



FACULTY WORKLOAD & EFFORT ASSIGNMENT

Pursuant to UT policy 3364-72-03 (*Faculty Workload Measurement and Reporting Requirements for Colleges of the University of Toledo*) department chairs are responsible for establishing on an annual basis clear faculty workload expectations that promote high standards in education, research, and patient care services. Workload and effort will be assigned amongst faculty members in the department to achieve the mission and vision of the College of Medicine and Life Sciences (COMLS) and ensure continuing compliance with accreditation standards.

Department chairs or other designated leaders (e.g. Vice Chair or Division Chief) will meet with each faculty member to define the workload/effort assignment and performance expectations for the coming academic year. Each faculty member shall have effort assigned that reasonably and appropriately represents 100% of their full time equivalency (FTE) or fraction thereof for part-time faculty. Faculty effort will be assigned amongst five categories: Clinical, Administrative, Research, Teaching, and Service (CARTS). Individual faculty members are responsible for performing their assigned workload in ways that promote academic excellence and are consistent with the University and COMLS missions.

Chairs will strive to best serve student interests, research goals, patient care obligations and meet the department responsibilities and COMLS mission by optimizing the application of faculty expertise through a differentiated distribution of workload and effort based on the abilities and interests of their individual faculty members as well as the balance of activities necessary to maintain an effective academic unit. Chairs have sufficient flexibility to facilitate and encourage each faculty member to do what they do best, subject to the needs, objectives, and strategic priorities of the department and COMLS.

Accordingly, faculty members may be assigned effort in 2-3 CARTS categories rather than having effort in all categories. As example, a faculty member in the Academic Basic Scientist Track that has multiple NIH RO1 awards may be assigned 80% effort in research and have minimal to no teaching expectations. Individual faculty workloads are to be reviewed annually by the chair, in consultation with the respective faculty members, and modified as needed to ensure that distributed workload expectations align with annual reviews of faculty performance. The Dean will review the workload and effort assignments approved by the chairs.

Chairs will use the following table as a general guideline for faculty effort assignment:

	Effort Assignment				
Academic Tracks	Clinical	Admin	Research	Teaching	Service
Academic Basic Scientist	0%	0% - 50%	50% - 90%	5% - 20%	0% - 5%
Basic Science Educator	0%	0% - 50%	0% - 20%	50% - 90%	0% - 5%
Clinical Scholar	30% - 60%	0% - 50%	40% - 80%	5% - 20%	0% - 5%
Clinical Educator	50% - 90%	0% - 50%	0% - 10%	10% - 50%	0% - 5%
Research	0%	0%	95% - 100%	0% - 5%	0%
Practitioner	90% - 100%	0%	0%	5% - 10%	0%

COMLS Workload/Effort Assignment Categories

Teaching Effort

Faculty effort engaged in the education of medical students, graduate students, residents, fellows, postdoctoral trainees, and other learners, as well as academic and career advising of students. Examples of Teaching activities include:

- Didactic instruction and related preparation time, including lecture and small group facilitation.
- Time spent by faculty with learners in research-related meetings and educational activities.
- Precepting of students in simulation labs and standardized patients.
- Academic and career advising of medical students
- Grand Rounds presentations

Additional time beyond direct contact time is necessary for teaching preparation and advising and mentoring students. Development of new teaching methodologies or content may require more time and will be negotiated prospectively between the Chair and the faculty member. Determination of time needed for development of new courses will be negotiated prospectively between the Chair and the faculty member. Additional effort is required for educational administrative roles (e.g. course director, residency program director, clerkship director, etc.) to fulfill accreditation requirements beyond the hours they teach and the amount of time required will be negotiated prospectively between the chair and faculty member.

Input from the Vice Dean for Undergraduate Medical Education, and Chair of the Department of Medical Education or the Associate Dean for Graduate Medical Education may be useful in making these determinations in selected cases. Teaching in a care delivery setting for which a faculty member is billing for patient care services is to be included in the clinical care category and may not be included in teaching time. Similarly, teaching in a research setting while the faculty member is actively engaged in research will be included in the research category and may not be included in teaching time.

