

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

- 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, clinical practice** and **professional service**. As a complex, interdisciplinary department, we recognize that not all faculty can or should be expected to contribute equally to each of these four areas. Professional responsibilities vary in response to the strengths and interests of the faculty, the needs of their respective Divisions, and their primary assignments within those Divisions. 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 achievement of faculty within and across the individual DAHS Divisions that creates the strength of the DAHS and assures 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, clinical practice and professional service, the DAHS is also committed to achieving quantitative levels of productivity appropriate to our position in a Research I university and adequate to support the continued development of our faculty and students. Faculty within the DAHS are self-motivated and strive to achieve the highest level of professional performance. Most faculty embrace a professional model of work far exceeding what is recognized as a standard forty hour work week.
- The fact that the DAHS is a complex and diverse academic unit makes it impossible for there to be one “work load standard” or formula which fits all. Great variance exists in curricular models, course configurations and patterns of instruction across the academic programs represented in this Department. Any formula can only serve as a basic guideline from which the Division Director negotiates individual faculty work load assignments. The Director must be able to consider factors not captured by a simple formula – e.g., complexity of course preparation; whether faculty member has taught this content before; etc. It is critical that other DAHS policies are used in determining workload and productivity expectations so that individual faculty standards are consistent with faculty appointment and promotion guidelines.
- This document and appendices set forth the basic guidelines regarding DAHS faculty responsibilities and productivity expectations agreed upon by the DAHS Chair’s Advisory Committee and effective July 1, 2003. Note that implementation of these general departmental guidelines will also reflect any Division specific policies and agreements developed by the Director and Faculty of each Division, and approved by the Chair of DAHS.

## **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 productivity, whether their primary contributions are in the area of teaching, clinical service or research, by
  - developing an individual annual profile for each faculty member that specifies teaching, research and scholarly, and service expectations;
  - ensuring that faculty growth and development is reflected in the development of a new profile each year that builds on past accomplishments and addresses future goals;
  - providing an objective method for setting productivity standards for teaching related activities;
  - integrating productivity standards for research & scholarship, clinical practice and professional service from relevant DAHS appointment and promotion guidelines into each faculty member's annual profile

## **Division Management**

- To provide Division Directors and Chair with a baseline or general standard for
  - ensuring that core work of the Division (e.g., teaching required courses, Division service) is assigned equitably;
  - evaluating when a faculty member needs release from teaching or service assignments in order to take on a new research project or administrative role;
  - evaluating when a faculty's 'external activity for pay' activities constitute a conflict-of-commitment;
  - determining changes in workload for the Division and/or individual faculty as new projects and roles are undertaken

## **University Policy Relations**

- To document for policy makers, both within the university and in the Legislature that we are making full and appropriate use of the faculty resources currently allocated to our programs

## APPENDICES

The documents included in the Appendix Section are resource documents that should be used in the development of Division and/or individually specific standards across all responsibility areas while maintaining consistency across the DAHS.

Document	Title	Potential Uses
Appendix A	Metric for Measuring/ Monitoring Faculty Workload in DAHS	A mathematical method for determining the amount of time available to faculty in a given work year that can be distributed across responsibility areas
Appendix B	Sample Faculty Profiles	The profiles represent <u>examples</u> of time distribution and associated levels of productivity along a full continuum of possible faculty workload assignments. For faculty members whose assignments differ from those shown in these examples, productivity expectations should be adjusted up or down, as appropriate.
Appendix C	Guidelines for Assigning Workload Units to Common Teaching Activities in the Department of Allied Health Sciences	This document overviews assumptions and principles to be used to guide the Divisions in setting time standards for teaching in didactic, lab, clinical and research supervision.
Appendix D	Annual Research Productivity Expectations for Doctoral Faculty	This document assists in translating existing standard for productivity found in DAHS promotion and appointment policies for tenure and non-tenure track faculty into more specific statements consistent with the approach taken in this policy.
Appendix E	Productivity Standards for Clinical Practice	This document provides a starting point for Division to develop productivity standards for clinical services.
Appendix F	Professional Service Expectations for DAHS Faculty	This document assists in translating existing standard for productivity found in DAHS promotion and appointment policies for tenure and non-tenure track faculty into more specific statements consistent with the approach taken in this policy.
Appendix G	Examples Of Scholarship Of Teaching, Application And Integration Appropriate at Different Faculty Ranks	This reference document, based on Boyer's 1990 monograph: <i>Scholarship Reconsidered. Priorities of the Professorate</i> , provides examples of scholarship across responsibility areas and rank.

