

Date: May 13, 2007

From: Andy Olshan, Chair

TO: Department of Epidemiology Tenure-Track Faculty

RE: Faculty Expectations for Teaching, Research, and Service

In the attached memo I outline Departmental expectations for tenure-track faculty research, teaching, and service. These guidelines were reviewed by a faculty advisory committee and discussed at the March 21, 2007 faculty meeting.

These are general guidelines for use in developing mentoring plans, the annual review by the Chair, and in faculty salary decisions. Assessing progress towards meeting these benchmarks will take into faculty rank, time in rank, overall balance of activities relative to the individual and department goals.

A separate memo regarding salary policies will be issued.

Faculty Policy for Classroom Teaching, Mentoring and Research

Department of Epidemiology, School of Public Health University of North Carolina at Chapel Hill

Classroom Teaching

The department's faculty policy on classroom teaching, applicable to all tenure track faculty, is based on the following guidelines and principles:

- 1) With the exception of newly hired Assistant Professors who should be given a period of one year with no teaching assignments, all faculty are expected to carry the same teaching load, regardless of rank.
- 2) Courses vary in the demand on faculty time, with core methods courses more demanding than substantive courses.
- 3) Serving as a lead instructor imposes a greater demand on faculty time than serving as a co-instructor.
- 4) The expectations for half-time faculty with or without half-time appointments elsewhere and other jointly appointed faculty will be determined in consultation with other Department or Unit heads and the faculty. Research Track faculty are not required to do any classroom teaching.
- 5) Considering the overall modest teaching load in the Department and to avoid taking our best research faculty out of the classroom altogether, higher levels of research support do not provide an option of lower amounts of classroom teaching.
- 6) A distinction is made between courses that are an essential part of the curriculum and cover major aspects of epidemiology and small, specialized courses or seminars. The latter are often very rewarding for faculty and students, but serving as instructor in such seminars typically cannot substitute for teaching in key methods and substantive courses and will be given a lower priority.
- 8) Course responsibilities are expected to rotate periodically, such as switching lead instructor and co-instructor roles as well as assuming instructor responsibility for new courses.
- 9) Time off from teaching can be arranged with the Chair under special circumstances, if this serves a specific purpose of value to the department and can be implemented without disruption to the overall curriculum.

To develop a comprehensive scheme for allocating the Department's classroom teaching requirements across the faculty a common scale of teaching units is required. The following common units will be used.

- Lead instructor in core methods course: 5 teaching units
- Co-instructor in core methods course: 2 teaching units
- Lead instructor in substantive course: 3 teaching units
- Co-instructor in substantive course: 2 teaching units
- Small group or discussion leader in core methods course: 1 teaching unit

Faculty can reach the desired level of 5 teaching units through different combinations of courses. However, each demands serving as the lead instructor in one course per year and, unless that course is a core methods course, participating in at least one additional course per year. The co-instructor role is typically defined as at least 30% course time commitment.

These guidelines represent a baseline expectation for all faculty. Their implementation requires interpretation by the Chair, with input from the Program Leaders and the Graduate Studies Committee. Consideration is given to the interests of the Department and of individual circumstances if deviations from policy need to be considered.

Advising and Mentoring

Effective advising and mentoring require that connections between students and faculty be made based on shared interests, compatibility of work styles, funding opportunities, and other elements. It also is important that students be in a position to change advisors as their career orientation and research interests mature over the course of a student's tenure in the Department. Although it is desirable and encouraged that students interact with many faculty and role models in this and other departments, it is necessary that at all times students have one member of the Epidemiology faculty identified as their advisor, and to have this choice formally recorded with the Office of Student Services.

Advising is an expectation for all tenure track faculty. It is not an expectation of research faculty to serve in formal roles of student advisor. Advising responsibility does not include an obligation to provide funding from the advisor's own projects nor to secure funding from other sources.

Advisor roles vary greatly. Upon admission students are assigned a tenure track member of the faculty whose advising responsibility involves helping the student in selecting courses, finding research opportunities (including those that involve funding), and being willing to offer career guidance. Each year, tenure track faculty are expected to accept 1-2 incoming students as academic advisors. Even if the new advisee does not have initial research interests tightly linked with the assigned advisor, the advisor is expected to provide guidance in the first critical stages of the advisee's graduate career.