Research Effort

Faculty effort associated with organized research activities regardless of whether the activity is externally, internally, or indirectly funded or unfunded. Examples of Research Activities include:

- Efforts related to grant or study preparation and administration
- Conduct of research techniques and protocols
- Editing, publishing, presentation of related research materials; literature reviews
- Invention and intellectual property development and associated work with Technology Transfer

Research and scholarship effort will be negotiated with the Chair on an annual basis. Faculty members with time committed to research should demonstrate research output such as peer reviewed publications, grants submitted, and grants funded. Faculty members with a high level of research time (greater than 50% effort) who fail to demonstrate such productivity may have their research effort reduced by the Chair. Faculty members with a high level of research effort are expected to fund a minimum of 25% of their research effort from extramural funding and be actively seeking multiple NIH grants equivalent to an RO1.

Clinical Effort

Time spent on patient care services for which a professional fee to a patient is generated, including in the presence of learners (i.e. residents, fellows, medical students, etc.). Report clinical effort with and without students. Examples of Clinical Activities include:

- All outpatient or inpatient activity from which a patient bill can be generated.
- All procedural, surgical and laboratory activities from which a billable encounter can be generated.
- Professional services call coverage, in-house and off-site, that may result in a billable encounter.

Administrative Effort

Faculty effort attributable to specifically assigned administrative duties associated with and approved by the COMLS, UT Medical Center, ProMedica Health System, or The University of Toledo. Examples of Administrative Activities include:

- Medical directorships; oversight for all aspects of patient care for a particular service.
- Department administration (e.g. division chief, program director, clerkship director, etc.)
- UT, UTMC and College administration (e.g. course directors, associate deans, Medical Staff officers, IRB, etc.)

Service Effort

Faculty effort involving outreach or engagement, acknowledged by UT, that supports the advancement of the College of Medicine and Life Sciences missions. Examples of Service Activities include:

- Advising student organizations and participating in student programs.
- Journal editorships and editorial board service
- Participation on institutional committees (i.e. Admissions, APT, IRB, IACUC, curriculum, etc.)
- Service on national/international professional societies and research grant review committees.

The University and the College rely on faculty service to develop, execute, and sustain its missions. Contributing to the greater collective good of the COMLS and the university is an essential responsibility of being a faculty member. Faculty members are expected to support the core missions by serving on governing bodies and committees at the departmental, college, health system, and university levels. Faculty members are also encouraged to serve in professional societies, and community, national and international organizations, including editorial boards of journals, study sections for national and international granting agencies, and as expert reviewers of scholarly manuscripts. While all faculty members are expected to commit some effort toward service, time commitments vary widely across service obligations.

The curriculum and organization of the professional and graduate programs in the COMLS do not use traditional student credit hours as are commonly used for undergraduate education programs. Further, COMLS educational programs include extensive and integrated clinical instruction or research instruction; the instructional units are organized into time periods longer or shorter than three hours, and are different from traditional semester time frames. COMLS faculty members often teach their areas of expertise across many components of the curriculum, rather than in a specific course taught by one faculty member. Therefore, the COMLS defines workload by percent of effort in teaching, research and service amongst the five categories – Clinical, Administrative, Research, Teaching and Service. Although all faculty members are expected to contribute to the mission of the COMLS and University, relative workload effort among the triad of teaching, research, and service shall vary according to the type of appointment and nature of assignments.

For COMLS faculty members 10% effort for full-time 12-month faculty is equivalent to three (3) Credit Hour Equivalents (CHEs). A full-time faculty member would be equivalent to 30 CHE per year. The table below lists examples of activities equivalent to 10% effort and possible performance measures used by the COMLS to assess faculty performance:

	10% Effort – Example Activities	Performance Measures
Clinical	Half day weekly outpatient or inpatient session or clinical assignment (OR, procedure, diagnostic, etc.)	<ul style="list-style-type: none"> • Work RVUs • Patient Satisfaction • Clinical Quality/Outcome Measures
Administrative	4 hours per week serving in administrative role (clerkship director, program director, associate/assistant dean, etc.)	<ul style="list-style-type: none"> • Assessed by designated supervisor based on duties and expectations of the assigned administrative role.
Research	4 hours per week engaged in research	<ul style="list-style-type: none"> • Extramural funding • Publications • Salary Supported by Grants
Teaching	45 direct student/resident contact hours (lecture, small group facilitation, simulation lab precepting, grand rounds, etc.)	<ul style="list-style-type: none"> • Direct Contact Hours • Student Evaluations • Undergraduate or Graduate Students/Residents Mentored • Resident Evaluations

Service	4 hours per week serving on committees, interviewing students, advising student organizations, or serving on national professional societies.	<ul style="list-style-type: none">• Committee Membership & Participation• Student Interviews• Study Section Membership• Presentations at National Meetings
----------------	---	---