## APPENDIX A

### Metric for Measuring/ Monitoring Faculty Workload in DAHS

#### **100% Effort for 12 month faculty: 1800 Clock Hours or 20 “ Units”**

- *Why 1800 Clock Hours?*

365 days/year

-104 weekend days =

**261** weekdays/year

-24 vacation days

-12 paid holidays =

**225** work days X 8 hours/day = **1800 hours/year**

- *What are “Units” and Why Use Them?*

A standard, workload “Unit” represents approximately 5% of a faculty member’s total available time and effort each year. Given an 1800 hour work year, each unit should represent approximately 90 clock hours of faculty time. Thus, each faculty member’s annual workload assignment for a full, calendar year should total 20 Units. The use of flexible workload units allows us to fairly and accurately reflect the wide diversity of faculty roles, responsibilities, and teaching requirements both within and across the various Divisions that make up the Department of Allied Health Sciences. More commonly used systems (e.g., contact hour or credit hour formulae) assume that course credits and/or contact hours are similarly associated with actual amount of faculty time and effort required to generate those hours. While this may be true in Departments that offer primarily didactic, lecture courses, it is not true of DAHS programs. Much of the teaching required in our clinical programs takes the form of hands-on lab instruction and supervision of clinical practice in internships, practicum or clinic rotations. The amount of faculty contact, preparation, and evaluation time required for these activities varies greatly, due to variability in the nature of our professional disciplines and the differing requirements of our accrediting organizations.

- *How are Workload Units Determined?*

This policy contains departmental guidelines for allocating workload units to specific types of teaching activity. For the more common types of teaching, a Departmental standard is suggested. Each Division Director can decide to allocate more or fewer units for an activity, as long as those differences can be supported on the basis of the number of actual clock hours that should reasonably be required to carry out that activity in accordance with the practices and policies of that Division. Division-specific formulae for allocating workload units must be approved by the Department Chair.

## APPENDIX B

### Sample Faculty Profiles

*The following profiles, and specific productivity guidelines provided in appendices, represent examples of time distribution and associated levels of productivity along a full continuum of possible faculty workload assignments. For faculty members whose assignments differ from those shown in these examples, productivity expectations should be adjusted up or down, as appropriate.*

#### **Profile 1: Faculty member whose responsibilities include a traditional combination of responsibilities in both teaching and research**

**40% Teaching:** Approximately 720 clock hours or 8 workload units are committed to teaching activities each year. This may represent a total of four, 3-credit courses or some other combination of didactic courses, clinical supervision, lab teaching and/or research advising. (Appendix C provides productivity guidelines for common types of teaching activities in DAHS.)

**40% Research/Scholarship:** Approximately 720 clock hours/year or 8 work units are committed to the individual's research and scholarly activities. (See Appendix D for expected productivity/ outcomes for this level of effort.)

**20% Professional Service:** Approximately 360 clock hours or 4 workload units per year are reserved for these types of professional service. Faculty members should review their service opportunities and commitments with their Division Directors each year to assure that they are allocating an appropriate amount of time for these types of activities. (See Appendix F for further discussion of Professional Service expectations.)

#### **Profile 2: Faculty member whose responsibilities include a traditional combination of responsibilities in both teaching and clinical practice**

**40% Teaching:** Approximately 720 clock hours or 8 workload units are committed to teaching activities each year. This may represent a total of four, 3-credit courses or some other combination of didactic courses, clinical supervision, lab teaching and/or research advising. (Appendix C provides productivity guidelines for common types of teaching activities in DAHS.)

**40% Clinical Practice/Scholarship:** Approximately 720 clock hours/year or 8 work units are committed to the individual's clinical practice and scholarly activities. (See Appendix E for further explanation of DAHS expectation and policy on monitoring productivity in the area of clinical practice).

**20% Professional Service:** Approximately 360 clock hours or 4 workload units per year are reserved for these types of professional service. Faculty members should review their service opportunities and commitments with their Division Directors each year to assure that they are allocating an appropriate amount of time for these types of activities. (See Appendix F for further discussion of Professional Service expectations.)

**Profile 3: Faculty member whose primary responsibility for the Division is teaching**

**75% Teaching Activities:** Approximately 1,350 clock hours (15 workload units) committed to teaching responsibilities. (See Appendix C for examples of workload units assigned to common types of teaching activities in DAHS.)

