

College of Health Professions Executive Committee – Meeting Record

<b>DATE</b>	June 9, 2016	<b>FACILITATOR</b>	Susan Long	<b>LOCATION</b>	Winters Conference Room, Administration West Building
<b>TIME</b>	8:30-9:30 am	<b>RECORDER</b>	Deborah Taylor	<b>GUESTS</b>	

**ATTENDEES (✓ INDICATES ATTENDANCE)**

✓ Tony Baker		Mitzi Efurd	✓ Karen Hunter		Douglas Murphy		Mark Wallenmeyer
	Danny Bercher	✓ Phyllis Fields	✓ John Jefferson		Nannette Nicholson		Bill Woodell
✓ Erna Boone		Reza Hakkak	✓ Trish Kelly		Cindy Saylor	✓	Tina Crook
✓ Lori Williamson Dean		✓ Suzanne Hansen	✓ Susan Long		✓ Kathy Trawick	✓	Dennis Mitchell
					✓ Mary Ellen Nevins	✓	Mark Zoeller

**AGENDA**

**MEETING RECORD**

Time	Item	Presenter	Main Points / Discussion
8:30	I. Announcements	Varies	<ol style="list-style-type: none"> <li>Recruitment brochure progress – pending the dean's approval, most brochures should go to programs for final review by May 18; will go to print by June 15 and printing should be completed by mid-July</li> <li>Save the date for the CHP Faculty Showcase on Wednesday, July 13, tentatively 9:00 am to 4:00 pm. Additional details to come. Contact Mary Ellen Nevins or Susan Long with any questions.</li> <li>Deadline for Faculty Excellence Awards nominations is June 24; Fast Facts handout attached</li> <li>Accreditation: 1. updated program accreditation dates should be submitted to Susan Long; 2) any annual reports required by accrediting bodies should be submitted to Susan for review before submitting</li> </ol>
8:35	II. Department Newsletter	Trish Kelly	Handouts
	III. Academic Appeal Policy Review and Approval	Susan Long	Handouts Another week given for review and item moved to the June 16 <sup>th</sup> agenda
	IV. Proposal: Faculty Workload Plan Approval	Susan Long	Handouts Another week given for review and item moved to the June 16 <sup>th</sup> agenda
9:15	Adjourn		

**ACTION PLAN**

Action Item	Owner	Target Date
Promotion and Tenure Guidelines – Incorporate suggestions into revised guidelines for presentation to faculty	Douglas Murphy	
College Planning Process – Set future “workshop” dates during EC and retreat in summer	Douglas Murphy / Deborah Taylor	
Fall Enrollment Process – Review of updated enrollment procedures	Clinton Everhart	Mid to late June
Recruitment brochure progress	Douglas Murphy	Mid-July
Introduction of the OSPAN (Office of Sponsored Programs Administrative Network) Team 1	Renee Rains	After July 1
Collect information on CHP’s diverse and unique needs for the new UAMS Faculty Service Center	Jan Shorey	TBD

## CHP Faculty Excellence Awards

### 2016 Fast Facts

Web link <http://healthprofessions.uams.edu/faculty-and-staff/excellence-awards/>

Areas of Excellence: Teaching, Research/Scholarship, Service

Nomination Deadline: June 24 (nomination form and nominating letter)

Candidate Application Deadline: August 5, 2016

Awards Announced at Fall Faculty Meeting

Potential colleagues to nominate:

For more information: Mary Ellen Nevins; [menevins@uams.edu](mailto:menevins@uams.edu) 569-8249

## **PA Program Newsletter**

Goal – 2/year, Focus is now Summer (June) and Winter

Sent electronically only – alumni, preceptors, advising board, mentors, students

Required to be reviewed by Communications office and Dean's office

### Areas Always Covered:

- Admissions Update
- Didactic Phase News
- Clinical Phase News
- AboutArkansasPA.com Update
- Faculty Update – new members, presentations, conferences, awards, etc.
- KRT Student Fellowship Update
- Program News
- Alumni News (new)
- Preceptor Spotlight (new)

### Summer

- White Coat Ceremony
- New Student Orientation
- Graduation/Brunch/Hooding ceremony

### Winter

- Valediction Ceremony
- Heroes Against Hunger 5K Race

Program News – Grants, SIM Wars, Board of Trustees Student Presentation, Museum of Discovery Visit, AAA Screening, Service-learning, 12<sup>th</sup> Street, UA Pre-PA Club, Legacy Brick Garden update, Accreditation updates, advisory board, etc.

Upcoming Events – Information sessions, alumni functions, site visits, etc.

# PA The Pace

Spring 2014

Volume 1 Issue 1

**UAMS**  
UNIVERSITY OF ARKANSAS  
FOR MEDICAL SCIENCES

UAMS Physician Assistant Program Newsletter  
Setting the Pace for PA Education in Arkansas

## AboutArkansasPA.com

The AboutArkansasPA.com website officially launched in January. It has definitely been a labor of love. The website is supported by the Blue and You Foundation of Arkansas grant received in 2013. The site features information about the PA profession, hiring PAs, and precepting students. It will also have information for students interested in the profession and for patients and other community members. There are also sections about the UAMS PA Program, Announcements, In the News, and living in Arkansas and Little Rock. We are very excited about the website launch but also realize there is a lot more work to be done!