Advising more advanced students involves a greater emphasis on tutoring, serving as a role model, promotion of the student's goal, support for career development and other mentoring functions. Because the Department has a large number of faculty with expertise in many areas multiple options are available for students in the choice of an advisor. Similarly, the large number of students enables faculty to encourage some students to work with them on research and not encourage others. The number of advisees per faculty in the Department is uneven, often reflecting variation in the profile of student interests as well as the ability and desire of various faculty to closely work with students. Unless the Chair and Student Services detect imbalances that are detrimental to the optimal training of our students, the department's policy does not specify a minimum number of primary advisees per faculty. Students engaged in research have the option of selecting an advisor from among the Department's research track faculty or faculty from another department or institution. Under these circumstances the student also has to register an academic advisor with Student Services.

Research Support

Each member of the faculty is expected to have a long term average of 50-60% of salary coverage through contracts and grants. Levels of salary support from research may fluctuate from year to year, but the average over a three-year period should be at least 55%. This can be achieved in a number of ways, but there should be at least one major grant on which the faculty person serves as Principal Investigator, ideally covering 20-40% of salary. The balance can be obtained by co-investigator roles on one or more projects, contracts with outside agencies, or fellowships.

Where possible, research projects should help support other faculty and especially graduate students through Graduate Research Assistantships. Support for staff is also highly desirable. In preparing grant budgets faculty must consult with the Department's fiscal manager to consider appropriate staff support. Although not mandatory priority consideration should be given to submitting the grant through the department.

Scholarly Publications

Each member of the faculty is expected to publish at least two papers per year as first author in the peer-reviewed scientific literature, excluding book chapters and symposium proceedings. The key for these publications is that they be original, which includes presentation of new data, methodological papers, and reviews. The impact of the publications with regard to the provision of critical new data, methods, perspective, or influence on policy may also be considered.

Each year a member of the faculty also is expected to publish at least one paper in the peer-reviewed scientific literature, with her/his student as primary author. In addition, each member of the faculty is expected to publish at least two papers as co-author in the peer-reviewed scientific literature, be first-authored by scientific collaborators.

In evaluating the yearly publication output of faculty consideration will be given to faculty rank and the overall balance of the total portfolio. For example, new untenured Assistant Professors may have an initial period of lesser productivity until a research base is established while tenured faculty would have a larger research base and would be expected to exceed the benchmarks.

Service

The expectations on faculty for service differ for the research and tenure tracks, and for the latter they vary according to faculty rank. All tenure track faculty are expected to serve on a departmental committee or *ad hoc* task group as needed, at the request of the Chair. Tenure track faculty may be asked to chair a departmental committee or task group, at the request of the Chair. Tenure track faculty at the associate or full professor levels are expected to serve on committees at the School, University, or State levels, voluntarily or at the request of the Chair. Faculty are expected to regularly participate in their major program area activities related to developing and grading qualifying exams. Mentoring of faculty is considered to be an important departmental activity and tenured faculty are expected to actively participate in the mentoring of other faculty in the tenure and research tracks.

As service to the larger scientific and professional community, all faculty are expected to serve on review panels, advisory boards, and committees of scientific and professional organizations. There are no specific expectations set for the number of memberships on such regional or national

(or international) panels or study groups but represent desirable goals with faculty career development and promotion in mind.

Faculty Development and Yearly Review

Faculty development is an important goal of the Department. The Department is greatly invested in the success of its faculty, both tenure and research track, to meet its responsibility to the members of its community and as a means to achieving its mission. For the development of its faculty the Department draws on its own resources and on those of the School and the University. The primary responsibility to facilitate the career development of faculty rests with the Chair, supported by mentorship of each member of the faculty by her / his peers. The Chair is accessible to members of the faculty for advice and consultation at the initiative of faculty. A structured review session of faculty development and performance by the Chair takes place on an annual schedule (or more frequently if required), based on an annual review prepared by faculty. All faculty are expected to participate in the annual review meeting with the Chair. Comments are provided by the Chair in response to this review, which also serves as an element for recommendations for salary raises.

Based on the annual report to the Chair each faculty member prepares a brief summary for inclusion in the departmental annual report, shared with all faculty members. This allows each faculty member to gauge their progress and contributions in the context of the Department as a whole and makes equity in teaching, research and service more transparent. An overview of departmental progress, based on this departmental annual report, is prepared by the office of the Chair for distribution to the Dean, alumni and supporters of the Department.

SUMMARY

Classroom Teaching	5 teaching units per year
Advising	1-2 new students each year
Research Funding	50-60% salary coverage
Publications	Minimum standards: <ul style="list-style-type: none">2 1st or lead author papers each year1 student paper (as primary advisor)2 other publications
Service	One departmental standing or ad-hoc committee
	Participate in faculty mentoring
Review	Participate in annual meeting with the Chair.