**25% Service, Administration & Scholarship:** Approximately 450 clock hours / year should be available for a combination of non-teaching activities that may include professional service, relevant scholarly activities (See Appendix G for examples of scholarship of teaching, application and integration), and/or administrative responsibilities within the Division.

**Profile 4: Faculty member whose primary responsibility for the Division is clinical service**

**75% Clinical Activities:** Approximately 1,350 clock hours (15 workload units) committed to clinical practice supporting the goals and needs of the faculty member's Division. (See Appendix E for further explanation of DAHS expectation and policy on monitoring productivity in the area of clinical practice). Specific clinical activities and schedules should be discussed with the Division Director at the Annual Review meeting.

**25% Service, Administration & Scholarship:** Approximately 450 clock hours or 5 workload units per year should be available for a combination of non-clinical activities that may include professional service, relevant scholarly activities (See Appendix G for examples of scholarship of teaching, application and integration), and/or administrative responsibilities within the Division.

**Profile 5: Faculty member whose primary responsibility for the Division is research**

**75% Research Activities:** Approximately 1,350 clock hours (15 workload units) committed to research supporting the goals and needs of the faculty member's Division. (See Appendix D for further explanation of DAHS expectation and policy on research productivity expectations. Faculty in primary research roles are expected to generate a significant portion of their salaries through external grant funding.

**25% Service, Administration & Scholarship:** Approximately 450 clock hours or 5 workload units per year should be available for a combination of non-teaching activities that may include professional service, relevant scholarly activities (See Appendix G for examples of scholarship of teaching, application and integration), and/or administrative responsibilities within the Division.

## APPENDIX C

### Guidelines for Assigning Workload Units to Common Teaching Activities in the Department of Allied Health Sciences

Due to the great diversity among DAHS divisions in terms of their curricula and associated teaching demands, departmental policy can specify only the most basic guidelines for assigning workload units to specific teaching responsibilities. These guidelines must be applied by the faculty and director of each individual division to determine the appropriate number of units associated for different types of teaching productivity within that division.

#### ***Assumptions & Principles:***

Within each Division, the faculty and Director should agree upon the average amount of faculty time that is *necessary, sufficient* and *reasonable* for each type of teaching required by that Division and establish a standard workload unit allocation for each. Each workload 'unit' should reflect teaching activity that is expected to require approximately 90 total clock hours of faculty time. Each faculty member's annual workload assignment will total 20 Units. Standard Units will be allotted for most activities. However, if circumstances justify allocation of more or fewer units, this can be negotiated by the Director and Chair.

For didactic (lecture) courses and lab classes, the units will be based on the average amount of time required for class preparation and student evaluation/ grading, as well as actual contact time. In estimating time requirements for semester long activities or courses, we assume a 16 week semester. In some circumstance, the Division Director and faculty member may agree that a teaching activity should be credited with more or less than the standard workload units for that activity, because it will clearly require more or less than the average amount of faculty time. Circumstances that might be associated with lower clock hours include courses that are routinely taught by the faculty member and include very little updating each year, labs for which preparation is done for the faculty member; etc. Higher clock hours may reflect a brand new course, a lab 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, etc.

If faculty members team-teach or share a teaching responsibility, then each will be credited with a prorated portion of the total number of workload units for that activity.

For clinical supervision, it is usually appropriate to use actual number of contact hours as the measure of faculty time required. This assumes that the faculty member is not required to do any significant preparation prior to the supervision/observation, and that most student evaluation and feedback is conducted in the context of the actual clinical setting with the student. This average number of contact hours is multiplied by the number of students supervised to determine the faculty member's workload.

Individualized research supervision is an important type of teaching responsibility in DAHS, and is most typically required for students completing thesis or dissertation research. Suggested workload credit for a faculty member for the same student is a maximum of 2

semesters for masters thesis supervision and 4 semesters for doctoral dissertation supervision. When research advising and supervision are part of the faculty member's teaching responsibilities, teaching credit is given for only the hours required to provide direct guidance, supervision, and evaluation of the student's research project. In many (most?) cases, the faculty member may actually 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. However, this time is considered part of the faculty member's research time and should be reflected in faculty research productivity.