Please visit the site at [AboutArkansasPA.com](http://AboutArkansasPA.com)



*AboutArkansasPA.com features information about the PA profession*

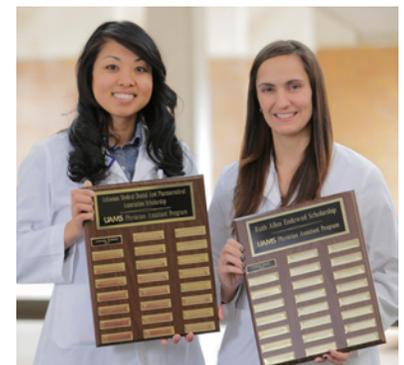
## What's in this Issue

1. News About Arkansas PA.com website
2. CHP Scholarship Recipients
3. Blue and You Foundation Grant
4. Admissions
5. Didactic Phase Update
6. Sim Wars
7. KRT PA Student Fellowship Update
8. PA Student Addresses Board of Trustees
9. Clinical Phase News
10. CHP Legacy Garden
11. Faculty Update
12. New Faculty Member
13. New Medical Director
14. New Administrative Assistant
15. New Service-learning Coordinator
16. Upcoming Events

## PA Scholarship Winners for 2013

The PA Program had two scholarship winners in the inaugural class of students. Latifeh Shafii was awarded the Ruth Allen Endowed Scholarship and Antonia Hudson was awarded the Arkansas Medical, Dental and Pharmaceutical Association Scholarship. Congratulations to the recipients!

*Antonia Hudson (left) and Latifeh Shafii (right)*



# Blue and You Foundation Grant 2014

The UAMS PA Program has been awarded a grant for \$95,000 for 2014 to educate physicians, community members, patients, students and other health care professionals about the physician assistant profession and how PAs can assist in improving access to health care across Arkansas. This grant will allow the program to continue advocacy efforts regarding what physician assistants are and what they can do. We are very excited about this opportunity and increasing awareness of the PA Profession!



Left to right: Nadja Button, Chancellor Dan Rahn, Patrick O'Sullivan, Douglas Murphy, Patricia Kelly, Timothy Booker

## Admissions

The program has now filled the class entering in May of 2014 and accepted 30 students for this cohort. We are excited about the quality of students applying to the program that we have observed over the past year. We had close to 400 applicants apply and interviewed approximately 90 applicants for the 30 slots. The demographics for the new entering class are:

### Accepted Students Demographics - May 2014 Class

**Female:** 22  
**Male:** 8  
**Ave. age:** 24 yrs.  
**Ave. Cumulative GPA:** 3.53  
**Ave. Natural Science GPA:** 3.39  
**Ave. GRE:** 1165  
**Patient Care Hours:** 2,078

**Race/ Ethnicity**  
*White:* 23  
*Black:* 3  
*Asian:* 1  
*Native American:* 1  
**In-State:** 23  
**Out-of-State:** 7

## Didactic Program News

The students have just completed their third semester in the program and are very excited about the upcoming clinical rotations. This last semester they worked with standardized patients, completed outpatient history and physicals, and learned how to perform procedures like suturing, skin biopsy, lumbar puncture, surgical knot tying, splinting, casting and surgical gowning and scrubbing. They are now entering into the fourth semester of the program. This semester the students have courses in geriatrics, pediatrics, rehab medicine, surgical medicine, ethics, genetics and evidence-based medicine. The students are also actively involved with 12th Street Health and Wellness Center, student applicant information sessions, and becoming second year buddies to the incoming first year students.



## SIM Wars

Two of our PA students, Kumar Patel and Matthew Reynolds, were members of a team that competed in the annual SIM Wars at UAMS. SIM Wars is a student competition involving inter-professional teams that include medicine, nursing, pharmacy, respiratory care, and physician assistant. There were four teams that competed against each other in difficult simulation activities and an audience of 200 people voted on the winner. Congratulations to Kumar and Matt who were on the winning team and received a \$100 gift certificate!

Kumar Patel (left) and Matthew Reynolds (right)



# Kelly Rahn Turnage Student Fellowship

The students of the UAMS Physician Assistant Program established the inaugural student society in 2013 named the Kelly Rahn Turnage PA Student Fellowship. The society was named after three individuals at UAMS who were instrumental in the development of the PA Program. Patricia Kelly, PhD, PA-C is the founding Chair and Program Director of the PA Program. Daniel Rahn, MD, is the Chancellor of UAMS who was the initial advocate for the program. Richard Turnage, MD, is the founding medical director of the PA Program. The students had a BBQ fundraiser and raised over \$2,500. Several of the students were involved in intramurals and were on the winning flag football team with students from the other colleges. The students hosted several potlucks for students and faculty and we have some amazing cooks in the class! The students and faculty celebrated National PA Week in October and educated faculty, staff, students and patients on campus about PAs. The students also attended a Arkansas Children's Hospital Fundraiser to advocate about the PA profession.



