

Department of Allied Health Sciences Guidelines for Establishing Base Work Standards in Teaching, Research/Scholarship, Clinical Practice, Professional Service, and Administration

- The Department of Allied Health Sciences (DAHS) 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). 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 DAHS Divisions/Units and Programs that create the strength of the DAHS and ensure its recognition as a national leader in the field of allied health education and research.
- In addition to meeting the highest quality standards in our teaching, research/scholarship, clinical practice, professional service, and administration, the DAHS 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 DAHS 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.
- Any formulae can only serve as basic guidelines from which the Division/Unit Director manages individual faculty base work 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 the guidelines that were in effect for July 1, 2016. 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 DAHS Chair. The current guidelines are in effect for July 1, 2020.

- In line with the procedures outlined by the DAHS Workload Committee in 2015-2016, the guidelines were reviewed by the Division/Unit Directors, and Associate Chairs for Research, Academic Affairs, and Clinical Services to make adjustments for clarity, utility, fairness, and faculty success. This process should occur routinely every 3 to 4 years, or sooner if deemed important.

- The leadership of DAHS reaffirmed the key principles important to the Department in order to assist with modifications to the guidelines. These included:
 - Excellence in teaching;
 - Importance of class offerings so as to help students “stay on time;”
 - Diversity in faculty activities;
 - Importance of Division/Unit Directors maintaining decision-making for base work assignments;
 - The recognition that the Department is non-position-based;
 - 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 and fixed-term 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 DAHS 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 and 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 DAHS appointment and promotion guidelines into each faculty member’s annual profile.

Measuring and Monitoring Faculty Base Work in DAHS

Give the complexities of measuring and monitoring faculty base work 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 DAHS 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 base work to specific faculty members' responsibilities; however, it is important for this policy to be applied evenly and 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:

Standard Teaching loads per the UNC Policy Manual

[UNC Policy 400.3.4](#) establishes that standard annual teaching loads will be differentiated to accommodate the diverse mission of the individual campuses. Standard faculty teaching load, measured by the number of organized class courses a faculty member is assigned to teach in a given academic year, will be the following:

- Research Universities I 4
- Doctoral Universities I 5
- Masters (Comprehensive) I 6
- Baccalaureate (Liberal Arts) I 8
- Baccalaureate (Liberal Arts) II 8

The DAHS will use a guideline of 10% of a faculty member's time over the course of a year 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 member 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 reflect 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, a sharing in 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. 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.

For clinical teaching/supervision, all hours devoted to clinical teaching/supervision would be translated into a percentage effort using the metric of 1800 yearly work hours per 100% effort (e.g., 18 hours = 1% effort of clinical teaching/supervision). The key here is that this percent effort is only for time that cannot be clinically productive. The time that falls under "clinical supervision" would need to be negotiated with the Division Director and would be accounted for under the education portion of the budget.

Key Points:

- If the faculty member is supervising clinical care that is primarily being provided by the student, then the actual number of contact hours supervising the student would be translated into a percent effort.
- All hours devoted to clinical teaching/supervision would be translated into a percentage effort using the metric of 1800 yearly work hours per 100% effort (e.g., 18 hours = 1% effort of clinical teaching/supervision)

Individualized research supervision is an important teaching responsibility in DAHS, and is most typically required for students completing a thesis or dissertation. Division/Unit Directors will work with individual faculty members to determine a reasonable base work 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 Points:

- Division/Unit Directors will work with individual faculty members to determine a reasonable, fiscally viable base work 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 DAHS Clinical sites, a clinical contract to a community provider, or through a Personal Service Agreement with the University of North Carolina Hospital system.

In this regard, the amount of time devoted to this service should be directly accounted for by the individual's net collections plus overhead from the service provided, or via the contract that has been established. Net collections should be consistent with the percent of effort negotiated for that individual's clinical activities. Adjustments in cFTE can be asserted with the Division Director and Associate Chair for Clinical during the annual budgeting process for the faculty member. Base metrics for net receipts should be at least 175% of gross salary after subtracting out sale of devices.

Key Points:

- Net collections should be consistent with the percent of effort negotiated for that individual's clinical activities.

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. However, there are instances where grant funding agencies may restrict faculty salaries as allowable expenses or require "matching funds;" thus, 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. Other internal "bridge funding" (i.e., unfunded research activities) 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.
- Internal "bridge funding" (i.e., 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 activities are part of the fabric of the DAHS. Scholarly activities also are important to 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. 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 evidence of scholarship (abstracts, manuscripts, book chapters, scholarly presentations, grant proposals, other appropriate scholarly media) to reflect this effort.

Key Points:

- it will be expected that all faculty members devote a minimum of 5% of their effort towards scholarship.

Professional Service Guidelines

While all members of the faculty are going to be engaged in some professional service, this effort is going to 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. 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 Points:

- 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 and the activities will be negotiated on an annual basis with the Division/Unit Director.

Administration Guidelines

It is recognized that individuals who are assigned 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 Points:

- 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.

Modified During the 2019-2020 Academic Year
Reviewed and updated by SOM/Legal June 2020