**Examples for Division XYZ**

<b>Activity</b>	<b>Average Contact Hours/ week</b>	<b>Average Prep'n &amp; Eval'n / Grading Hours/Week</b>	<b>Total average hours X 16 weeks</b>	<b>Standard Workload Units</b>
<b>DXYZ 301</b> ( 3-credit lecture course)	3	8	176	2.0
<b>DXYZ 308</b> ( 2-credit lab class)	6	2	128	1.5
<b>DXYZ 370</b> (3-credit clinical practicum – 1 student)	2	0	32	.3
<b>DXYZ 395</b> (6-credit Masters Thesis – 1 student)	.75	2	44	.5
<b>DXYZ 495</b> (9 credit PhD Dissertation – 1 student)	2.5	3	88	1.0

## APPENDIX D

### Annual Research / Scholarship Productivity Expectations for Doctoral Faculty

This information is based on the DAHS policy documents:

- TENURE-TRACK AND TENURED FACULTY APPOINTMENT, REAPPOINTMENT, AND PROMOTION POLICIES (3/2000)
- NON-TENURE TRACK FACULTY APPOINTMENT AND PROMOTION POLICIES (10/2002)

#### **Example 1: Faculty member with heavy teaching load and approximately 25 % Time Commitment to Research and Scholarship:**

***Presentations:*** At least one paper presentation at a refereed national conference or symposium (typically with a published abstract). **AND either:**

***Publications:*** At least one manuscripts under review or in press, and one article actually published in appropriate book or journal; **OR**

***External Funding of Research:*** Evidence of appropriate submission to a viable funding source and/or maintaining a funding source One proposal submitted to an appropriate funding agency for support of individual research. The type of grant proposal submitted, and funding agency, should be appropriate to the faculty member's rank and years out of degree. Specific goal and plans for proposal development and grant submission should be discussed with the Division Director at the time of the individual's Annual Review.

#### **Example 2: Faculty member with moderate teaching load and approximately 40 % Time Commitment to Research and Scholarship:**

***External Funding of Research:*** At least one proposal submitted to an appropriate funding agency for support of individual research – If already funded, this may be a continuation application. The type of grant proposal submitted, and funding agency, should be appropriate to the faculty member's rank and years out of degree. Specific goal and plans for proposal development and grant submission should be discussed with the Division Director at the time of the individual's Annual Review.

***Publications:*** At least two manuscripts under review or in press, and one article actually published in appropriate, archival refereed journal[s];

***Presentations:*** At least one paper presentation at a refereed national conference or symposium (typically with a published abstract).

#### **Example 3: Faculty member with a primary research role and at least 60% Time Committed to Research and Scholarship)**

- Same expectations as listed above; PLUS

- Serves as P.I. on at least one major research grant that is supporting a significant portion of the faculty member's salary; and
- Provides mentorship to doctoral students, post-doctoral trainees and/or junior faculty

## Appendix E

### Productivity Standards for Clinical Practice

Each Division will establish its own productivity standards for faculty time allocated to clinical practice. Basic productivity expectation for these activities will typically be set in terms of both provision of exemplary clinical service and number of billable hours of service (i.e., revenues generated for the Division's P&A account.) These standards should be designed to reflect direct-billed as well as contracted clinical services. (Note that this is not the same time counted for clinical teaching/ supervision. When faculty are supervising students in the course of also delivering a clinical service that will be billed, then the total time should be prorated to reflect the current formula for charging faculty time. (Currently, for most clinical faculty in such situations, the proportion is assumed to be 50% teaching time and 50% clinical practice). At a minimum, the Division's standards for Clinical Practice should specify:

Total # of hours to be billed per unit of actual time (e.g., for every 90 hours of clinical time, the expectation might be 45 hours of service billed). This ratio will reflect the typical amount of time required to prepare for patients, complete patient records following each visit, and average amount of time lost to 'no-shows' , as well as actual patient contact time.

Patient Satisfaction: Each Division is be responsible for implementing its own system for monitoring patient satisfaction with services provided.

Procedural Compliance: Clinical practice today requires the practitioner to comply with a number of procedural policies in order to assure departmental compliance with Federal and State regulations, as well as to assure the financial viability of the clinical operation. Division Directors (or their designees) will monitor and provide feedback on the procedural compliance of faculty participating in any clinical practice activities.

## Appendix F

### Professional Service Expectations for DAHS Faculty

Professional service includes both service to the University and service to the individual's own professional community. Service activities can include service on Division, Department or university committees; Student advising; Holding office on professional association boards; reviewing manuscripts for professional journals; etc. For most faculty, approximately 20%, or 360 clock hours per year should be reserved for these types of professional service. Presentations for AHEC or state/ regional agencies may be counted as professional service if they do not contribute to the faculty member's own scholarly productivity. Faculty members should review their service opportunities and commitments with their Division Directors each year to assure that they are allocating an appropriate amount of time for these types of activities.