Left to right: Richard Turnage, MD; Patricia Kelly, PhD, PA-C; and UAMS Chancellor Daniel Rahn, MD

# PA Student Addresses the University of Arkansas System Board of Trustees

Every year the University of Arkansas Systems Board of Trustees selects a university or college to host one of its board meetings. This year UAMS hosted a meeting in January. A first year PA student, Courtney Mosely, was selected to present to the board on being a student at UAMS. This was a huge honor for the PA Program and for Courtney, who is the class president, and she did an amazing job!



PA Student Courtney Mosely

# Clinical Phase News

The students will begin their clinical rotations on June 30th. We are assigning students to clinical rotations and continue to develop additional clinical sites around the state. We are excited for our students to be out in the clinics and hospitals in Little Rock and in different regions of the state.

Right: UAMS PA Program students observe Dr. Derek Lewis perform a thyroid exam in the clinic



# CHP Legacy Brick Garden

The Legacy Brick Garden, which is outside of the PA Lab Building, has been under construction and is almost complete. The official dedication will occur in the fall. Individuals or groups may purchase an engraved brick in recognition or memory of an individual. The PA Program purchased a brick for the Inaugural PA Class of 2015. If interested in purchasing a brick for \$100, please contact the program at [paprogram@uams.edu](mailto:paprogram@uams.edu) and we'll send you a form to complete for the CHP Development Office.



# New Faculty Member

Edward L. Williams, MPAS, PA-C, has just joined the program as a new faculty member. Professor Williams graduated from the University of Nebraska Physician Assistant Program and also has a master's degree in education from the University of Phoenix. His background includes ten years of family practice and military medicine. He served in South Korea as a physician assistant in the United States Army.



# Faculty Update

The program faculty attended the Physician Assistant Education Association (PAEA) Annual Conference in October in Memphis and the faculty additionally completed a 3-day certificate workshop on teaching skills in PA education. Dr. Kelly presented about the new service-learning program in the UAMS Physician Assistant Program. This unique program is currently the only true service-learning program in PA education in the US.

Theresa Morris MPAS, PA-C, the Director of Clinical Education, was accepted onto the Finance Committee for the national PAEA. Patricia Kelly, PhD, PA-C, the Chair/Program Director, is serving on the Faculty Development Council for the PAEA. Richard Turnage, MD, the Senior Medical Director, was serving as Secretary for the National Certification Commission for Physician Assistants (NCCPA).

The program is also in the process of hiring two new faculty members. We are accepting applications, interviewing for the positions, and are hoping to have the positions filled this fall.



**Front row:**  
Left to right: Patricia Kelly, PhD, PA-C; Richard Turnage, MD  
**Back row:**  
Nadja Button, MHS, PA-C;  
Timothy Booker, MCMSc, PA-C;  
and Theresa A. Morris, MPAS, PA-C

## New Medical Director

The program has also hired a second medical director. Dr. Turnage will remain as Senior Medical Director but we have another medical director joining the team. Gloria Richard-Davis, MD, is the new medical director for the PA Program. Dr. Richard-Davis is an Obstetric Gynecologist by training and is the Division Director of Reproduction and Infertility at UAMS. Dr. Richard-Davis completed medical school at Louisiana State University, her fellowship in Michigan and her residency at Madigan Army Medical in Washington. She has practiced medicine for 32 years and most recently was Professor and Chair of Obstetrics and Gynecology at Meharry Medical College in Tennessee.



## New Administrative Analyst

Mr. Kenneth Vigbedor joined the team as an administrative assistant in October of 2013. He came to us from New York City where he lived for 10 years but is originally from Ghana. Mr. Vigebor has worked as a Certified Nurse Assistant, Administrative Assistant and in security. We are thrilled to have him on board.



## New Service-learning Coordinator

With the Blue and You Foundation Grant for 2014, the PA Program was able to identify and hire a part-time coordinator for the service-learning program in the UAMS PA Program. Bolton Kirchner joined the team mid-January. Mr. Kirchner graduated from Millsaps College with a bachelor's degree in Environmental Studies and is working on two master's degrees at the Clinton School of Public Service and Rollins School of Public Health. He was also an Ameri-Corp Vista participant. As coordinator, he is working with the program's service-learning community partners, supervising the facilitation of the support groups and assisting with the organization of service-learning activities.



### Upcoming Events

**White Coat Ceremony**

Class of 2016 – June 2, 2014

**Clinical Rotations Begin** – June 30, 2014

**National PA Week** – October 6-12, 2014



### Contact Information

UAMS Physician Assistant Program | 4301 W. Markham, Slot 772 | Little Rock, AR 72205 | 501-686-7211 | paprogram@uams.edu

"This is a publication of the Department of Physician Assistant Studies in the UAMS College of Health Professions."

