

ARTICLE XXXIII

SCHOOL OF HEALTH PROFESSIONS FACULTY EFFORT DISTRIBUTION¹

Faculty Effort Distribution

Faculty effort will be distributed over the following areas. Overall percent effort must total 100% of the faculty member's FTE. Percent effort can be translated to "work days per week" with 100% effort (1.0 FTE) equaling 5 days per week time and effort. Faculty effort must be assigned and/or approved by the Chairperson but may be amended in collaboration between the Chairperson and Faculty member where appropriate. The Faculty member may appeal an effort determination assignment to the Reconciliation Committee. (see below)

- Teaching
 - Didactic or instructional activities including classroom, remote, online, hybrid, laboratory, and clinical instruction.
- Scholarship and Research
 - Scholarly activities supported by departmental funding
 - Intramurally funded research from other intramural sources such as School or University grant programs (index number must be provided and percent effort must match effort listed on grant)
 - Extramurally funded Research (index number must be provided, and percent effort must match effort on grant or research contract)

Faculty will expend 10% (0.10 FTE) of their effort on unfunded scholarly activity that is not supported by intramural or extramural funds. This effort equates to one-half day per week. It is expected that this time is used to produce scholarly products including, but not limited to, peer-reviewed manuscripts, textbooks, textbook chapters, practice guidelines or grant applications. If after a period of 3-5 years a faculty member does not produce scholarly materials this effort for unfunded scholarship will be reevaluated. Non-tenure professional practice track faculty and RBHS Lecturers/ Instructors who are likely to matriculate to the non-tenure professional practice track are excepted from this general guideline. Faculty who have intramural or extramural funding for research and scholarship may be provided additional percent effort.

- Clinical Practice as part of a University-based faculty practice and as assigned by the department chair
- School and/or University, Community or Professional Service - The percentage of effort for service is determined by the supervisor based upon approved service assignments. Generally, this effort is up to 10% but may be more based upon assignment.
- Contract work - Extramural contracts or professional service agreements for faculty services. This effort must be funded by the contract or agreement, i.e., salary for this effort must be covered by the agreement). If the faculty member is 100% coterminous with a contract or agreement, their effort will be distributed to the different categories within the

¹ This article applies to faculty at .5 FTE and above.

performance evaluation based upon the terms of the contract or agreement.

It is recognized that distribution of faculty assignments at SHP can involve varying levels of effort depending on program specific requirements. The following is a guideline for maximum workload credit. It is expected that faculty effort falls **below** the maximum cap for any individual faculty. Faculty effort (workload) will be generally set based on a faculty member's percent effort assigned as follows:

Faculty Effort	Maximum Credits Assigned		Work Day Equivalence
	12 month	10 month	
100%	24	20	5
90%	21	18	4.5
80%	19	16	4
70%	17	15	3.5
60%	14	13	3
50%	12	12	2.5
40%	10	9	2
30%	6	7	1.5
20%	6	5	1
10%	3	2	.5

For courses that are co-taught or team-taught in which a simple division of total student credits does not accurately reflect the amount of time each faculty member dedicates to the course, a conversion will be made that translates time to credits with approximately 50 hours of course work (including in-class, preparation, grading, etc.) equaling 1 credit. These calculations would be made by a methodology agreed upon by the union and management. The calculation for individual courses would be subject to approval by the chair.

Class size: For classes with enrollment greater than 20 students, for each additional 5 students, faculty should receive 30% more teaching credit. For example, for a 1-credit course with 30 students enrolled, a total of 1.6 credits would be allotted (30% of 1=.3; 2*.3=6=1.6 credits).

Online courses: Classes which are fully asynchronous will be credited at 1.5 times the credit load calculated for that course, after any adjustment due to enrollment as stipulated in the paragraph above. Courses delivered using a hybrid model will receive between 1 and 1.5 times the credit load calculated, after any adjustment due to enrollment as stipulated in the paragraph above, and as agreed by the faculty and chair.

For teaching responsibilities not directly associated with student credits (e.g., academic advisement, coordination of practical or field sites, etc.) a similar conversion will be made that translates time to credits with approximately 50 hours of teaching related responsibilities equaling 1 credit.

Faculty members asked to develop a new course shall receive one-half of the expected course credit during the planning period prior to the planned execution of the course.

Faculty members assigned to new courses or courses that have undergone substantial redevelopment will receive 1.5 of the full course credit for the delivery of the new or re-developed course.