It is recognized that individuals who are assigned major administrative responsibilities for their Division or the Department (e.g., Division Director; Associate Chair; Clinic Director) are required to commit a significant portion of their time and energies to their administrative service. When making such appointments, the Chair (and/or Division Director, as appropriate) should discuss these expectations with the individual so they can agree upon the number of 'workload units' represented by this administrative role.

## Appendix G

### Examples Of Scholarship Of Teaching, Application And Integration Appropriate at Different Faculty Ranks

For faculty with primary responsibilities in the areas of teaching, clinical practice, outreach, and administration, scholarship typically is focused on the dissemination, teaching, integration and application of current knowledge, rather than the conduct of original research. These types of scholarship were first identified and defined by Ernest Boyer in his 1990 monograph: *Scholarship Reconsidered. Priorities of the Professorate*. The DAHS policy for faculty appointment and promotion in the Non-Tenure Track (NTT) includes specific examples of these types of scholarly activities, and levels of productivity appropriate at various faculty ranks. (This policy, in its entirety, is available to faculty on the DAHS "G" drive). The examples presented in this appendix are copied from that departmental policy.

#### **Scholarship of Teaching**

##### **Instructor**

- Serves as primary instructor for a lecture, laboratory, or clinical course
- Participates in curriculum planning, course development, teaching, and evaluation
- Effectively supervises and evaluates students in clinical settings
- Develops or revises teaching materials to enhance the instructional process
- Serves on committees in the Division or Department when his/her expertise is needed
- Works collaboratively with other faculty members in teaching activities
- Maintains competence in area of expertise through continuing education

##### **Assistant Professor**

- Improves teaching methods and materials based on self, student, and peer evaluations
- Develops new and effective teaching methods or materials
- Implements new courses or components of courses to better prepare students for professional competence
- Identifies, develops, and monitors new clinical sites
- Enhances professional knowledge in areas important to the curriculum
- Is invited to speak at local, state, or national meetings on teaching methods or educational issues
- Effectively advises and counsels students

##### **Associate Professor**

- Assumes a leadership position in the Division or Department in teaching, clinical site coordination, or curriculum development
- Is invited to speak at local, state, or national meetings on teaching methods or educational issues
- Serves as a mentor to students and graduates
- Serves as a teaching mentor to new faculty
- Develops and publishes teaching materials (e.g. web-based courses, videotapes)

- Publishes articles related to teaching in peer-reviewed journals or books
- Receives funding for educational projects or studies

### **Full Professor**

- Receives national recognition for instructional materials or innovative teaching methods
- Serves as a teaching / curriculum consultant outside of the institution
- Is invited to speak at state or national meetings on educational issues
- Serves as a leader in educational issues in professional organizations
- Publishes articles or teaching materials that make a significant and lasting contribution to the profession.
- Serves as a teaching mentor to new faculty
- Receives teaching awards

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## **Scholarship of Integration**

### **Instructor**

- Demonstrates an understanding of the research process.
- Interprets research findings in the context of evidence based service delivery.
- Works with interdisciplinary faculty and staff members to develop grant proposals or funded projects.
- Synthesizes and interprets scholarly literature.
- Serves on interdisciplinary committees in the Division or Department.
- Maintains competence in area of expertise through continuing education.

### **Assistant Professor**

- Develops educational and scholarly materials that serve to advance evidence-based practice using research findings.
- Serves as a key faculty member on a grant proposal
- Works effectively with graduate students and/or research assistants on projects
- Enhances professional knowledge in areas important to scholarly agenda of the Division and Department. This knowledge extends into diverse fields, such as anthropology, political science or human genomics.
- Learns new research methodologies in order to interpret current literature.
- Is invited to present integrative topics that span disciplines and audiences (e.g. Lay persons, researchers, clinicians) at local and state meetings.
- Promotes and models collegiality and interdisciplinary approaches to research and service.

### **Associate Professor**

- Successfully completes major interdisciplinary projects that may be education or research based.
- Gives meaning to isolated facts by development of new concepts or theoretical models that connect interdisciplinary concerns.
- Is invited to present integrative topics that span disciplines and audiences (e.g. Lay persons, researchers, clinicians) at state and national meetings.

- Initiates or participates in interdisciplinary scholarly projects or research.
- Assumes a liaison position in the Division or Department to other departments, the university and the broader community.
- Serves as a mentor to students and new faculty in critical analysis and interpretation of scholarly literature.
- Serves as a guide to students and new faculty in order to connect them to the broader university and community.
- Forms cooperative alliances with other departments, government agencies, foundations or community partners to design scholarly or humanitarian projects that are funded.
- Publishes articles in peer-reviewed journals or books that place specialties in a larger context or offers new insight to original research.