Revised:

### Academic Appeal Procedures

The purpose of academic appeals is to provide students with an objective hearing of a wide range of issues related to the students' professional education. The appeal procedures below provide opportunities for students to request a review of recommendations and decisions made by the department faculty, submit information not previously available to the faculty, or suggest alternative remedies.

These procedures apply to circumstances and events related to the students' education programs, including academic issues and professional conduct or judgment. Policies and procedures for scholastic dishonesty or other non-academic disciplinary matters differ from these procedures and are addressed in procedures and regulations in the section entitled "Student Conduct and Discipline" in this catalog.

Established ~~school~~ college or program policies themselves cannot be appealed.

### Appeal of Grades or Evaluations

The procedures below are followed in the College of Health Professions for appeal of academic matters including grades or other evaluations awarded for a course, assignment, project, examination, clinical procedure, clinical rotations, or other program-related performance including professional conduct and clinical judgment.

**Meeting with the Course Instructor** – Before initiating an appeal, the student must contact the course instructor to discuss the academic matter or grade within 3 business days of the occurrence. "Occurrence" is the notification of a student's grade or performance evaluation.

**Step 1: Appeal to the Department Chair** – If the matter is not resolved with the course instructor, the student may appeal in writing to the department chair within ~~3-2~~ business days following the meeting with the course instructor. If the instructor is the department chair, the student may appeal directly to the dean (Step 3, below). The written appeal should include:

1. Student's name
2. Nature of the occurrence
3. Date of the occurrence
4. Name of the course instructor(s) involved
5. Summary of the student's meeting with the course instructor, including date, time, and outcomes
6. Student's rationale for the appeal

~~Simultaneously with the submission of the appeal, the student is~~ Within 3 business days after submitting the written appeal to the Department Chair, the student is responsible for setting an appointment with the department chair to discuss the appeal. This meeting should occur as soon as feasible.

**Step 2: Meet with the Department Chair**<sup>1</sup> - ~~Within 3 business days after submitting the written appeal to the Department Chair, the student is responsible for setting an appointment with the department chair to discuss the appeal. This meeting should occur as soon as feasible.~~ In preparation for meeting with the student, the department chair's responsibilities include:

1. Investigating the facts and examining the evidence
2. Meeting with the course instructor(s) and student to clarify areas of dispute
3. Mediating a mutually-acceptable resolution, if possible
4. Documenting, in writing, actions taken to seek resolution

<sup>1</sup> "Chair" may refer to the department chair another person designated by the chair.

The department chair will notify the student and course instructor in writing of her/his decision within 32 business days following the final meeting with concerned parties.

**Step 3: Appeal to the Dean**<sup>2</sup> – If a mutually acceptable resolution is not achieved, or if the student wishes to appeal the department chair’s decision, the student may submit a written request to the dean to review the merits of the student’s appeal. The request must be submitted within 52 business days of the department chair’s notification. The dean will review the student’s appeal and the information and may solicit other information deemed appropriate for resolving the matter. The Dean will inform the student and the Department Chair in writing of the Dean’s decision within 52 business days following the final meeting with concerned parties. The decision of the dean will be final and may not be appealed.

*Note: Timeframes in the appeal procedures are recommended intervals and may be modified as a result of weekends, holidays, vacation periods, and other circumstances.*

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### Appeal of Program-Related Penalties

At times, the faculty may judge that it is in the best interest of the student, patients, education program, or public to recommend that penalties be assessed against a student. Such penalties may include probation, suspension, dismissal, repetition of course(s), or other penalties deemed appropriate under the circumstances. Reasons for penalties may include a variety of factors, e.g., poor academic performance, violations of professional standards of conduct, poor professional judgment, failure to demonstrate ethical behavior, etc. Established college or program policies themselves cannot be appealed. The following procedures are followed for appeal of program-related penalties:

**Step 1: Initial Decision and Notification** – The student will have been identified as performing below expectations in the education program, and the course instructor and/or the department’s student progress committee (SPC)<sup>3</sup> may assess one or more penalties. It is recommended that the student be allowed to provide information related to the matter before the decision is made about penalties. If the proposed penalty is dismissal, the faculty must provide the student an opportunity for a personal hearing before the decision is reached. Minutes of the meeting in which the decision was made will summarize the allegations, facts, and rationale for the faculty’s decision.

The department chair will notify the student in writing of the faculty and/or the SPC decision and the rationale, and inform the student about appeal procedures. Copies of the faculty/SPC meeting minutes and the notification to the student will be sent to the associate dean for academic affairs. If the student does not appeal the decision, the penalty becomes effective 52-business days after receipt of the department chair’s notification. If the decision is dismissal, the student should complete the clearance process for the university unless he or she decides to appeal the decision. Completion of the clearance process is an indication that the student waives his or her right to appeal.

