

## University Differential Assignment Procedures - HWCOM For Full-Time Paid Faculty

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### Part 1: Guiding Principles

These are the guiding principles for fair and equitable workload for all faculty of the university. However, each unit will define within their policies what constitutes differential assignments based on varying levels of research, scholarship, teaching (include clinical care if students, residents, and/or fellows are involved), and service (include clinical care if without students, residents, and/or fellows). The unit policies are required to be approved by the Office of the Provost. The guiding principles of differential assignments are:

- Provide a fair assessment of faculty and define the percent effort that is assigned based on performance in teaching, research/scholarship and service. Clinical care efforts are to be allocated to teaching or service dependent on whether students, residents, and/or fellows are involved.
- Capture in an equitable and fair manner the percent effort with the task assigned, including service commitment to HWCOM and university, regional, national, and international organizations.

FIU is a Carnegie Classification Highest Research Activity (R1) University and aims to achieve the goals outlined in the University's strategic plan. These goals are to reflect HWCOM responsibilities as detailed in the HWCOM APT Manual. Percent effort should reflect measures such as:

- Research and creative activities
- Teaching and teaching activities, including clinical care when students, residents, and/or fellows are involved
- Grant awards
- Support of graduate students
- Support of postdoctoral fellows
- Patent development, applications, and related entrepreneurial activities
- Philanthropic and auxiliary revenues
- Service including medical school, university, regional, national, and international organizations
- Student advising and mentoring

## Part 2: Definition of Assignments

To meet the guiding principles of the University Differential Assignment, all HWCOM faculty regardless of tenure/non-tenure track or rank are to account for 100% of their effort using the following (4) Differential Assignments: **Research**, **Teaching\***, **Service\*** and **Administrative Assignments**. \*Note that **Teaching Assignment** is subdivided into *Classroom* and *Clinical* activities; and **Service Assignment** is subdivided into *Clinical* and *Other* categories. There is an expectation that faculty will have an annual minimum **Service Assignment** of 10%. The scholarly activities represented within these Assignments are defined as follows:

### A. Research Assignment

- Participate directly or as a supervisor of activities relating to the process of collection and publication of data obtained in a laboratory, clinical setting, a database, a classroom (student/faculty performance metrics) or medical health records. Conducting research activities under these circumstances implies that the participants are testing a hypothesis and seeking to publicize their findings in a manuscript. The faculty in research commonly serve as a Principal Investigators, Co-investigators, Collaborators or Consultants on a research grant offered by a national or international government or nongovernmental agencies or foundations.

### B. Teaching Assignment

#### *Classroom*

- Participate in the didactic teaching for the medical, graduate, undergraduate, graduate certificate program and/or physician's assistant student curriculum.

#### *Clinical*

- Participate in the instruction of medical or physician assistant students in the best clinical practices in a medical or surgical specialty in the inpatient, outpatient or ambulatory setting.

### C. Service Assignment

#### *Clinical*

- Performance of clinical care that does not include any students or residents in the inpatient, outpatient or ambulatory setting. The faculty member is solely performing clinical services.

#### *Other*

- Participate in scholarly activities including but not limited to seminars/lectures/presentations, manuscript/grant reviews, institutional and educational committees, scientific advisory boards/organizational meeting committees, and/or mentoring/career path advising. Participation in national organizations, including study sections is included in this category.

### D. Administrative Assignment

- Participate in a major administrative role in the capacity of a dean, a departmental chair, a division chief, and/or director/co-director of an institute or program

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**Part 3: Model Differential Assignments**

**1. Medical Educator Scholar Model:**

Research Assignment	Teaching Assignment		Service Assignment		Administrative Assignment (if applicable)
	<i>Classroom</i>	<i>Clinical</i>	<i>Clinical</i>	<i>Other</i>	
5	80			10	5

**2. Clinical Scholar Model:**

Research Assignment	Teaching Assignment		Service Assignment		Administrative Assignment (if applicable)
	<i>Classroom</i>	<i>Clinical</i>	<i>Clinical</i>	<i>Other</i>	
5		75		10	10

**3. Investigator Scholar Model:**

Research Assignment	Teaching Assignment		Service Assignment		Administrative Assignment (if applicable)
	<i>Classroom</i>	<i>Clinical</i>	<i>Clinical</i>	<i>Other</i>	
50				20	30

\*Efforts must equal 100%