-memorandums/upm-29-definition-of-a-credit-hour/#:~:text=Credit%20Hour%3A%20this%20is%20also,is%20an%20institutionally%20established%20equivalency>)

To simplify the process of determining a faculty member’s workload, the DHS will use a recommended guideline of 10% of a faculty member’s time over the course of a year (i.e., 12 months) for a 3-credit hour lecture/didactic course. To determine this percentage, the committee explored several models used by other comparable universities and available sources noting that any class, in general, entailed about 2 hours outside the classroom for every 1 hour in the classroom (i.e., a total of about 9-10 hours a week for a 3-hour class). Additionally, it is recognized that the nature of the course, whether it is a didactic experience or laboratory experience, the number of students that are taking the course, or whether it is a new course, will have an impact on how much time is required to teach any particular course. In that regard, the Division/Unit Director and faculty members may agree that a teaching activity can be credited up to 15% for a particular course because it will require more than the average amount of faculty time. For example, a larger percentage of time may be reflected in: a brand-new course, a lecture/lab integrated course that requires a great deal of faculty preparation time, or a course that is being substantially revised or taught for the first time by a faculty member. Conversely, sharing the percentage effort also could be considered. For example, if two faculty members team-teach or share a teaching responsibility, then consideration can be given to each faculty member being credited with a prorated portion of the percent effort for that course. While there is no “standard” teaching load, it is expected that all faculty members teach at least one 3-credit class or its equivalent each year. There will be exceptions to this guideline (e.g., full time clinicians), and these exceptions must be recommended by the Division/Unit Director and approved by the Chair. All faculty are expected to advise students, sit on student dissertation/thesis/capstone committees, and engage in comprehensive exams as part of their teaching duties, and the amount of time devoted to these activities should be negotiated with the Division/Unit Director.

Key Points:

- A typical 3-credit course should account for 10% of a faculty member’s annual FTE.

- This amount can be extended up to 15%, but must be justified in discussions with the Division/Unit Director.
- These are the amounts that must be included for any course buyouts or sharing of responsibilities.
- The department maintains no standard teaching load, but all faculty (with some exceptions) should teach 1 3-credit hour course a year. “Teaching” has the definition found in UNC Policy Manual § 400.3.1 and includes, without limitation, those activities listed in UNC Policy Manual § 400.3.4(III)(A)(1).

Clinical teaching/supervision occurs when clinical faculty teach/precept learners such as professional program students, residents/fellows, and externs in the clinical setting. Clinical teaching is expected of all clinical faculty and is included within the percentage of a faculty member's FTE devoted to clinical duties. In rare instances, the Division Director may assign workload credit for clinical teaching when there is substantial faculty time required to perform clinical teaching duties that cannot be clinically productive or that requires additional time beyond the assigned clinical FTE workload (e.g., accreditation requirements for student supervision).

Key Points:

- Clinical teaching is expected of all clinical faculty and is included within the percentage of a faculty member's FTE devoted to clinical duties.
- Division Director may assign workload credit for clinical teaching when there is substantial faculty time required to perform clinical teaching duties that cannot be clinically productive or that requires additional time beyond the assigned clinical FTE workload.

Individualized research supervision is an important teaching responsibility in DHS and is most typically required for students completing a thesis or dissertation. The percentage workload for these efforts likely will vary widely depending on the complexity of the research project, the capability of the student, the presence of more senior students to assist with mentoring of lab techniques, and the current stage of the student in their program (e.g., pilot work, proposal stage, final dissertation preparation/defense stage, etc.). The number of semesters a faculty member may provide research supervision for an individual student also will vary based on the complexity and nature of the research project and the student's capabilities. Likewise, consideration should be given to situations where projects have co-advisors (e.g., methodologist and major faculty advisor) to ensure that workload is equitably reflected on annual profiles. Division/Unit Directors will work with individual faculty members to determine reasonable workload effort for research supervision based on the previously identified variables that influence this effort.

When research advising and supervision are part of the faculty member's teaching responsibilities (e.g., a required assignment for an applied research methods course), teaching credit is given for only the hours required to provide direct guidance, supervision, and evaluation of the student's research project. In most cases, the faculty member actually may spend many more hours each week interacting with the student in the context of joint research activities—especially if the student is involved in the faculty member's own research. While this time should be considered part of the faculty member's research time and should be reflected in faculty research productivity, the Division/Unit Directors will work with each faculty member to address this component of their work plan.

Key Point:

- Division/Unit Directors will work with individual faculty members to determine a reasonable, fiscally viable workload effort for research advising and supervision.

Clinical Practice Guidelines

Clinical practice will be applicable to any faculty member who is providing clinical services to patients via one of the DHS Clinical sites, a clinical contract to a community provider, clinical partner or through a Personal Service Agreement with the University of North Carolina Hospital system. The amount of time devoted to clinical practice service should be supported by the individual's net collections and include overhead for the service provided, or via the contract that has been established for the service. The percent of effort negotiated for that individual's clinical activities should be consistent with their net collections, but adjustments can be asserted with the Division Director in the annual review process for the faculty member for clinical practice activities consistent with Department and Division goals.