**Step 2: Appeal to the Dean**<sup>1</sup> – The student may appeal the penalty assessed by the faculty/SPC’s decision by submitting a written request to the dean within 25 business days of receipt of the department chair’s notification. The written appeal should include:

1. Date
2. Student’s name
3. Specific reasons that the penalty assessed is deemed inappropriate, e.g., extenuating circumstances affecting the student’s performance or behavior that the faculty/SPC was unaware of at the time of the decision, misapplication of department policy or procedure, etc.
4. Any documentation relative to the points of the appeal

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<sup>2</sup> “Dean” may refer to the Dean or another person designated by the Dean, e.g., the Associate Dean.

<sup>3</sup> Names of department committees that deal with student progression may vary.

Note: Documentation provided by the student or faculty/SPC after submission of the initial appeal is subject to review by the hearing officer (see Step 3, below). The hearing officer may disallow such documentation at the appeal hearing if he or she deems the documentation to be unrelated to the initial points of the appeal letter.

**Step 2: Preliminary Review of the Appeal** - Within 2 business days of receipt of the student's appeal, the associate dean for academic affairs will submit a written recommendation to the dean on the suitability of the appeal for review by the Appeal and Grievance Committee. The recommendation should provide specific reasons the appeal is either suitable or not suitable for review by the Committee. The dean will make the final determination to convene the Appeal and Grievance Committee.

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**Step 3: Hearing Before the Appeal and Grievance Committee** - Students in the College of Health Professions are may be afforded the opportunity to appeal penalties assessed for both academic and disciplinary reasons to the Appeal and Grievance Committee. The Appeal and Grievance Committee is appointed annually by the Dean and consists of at least one faculty representative from each department.

When the Dean receives an appeal from a student determines that the student's appeal is suitable for review by the Appeal and Grievance Committee, the Dean will convene the College of Health Professions Appeal and Grievance Committee and appoint a hearing officer and hearing panel of at least 3 members of the committee to hear the student's appeal. The hearing officer and members of the hearing panel may not be faculty members in the student's department.

**Hearing Officer and Hearing Panel** - The hearing officer is the spokesperson for the hearing panel and is responsible for:

- Informing the student, hearing panel, dean, and other interested parties of the date and location of the appeal hearing at least 5 business days before the hearing. The student may request that the appeal hearing be scheduled with less than 5 business days' notice.
- Reviewing, in advance of the appeal hearing, any documentation submitted by the student relevant to the appeal. The hearing officer may request written documentation from other parties as deemed appropriate.
- Conducting the hearing in a fair, unbiased manner.
- Recording the testimony at the hearing in audio or video format in accord with university policy. The hearing panel's deliberation following testimony is not recorded.
- Providing the dean with a written summary of the student's appeal, the hearing, and the hearing panel's recommendations.
- Providing the dean with a file of all evidence accumulated in the appeal process and all materials related to the appeal following the final disposition of the appeal.

The hearing panel is responsible for:

- Providing a fair, unbiased hearing of the student's appeal.
- Maintaining confidentiality of all documentation and deliberations related to the appeal and hearing.
- Making recommendations to the dean about the appeal and the penalty assessed by the faculty. The hearing panel may recommend that the dean support, reject, or modify the penalty.

**Appeal Hearing Participants** – The appeal hearing provides for an objective hearing of all facts related to the appeal and should include at a minimum the student and a spokesperson for the faculty. The hearing will be "closed" and confidential. Only individuals personally involved in the hearing will be permitted to attend and participate, including hearing panel members, the student, faculty representative, witnesses, and counsel, if desired. A representative of the dean's office or UAMS legal counsel may be available to provide advice on procedural and policy matters.

**Witnesses** – If called, witnesses will give only their testimony; witnesses may not be present in the hearing before or after their testimony is given. If the student and/or the faculty representative wish to call witnesses, they must inform the Hearing Officer of the names of the witnesses and a brief written

summary of their relevant testimony at least 3 business days before the hearing. The hearing officer must inform each party of the witnesses that the other party plans to call at least 2 days before the hearing.