All other duties or assignments would be considered in terms of estimated average number of days or portion of days equivalent weekly, 5 days per week for a year = 1.00 FTE, one day per week being 0.20 FTE or 20% faculty effort. Activities to be considered for each category in the effort distribution formula include, but are not limited to the following:

(1) Teaching:

- Classroom teaching
- Online (hybrid or asynchronous) teaching
- Clinic and/or laboratory teaching
- Preparation of innovative teaching materials, instructional techniques, or design and development of new curricula
- Development of innovative and/or new courses or teaching modalities
- Translation of in-person classroom courses to online format delivery
- Course coordination
- Direction of individual student work, e.g., independent studies, theses or dissertations, special student projects, student research for credit, and seminars
- Participation as a member in a thesis or dissertation committee.
- Supervision of students being trained in clinical activities in practical and/or field sites
- Coordination of practical and/or field sites
- Transfer of existing online courses to new learning management systems (LMS) (updates of existing LMS would be excluded)
- Supervision of teaching assistants or student teachers
- Formal student academic or professional development activities
- Development or participation in interprofessional events
- Student advisement, including but not limited to, enrollment, ongoing support throughout the year, and career support (current students and alumni)
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(2) Research and Scholarly Activities

- Scientific research
- Library research/writing
- Publication of articles, books, book chapters, monographs, bulletins, reviews, and other scholarly works
- Development of new curricula (not including academic curricula for SHP)
- Writing and submitting grant applications
- Receipt of competitive grants and/or research contracts
- Completing work for grants received
- Supervision of research staff including student research assistants working on faculty research
- Presentations, posters, or abstracts presented at scholarly and professional conferences
- Preparation and application for and receipt of patents

(3) Service

a. University Service/University Governance

- Serve in membership and/or leadership roles in University level activities, e.g., University Senate, special ad hoc and standing committees, etc.
- Serve in membership and/or leadership roles in School level activities, e.g., special ad hoc

and standing committees, etc.

- Serve in membership and/or leadership roles in departmental/program level activities, e.g., special ad hoc and standing committees, admission committees, etc.
- Participation in faculty recruitment activities
- Participation in student recruitment activities
- Administrative responsibilities
- Serve in special assignments such as representing the program, department, school or University at state, regional, national and/or international meetings
- Mentoring of faculty within the University
- Development of processes or instruments useful in solving problems relevant to the mission and needs of the faculty member's unit

b. Professional Service

- Election to offices or standing committees in professional associations and learned societies
- Serve on state, national, and/or international committees in professional organizations
- Serve on accreditation review bodies and/or provide consultation on accreditation to other universities/organizations
- Serve as editor or associate editor, or member of the editorial board, for professional journal
- Serve as consultant on problems appropriate to Faculty's discipline
- Conduct reviews of publications and/or grant/contract proposals

c. Public Service

- Providing information, advice, or assistance to governmental bodies or providing testimony at hearings of governmental bodies
- Provide educational needs assessment, program evaluation, program development, training, consultation, and technical assistance to local, state, national, and/or international organizations
- Serve on boards of local, state, national, and/or international organizations
- Furnish leaders and groups with objective research results and other resource information for decision-making
- Disseminate in the appropriate media the faculty member's service work and innovations
- Participate in community service activities, e.g., Special Olympics, Give Kids a Smile, etc.

(4) Clinical Practice

- Delivery of clinical services on behalf of the School/Unit/University, not related to teaching activities outlined above, assigned by the program director/chair.

The assignment of effort distribution for the upcoming academic year (September - August) is by the chairperson in consultation with the program director and will be completed and communicated to the Faculty by July 15th of the preceding academic year. Chairs should provide the faculty with the expected workload for the upcoming year via a faculty effort distribution calculation form agreed to by both the union and administration. This spreadsheet should be provided to the faculty person and the AAUP-BHSNJ each year.

Faculty who do not agree with the effort distribution assignment shall have the right to appeal to a Reconciliation Committee. This Committee shall be comprised of two SHP faculty members appointed by the AAUP, two representatives of management designated by the Dean's office and a fifth member agreed to by both parties. The Committee membership will exclude anyone from the department seeking a determination by the Committee. This Committee will review with both parties the source of the disagreement, and attempt to facilitate a satisfactory resolution. If a satisfactory resolution cannot be made, the Committee will make a resolution recommendation to the Dean, who will make the final determination as to the course of action, which shall not be grievable.

The faculty member must make appeals to the Reconciliation Committee by July 30th. The Reconciliation Committee will identify a resolution within 15 business days of the receipt of the appeal.

An evaluation of the completion of the assigned time and effort will be included as part of the annual evaluation of the faculty member.

Faculty Overload Pay:

During the term of this agreement, overload pay will be compensated as follows:

| Fiscal Year 2023 and Fiscal Year 2024 \$2500 per credit