### **Full Professor**

- Publishes articles in peer-reviewed journals that make a significant and lasting contribution to interdisciplinary collaboration and scholarship.
- Is invited to present integrative topics that span disciplines and audiences (e.g. Lay persons, researchers, clinicians) at national and/or international meetings.
- Serves in consultative or editorial capacity to advance the scholarship of integration outside of the institution.
- Serves as a mentor to students and faculty on the scholarship of integration.
- Establishes a consistent record of funding for projects.
- Is recognized as an effective mentor to students and faculty.
- Has a plan for continued productivity and creative discovery.
- Serves on Departmental, SOM, or University research committees (e.g. IRB)
- Receives national recognition for contributions to integration of one's own research and the research of others into larger intellectual patterns.

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### **Scholarship of Application**

#### **Instructor**

- Demonstrates mastery of clinical skills
- Documents patient satisfaction with professional service
- Works effectively with other faculty and clinical staff members to provide excellent patient care
- Supervises students in clinical teaching settings
- Serves on committees related to clinical practice in the Division or Department
- Maintains competence in area of expertise through continuing education

#### **Assistant Professor**

- Documents excellent clinical skills through peer and patient evaluations
- Applies current research to clinical practice
- Initiates improvements in clinical services

- Enhances professional knowledge in areas important to clinical practice
- Promotes and models collegiality and interdisciplinary approaches to clinical practice
- Is invited to speak at local, state, or national meetings on clinical practice
- Effectively demonstrates clinical skills and supervises students in practice settings
- Develops innovative approaches to clinical practice

### **Associate Professor**

- Is recognized as an expert clinician by peers
- Documents patient satisfaction with clinical services provided
- Is invited to speak at local, state, or national meetings on clinical practice
- Assumes a leadership position in the Division or Department in clinical practice
- Serves as a mentor for students and faculty in clinical practice
- Conducts workshops on innovative clinical practice methods
- Publishes articles on innovations in clinical practice or case studies in peer-reviewed journals or books
- Receives funding to support innovative clinical activities

### **Full Professor**

- Publishes articles in peer-reviewed journals on clinical practice that make a significant and lasting contribution to the profession
- Is invited to speak at state or national meetings on clinical practice
- Serves as a clinical consultant outside of the institution
- Serves as a mentor for students and faculty in clinical practice
- Is recognized as an effective clinical mentor to students and faculty
- Serves on Departmental, SOM or University committees related to clinical practice
- Establishes a consistent record of excellence in clinical practice
- Receives national recognition for contributions to clinical practice

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## **Scholarship of Service**

### **Instructor**

- Works collaboratively with students, faculty, and staff to accomplish the goals of a program or grant project
- Serves on Divisional or Department committees
- Serves on committee in professional organizations or boards of health care organizations
- Documents satisfaction with administrative activities by peer or supervisor evaluations.
- Maintains competence in area of expertise through continuing education

### **Assistant Professor**

- Documents excellent administrative skills through peer and supervisor evaluations
- Enhances professional knowledge in areas important to administration and service
- Promotes and models collegiality and interdisciplinary approaches to administration and service
- Serves on Divisional, Department, SOM, or University Committees
- Is invited to speak at local, state, or national meetings on professional issues

- Effectively demonstrates and communicates administrative skills to students
- Develops innovative approaches to solving administrative and professional problems

### **Associate Professor**

- Documents excellence in administrative services through self, peer, and supervisor evaluations.
- Serves as an officer or committee chair in a local or state professional organization
- Is invited to speak at local, state or national meetings on issues related to professional administrative and service
- Assumes a leadership position in the Division or Department in administration
- Serves as a mentor for students in professional administration and service
- Conducts workshops on professional leadership and administration
- Publishes articles on innovative approaches to administration or on important professional issues in peer-reviewed journals or books
- Receives funding to support innovative administrative or service projects

### **Full Professor**

- Publishes articles in peer-reviewed journals that make a significant and lasting contribution to the profession.
- Is invited to speak at national meetings on professional leadership, service or administration
- Serves in a leadership role in national professional organizations
- Serves as a consultant outside of the institution
- Is recognized as an effective mentor to students and faculty
- Serves in a leadership role on Departmental, SOM or University committees related to administration
- Establishes a consistent record of excellence in professional leadership and administration
- Receives national recognition for administrative or service contributions