#### **Procedures during the Hearing**

- The hearing officer will review the purposes of the hearing and procedures to be followed, and clarify the data-gathering and decision-making functions of the hearing panel. The hearing officer will orally read the student's appeal submitted to the dean. Only the concerns of the student presented in the written appeal will be discussed during the hearing.
- The student will present the issues and rationale for the appeal. The hearing panel may question the student. The student and faculty representative may question each other, at the discretion of the hearing officer.
- The hearing officer will call witnesses as desired by the student and the faculty representative, and the hearing panel may question the witnesses. The student and the faculty representative may question the witnesses at the discretion of the hearing officer. At all times, it is the prerogative of the hearing officer to monitor and control the extent and degree of questioning and terminate it as her/his judgment dictates.
- Counsel of choice, if requested by the student, may be present to advise and support the student. The student must inform the hearing officer of the name of the counsel of choice, if one is desired, at least 3 business days before the hearing. The hearing is not intended to be adversarial in the sense of a court trial and, therefore, witnesses will not be "cross examined" as in a legal context. Counsel of choice may only confer with the student and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing.
- If the student's counsel of choice is an attorney, university counsel must also attend. The university's counsel will observe the proceedings and will not be allowed to question witnesses or otherwise engage in discussion with the hearing officer, hearing panel, or other participants in the hearing.
- When all testimony has been provided, all individuals except the hearing officer and hearing panel will leave the hearing room. The hearing panel will discuss the matters and may request additional information as deemed appropriate and necessary. Although it is desirable to conclude appeals expeditiously, the hearing panel may use as much time as necessary and reasonable to assess thoroughly and evaluate the appeal and related facts. If the hearing panel's decision is delayed more than 5 days after the hearing, the hearing officer will notify the dean, student, and faculty of the delay. Following careful review of all information, the hearing panel will make a recommendation to the dean about the student's appeal.
- The hearing officer will notify the dean of the hearing panel's recommendation(s) within 5 business days of its final meeting on the appeal.
- The dean may concur with, modify, or reject the hearing panel's recommendations. The dean will notify the student, department chair, hearing officer, and hearing panel in writing of his or her decision within 3 business days.
- The decision of the dean is final and may not be appealed.

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**Policy: Faculty Workload Plan**

**Number:**

**Approval Date:**

**Revision Dates:**

**Section:**

**Area:**

**Subject: Faculty Workload**

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**BACKGROUND AND RATIONALE**

Full-time service as a faculty member in the College of Health Professions presumes participation in various duties and responsibilities including teaching, service, scholarship, and administration. While each faculty member might not be actively involved in all of these areas, the collective participation of the faculty in all areas is necessary to achieve the college's goals and fulfill our mission to improve health and health care by educating health care professionals; contributing to the intellectual and clinical capital of our professions; and serving our students, university, professions, and communities.

The purposes of this workload plan are to:

- Encourage coherence between the needs of the academic department, requirements for promotion and tenure, annual performance evaluations, and individual career development plans
- Maximize the contributions of faculty throughout the college
- Assure workload equity within and between departments in the College of Health Professions

**POLICY**

Department chairs and program directors have primary responsibility for faculty workload assignments, in consultation with the dean. The unique requirements of the College of Health Professions necessitate a flexible system for determining individual faculty member work assignments. Therefore, individual workload assignments are established by the chair or director and the faculty member in a collaborative effort that takes into account (a) the goals and needs of the department; (b) available financial and faculty resources; (c) promotion and tenure requirements; and (d) the faculty member's talents, abilities, and career development plans

**PROCEDURE**

- On an annual basis and in conjunction with the annual performance evaluation, department chairs and faculty members should plan annual workload assignments for each semester in the year.
- The Faculty Evaluation Form, which applies a weight factor to each category of one's workload, should reflect the faculty member's workload assignment as detailed on the workload assignment form.
- The workload assignment and Faculty Evaluation Forms for all faculty members, full-time and part-time, are posted to the department's Sharepoint faculty workload site by August 1 of each year for review and approval by the dean.
- If assignments must be adjusted during the course of the academic year due to changed or unpredicted circumstances, the adjustments should be documented on the workload assignment form.

**APPROVAL**

## FACULTY WORKLOAD GUIDELINES

Workload Units – Each full-time faculty member is expected to maintain a **total workload of 5-7 units** each semester (fall, spring, and summer). The number of units is determined by the following values:

Work Assignment <sup>1</sup>	Measure	Units
Administrative Responsibilities	Variable	Up to 2.5
Clinical Practice <sup>2</sup>	8-10 hours per week	Up to 1.0
Scholarly Activity <sup>3</sup>	8-10 hours per week	1.0
Service	Based on time commitment and responsibilities	Up to 0.5
Teaching – Lecture	3-4 credit hour course; 0.33 per credit hour	0.33 per credit
Teaching – Lab	3-4 contact hours per week	0.5
Teaching – Clinic	3-4 contact hours per week	0.5
Teaching – Thesis, Dissertation Chair	6-12 credit hours	0.5
Teaching – Independent Study	1 student = 0.1	Up to 1.0
Teaching – Continuing Education	1 CEU = 0.02	Up to 0.5
Teaching – Peer Mentoring <sup>4</sup>	1-2 contact hours per week = 0.10	Up to 0.25

Special Provisions – At times, other responsibilities and conditions may impact on workload assignments, and adjustments to workload units may be required:

- Workload Variances: There may be times when a faculty member's workload exceeds or falls short of the expectation for a given semester. The difference may be made up in a smaller or larger workload in subsequent semesters. Likewise, when variances occur among faculty within a department or division efforts should be made to achieve equity among faculty over a period of a year or two.
- Workload Units: Workload unit limits under "Units" in the table above may be adjusted in unusual circumstances and with adequate justification. For example, if a faculty member engages in mission-critical service activities that require substantial time on a regular basis, the department chair may assign workload units greater than 0.5
- Grants and Contracts: Faculty with funded grants and/or contracts that exceed 20% effort may have other units adjusted accordingly. For example, a grant or contract requiring 40% effort may account for 2 workload units: 1 unit for scholarly activity and 1 additional unit in excess of 8-10 hours per week.
- Administrative Responsibilities: Faculty with substantial administrative responsibilities assigned by the department chair or dean may have other workload units adjusted accordingly. Examples of such administrative responsibilities include leading an academic department or degree program, coordinating clinical rotations, managing the department's admissions process, planning and managing the department's continuing education offerings, etc. Caution should be exercised by department chairs and faculty members when assigning administrative responsibilities because they may interfere with the faculty member's ability to fulfill requirements for promotion and tenure.
- New Course Development: A department chair may choose to assign workload units for the task of creating a new course or major re-designing of an existing course, e.g., for on-line delivery. In general, the number of units will correspond to the units assigned to course delivery. That is, 1 unit would be given for the creation or re-design of a 3-4 credit hour lecture course. Routine updating of a course is considered part of regular teaching activity and no additional units are assigned.

<sup>1</sup> Definitions for work assignments may be found in the Appendix.

<sup>2</sup> Used only by departments with an established faculty practice plan.

<sup>3</sup> At least 1 workload unit is required for tenure-track and tenured faculty.

<sup>4</sup> Requires a formalized and approved mentoring plan that comprises specific goals, measurable objectives, and a defined time frame for achievement of the goals.

- Lab Sections of Didactic Courses: The credit hours for the lab portion of a course should be calculated separately from the didactic teaching portion. For example, a 4 credit hour course with 3 credits= hours of lecture and 1 credit hour of lab = 1.5 units [lecture (3 credit hours x .33 = 1.0) plus 0.5 units per 3-4 contact hours per week lab].
- Online Teaching: Generally, workload units for teaching on-line courses are the same as for face-to-face courses, assuming that the on-line course includes substantial time for (a) interaction between the faculty member and students, (b) regular assignments that are graded by the faculty member, and (c) regular, weekly monitoring of students' performance by the faculty member. If the on-line course does not include these elements, workload units are decreased.
- Team Teaching: Workload units may be adjusted for team teaching, based on the relative effort of members of the teaching team. For example, a faculty member who has half-responsibility for a 3 credit hour course may be assigned 0.5 units for that teaching responsibility. The total units assigned among all faculty involved in teaching a single course should typically not exceed the course credits. For example, if two faculty members co- teach a 3 credit course and faculty member were responsible for 50% of the course, each faculty member would be assigned 0.5 units for the course.
- Scholarly Activity for Tenure-Track and Non-Tenure Track Appointments: All faculty members are expected to engage in scholarly activities, in addition to teaching and service. In general, expectations for scholarly activity are greater for tenure-track and tenured faculty members than for non-tenure track faculty members. When workload units are assigned for scholarly activity, the department chair and faculty member must establish annual goals for scholarship with measurable outcomes. (See the appendix for examples of measurable outcomes.)
- Promotion and Tenure Considerations: Department chairs and faculty members should be cognizant of the impact of workload assignments on the faculty member's ability to meet requirements for promotion and tenure. For example, it is advisable to assign a lighter teaching workload for new tenure-track faculty so that they can establish their scholarly activity agenda. On the other hand, heavier teaching workloads may be assigned to non-tenure track faculty for whom expectations for scholarly activity are lower.
- Clinical Practice: Faculty may be assigned to practice in a clinical setting as part of the department's or college's faculty practice plan. Faculty practice plans do not allow for "moonlighting" or other forms of clinical practice outside the auspices of the plan. Under unusual circumstances and with special permission from the department chair and dean, a faculty member may be allowed to practice clinically when the department has no faculty practice plan, i.e., moonlighting. However, moonlighting may not be included in workload unit calculations.
- Special Assignments: Faculty members may be assigned a special project as part of their workload. Such projects should be well defined to include expectations for outcomes and completion within a finite time period.

## APPENDIX

Definitions – The following definitions apply to work assignments:

- Administrative Responsibilities: See above
- Clinical Practice: See above
- Scholarly Activity: “Scholarship/scholarly activity entails contribution to knowledge available to [one’s] discipline. . . To be recognized as scholarship, contributions must be: shared with peers; and subject to peer review.”<sup>5</sup> Congruent with Boyer’s (1990) framework, scholarship addresses four concerns of contemporary academic work: (1) scholarship of discovery, (2) scholarship of integration, (3) scholarship of application, and (4) scholarship of teaching.<sup>6</sup> While basic and translational research are valued activities in the College of Health Professions, other forms of scholarship may and should be pursued by faculty as essential components of the college’s and university’s mission to contribute to the intellectual and clinical capital of our respective disciplines.
- Service: “Service applies a faculty member’s knowledge, skills, and expertise as an educator, a member of a discipline or profession, or a participant in an institution to benefit students, the institution, the discipline or profession, and the community in a manner consistent with the missions of the university and the campus.”<sup>7</sup> Service activities can range from sponsoring a student organization, to serving and/or leading a committee, serving as an officer of a professional organization, to leading a service group in the community that benefits from the faculty member’s professional knowledge and expertise.
- Teaching – Clinic: Clinic teaching is the direct supervision of students in a real-world clinical setting in which the student is working directly with patients and families or in a medical laboratory performing real clinical tasks. Typically, faculty preparation time outside of the clinical setting is minimal.
- Teaching – Independent Study:<sup>8</sup> Sometimes termed “directed study,” independent study is a learning activity undertaken by a student with little or no supervision by the faculty member. Typically, the student and faculty member agree on a topic, the end product, and the number of credits for the activity. Guiding students in independent study courses can range from minimal to substantial contact time and effort, depending on the interests, abilities, and sophistication of students’ independent study topics. To qualify as a workload assignment, independent study teaching activities must occur as part of an official course in which students enroll.
- Teaching – Lab: Laboratory teaching usually involves instruction on and demonstration of clinical or laboratory procedures. Typically, student assignments are completed within the time allotted for the laboratory, and faculty preparation time is usually considerably less than for lecture courses.
- Teaching – Lecture: Traditionally termed “didactic” teaching, lecture courses most often involve the presentation of new information, in-class learning activities, and in-person assessment of students’ learning. Usually, lecture courses meet for a set number of hours on a regular basis. Students are expected to spend substantial time on their own completing requirements for lecture courses. Faculty members are expected to evaluate students’ performance and provide individual feedback to facilitate learning. Workload units are based on the assumption that a lecture course requires the faculty member to devote substantial time and effort outside the classroom to course-related responsibilities, perhaps a total of 6-12 hours per week.

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<sup>5</sup> Adapted from Accreditation Council for Graduate Medical Education (2012). *Scholarly activity guidelines*, Review Committee for Family Medicine. [https://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/120\\_Family\\_Medicine\\_Scholarship\\_Guidelines.pdf](https://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/120_Family_Medicine_Scholarship_Guidelines.pdf).

<sup>6</sup> Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Lawrenceville, NJ: Princeton University Press. ISBN 0-9a31050-43-X.

<sup>7</sup> *Service at Indiana University: Defining, Documenting, and Evaluating* (1999). Indianapolis, IN: Center for Public Service and Leadership.

<sup>8</sup> Adapted from Wikipedia “*Independent Study*.” [http://en.wikipedia.org/wiki/Independent\\_study](http://en.wikipedia.org/wiki/Independent_study).

- Teaching – Thesis, Dissertation Chair: Chairing a thesis or dissertation committee is labor- and time-intensive and involves regular meetings with individual students, providing individualized feedback on proposals and manuscripts, motivating students, and advising students.
- Teaching – Continuing Education: As leaders in their respective professions, College of Health Professions faculty members have a special role in promoting their professions and educating practicing professionals about current scientific and clinical developments in their fields. Continuing education “consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships” that health professionals “use to provide services for patients, the public, or the profession. The content of [continuing education] is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, [the professional’s discipline], and the provision of health care to the public.”<sup>9</sup> To qualify as a workload assignment, continuing education activities should be approved by the profession’s agency that accredits continuing education.
- Teaching – Peer Mentoring: Mentoring of junior faculty members by those who are more experienced is a valued activity in the College of Health Professions. Faculty members who are assigned workload units for peer mentoring must participate in mentorship training. As noted above, workload assignments for peer mentoring require a formalized and approved mentoring plan that comprises specific goals, measurable objectives, and a defined time frame for achievement of the goals.

#### Examples of Measurable Outcomes for Scholarly Activity

All full-time faculty members are expected to engage in scholarly activity, regardless of track (tenure-track and non-tenure track). As noted above, expectations for scholarly activity are greater for tenure-track faculty than for non-tenure track faculty. Such expectations are reflected in more workload units for scholarly activity. When workload units are assigned for scholarly activity, the department chair and faculty member must establish annual goals with measurable outcomes. Examples of such outcomes include:

- peer-reviewed presentation at a national or international conference
- manuscript in a peer-reviewed journal
- book or book chapter(s)
- manuscript on clinical practice in a trade journal
- policy analysis disseminated to the public or other audiences of interest
- application for research grant
- creation and dissemination of innovative teaching materials or methods
- consultation with professional or community organizations on health and healthcare topics
- development and publication of new clinical methods or procedures
- creation and distribution of computer applications or software
- grant proposal for service or service-learning program
- critical review article or presentation on a “hot” topic
- synthesis and interpretation of scientific findings for public audiences
- participation in the process of shaping public policy as it pertains to health care or education
- creation of data sets, data bases to be used for secondary data analyses
- service as a peer reviewer for grant applications
- creation of new evidence-based teaching modules, courses, or curricula

<sup>9</sup> Accreditation Council for Continuing Medical Education. *CME content: Definition and examples*. <http://www.accme.org/requirements/accreditation-requirements-cme-providers/policies-and-definitions/cme-content-definition-and-examples>.