Key Point: The percentage of effort negotiated for that individual's clinical activities should be consistent with their net collections.

Research Guidelines

The percent effort that is devoted to research should be in alignment with the amount of research funding that the faculty member has generated via grants, contracts, and foundations, and concordant with the level of commitment stipulated in the agency award/contract. However, there are instances where grant funding agencies may restrict faculty salaries as allowable expenses or require "matching funds/cost sharing." in these cases, the Division/Unit Director (and Department Chair in special circumstances) will review these proposals with their faculty member prior to the submission to determine the extent to which they can be accommodated. Allotment of effort to unfunded research activities, such as pilot studies preparatory to grant submissions or lapses in extramural grant support, will be determined by the Division/Unit Director and the availability of funds to support these endeavors.

Key Points:

- The percent effort devoted to research should be in alignment with the amount of research funding that the faculty member has generated via grants, contracts, and foundations and should be concordant with the commitment stipulated in the award/contract.
- Support for unfunded research activities will be determined by the Division/Unit Director and the availability of funds to support these endeavors.

Scholarly Activities. It is recognized that all faculty members are part of strong academic units that are driven by professional standards, accreditation requirements, and excellence in scholarship, and that scholarly contributions are part of the fabric of the DHS. Scholarly activities also are important for promotion considerations, national rankings, accreditation standards, program reputation, and involvement of programs and faculty members in professional meetings and agenda in the national and international arenas. The Division/Unit Director may allow some percent effort to provide faculty with protected time to

write grants, for professional conference presentations, and to work on other scholarly projects conditional upon the availability of financial to support such activities. While there is no “standard” scholarship load, it will be expected that all faculty members devote a minimum of 5% of their effort towards scholarship. In the annual review, faculty should provide the Division/Unit Director with evidence of scholarship (e.g., abstracts, manuscripts, book chapters, scholarly presentations, grant proposals, other appropriate scholarly media) to reflect this effort.

Key Point:

- While there is no standard scholarship load, it will be expected that all faculty members devote a minimum of 5% of their effort towards scholarship.

Professional Service Guidelines

Professional service includes service to the University (e.g., Division/Unit/Department, School of Medicine, etc.) and service to the individual’s own professional community. Service activities can include committees for the Division/Unit, Department, School of Medicine, and University, or participation in state or national professional organizations (e.g., holding office on professional association boards; membership on journal editorial boards; reviewing manuscripts for professional journals; conducting grant reviews, etc.). It is also recognized that post-doc and faculty mentoring is an important departmental service activity that should be acknowledged and encouraged.

While nearly all members of the faculty will be engaged in some professional service, this effort will vary widely depending on the needs of the Division/Unit and available fiscal support. It is also recognized that some committees are more labor-intensive than others, thus a simple count of activities does not necessarily reflect the absolute effort. For most faculty members, approximately 5%-10% of their time each year should be devoted to professional service activities. For methodologists in the DHS Office of Research & Scholarship, the estimated effort may be as much as 25% due to the nature of methodology consultations and programming needs required by the department to provide service across divisions/programs. The actual percent effort will require a fiscal source and the activities will be negotiated on an annual basis with the Division/Unit Director. Faculty members should review their service opportunities and commitments with their Division/Unit Directors each year.

Key Point:

- For most faculty members, approximately 5%-10% of their time each year should be devoted to professional service activities. The actual percent effort will require a fiscal source (e.g., state funds) and the activities will be negotiated on an annual basis with the Division/Unit Director.

Administration Guidelines

Personnel assigned to major administrative responsibilities for their Division or the Department (e.g., Division/Unit Director, Associate Chair, Program Director, Clinic Director, Training Directors, Clinical Placement Coordinators, etc.) are required to commit a portion of their time and energies to these endeavors. When making such appointments, the Chair and/or Division/Unit Director should discuss these expectations with the individual so they

can agree upon the percent of effort represented by this administrative role and its associated fiscal resource.

Key Point:

- The Chair and/or Division/Unit Director should discuss administrative expectations with the individual so they can agree upon the percent of effort represented by their role, responsibilities, and its associated fiscal resource.
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Modified During the Spring of the 2024 Academic Year.

Committee Members:

Nancy Bagatell, Occupational Therapy/Occupational Sciences

Tara Moon, Clinical Laboratory Sciences

Hannah Siburt, Speech and Hearing Sciences

Laurie Ray, Physical Therapy

Eileen Burkner, Clinical Rehabilitation & Mental Health Counseling; Associate Chair for Student Services

Katie Hanlon, Physician Assistants Studies

Joy Renner, Radiologic Science

Mary Ellen Wells, Neurodiagnostic Sleep Science

John Grose, Associate Chair for Research

Lisa Johnson, Associate Chair for Clinical Services

Adam Jacks, Associate Chair for Academic Affairs

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Stephen R. Hooper, Associate Dean & Chair