

FACULTY HANDBOOK

COLLEGE of ALLIED HEALTH SCIENCES



AUGUSTA UNIVERSITY

**COLLEGE OF ALLIED
HEALTH SCIENCES**

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COLLEGE OF ALLIED HEALTH SCIENCES

All policies and procedures are in accordance with University System of Georgia Board of Regents and Augusta University policies and procedures. Faculty are encouraged to use the policy library as a reference. Policies may be viewed [here](#).

*Faculty Handbook revised August 2012
Updated November 2019*

ADMINISTRATIVE POLICIES

ANNUAL EVALUATION and REVIEW for FACULTY

PURPOSE

This section ensures standardization for the evaluation and review of faculty across the program departments within the College of Allied Health Sciences in accordance with accreditation and governance requirements.

GUIDING POLICIES

Southern Association of Colleges and Schools, Commission on Colleges

Standard 3.7.2, Faculty Evaluation: “The institution regularly evaluates the effectiveness of each faculty member in accordance with published criteria, regardless of contractual or tenured status.”

University System of Georgia, Board of Regents Policy Manual

Section 8.3.5.1 Faculty: [here](#)

University System of Georgia, Board of Regents Academic Affairs Handbook

Section 4.7: [here](#)

Augusta University, Academic, Research, and Student Affairs Policy Library:

[here](#)

Also referenced in the AU Faculty Handbook: [\(document in development\)](#)

SCOPE

This section describes the process for the standardized evaluation of effectiveness for faculty members in accordance with published criteria and is applicable to paid faculty appointed within the College of Allied Health Sciences.

PROCEDURE

- CAHS departmental faculty will be evaluated on an annual basis in accordance with overarching requirements for the evaluation of all faculty as they align to the goals of AU, CAHS, and the Department.
- The annual faculty evaluation process occurs in the spring of each year.
- The criteria for faculty evaluation in all CAHS departments will include:
 - percent of effort regarding teaching, research/scholarship, service, and clinical;

- teaching evaluations;
- quantity and quality of research/scholarship and service;
- professional development;
- administration (as appropriate); and
- faculty member's progress towards promotion and/or tenure.
- planned travel for the upcoming year.
- Previous goals and development plans for each faculty member should also be reviewed.
- Future professional growth and development goals should be identified and the availability of resources to fulfill designated responsibilities and enhance areas of teaching effectiveness, research, scholarship, and service should be discussed.
- Each CAHS faculty member will perform, and submit to the Department Chair, a self-evaluation using the appropriate [Annual Faculty Evaluation Summary](#) form and assess progress towards meeting individual goals for the evaluation period.
- The Department Chair will review self-evaluation documents and meet with individual faculty members to review performance during the evaluation period and agree on new goals for the next evaluation period. Department Chairs and Administrative Leadership will review the self-evaluation documents when meeting with the Dean from May thru August.
- As applicable, CAHS criteria for promotion and/or tenure should be reviewed with the faculty member to identify areas of need or adequate progress towards promotion and tenure success. Specific action steps must be identified with expected timelines by which the faculty member should achieve these goals.
- Department Chairs will review/complete the [Annual Faculty Evaluation Summary](#) form for individual faculty members. Areas for potential faculty development or improvement will be discussed and included in a narrative summary.
- In instances where areas of deficiency are noted at the annual review and further action is required, the Chair is responsible, in consultation with the faculty member, for establishing a Faculty Development Plan (FDP) directly related to the findings of the annual review. The FDP will:
 - specify goals or outcomes that would help the faculty member overcome identified deficiencies;
 - outline the activities that can be undertaken to achieve the goals or outcomes;
 - set appropriate time within which the goals or outcomes should be accomplished (which should not exceed one year); and
 - indicate the criteria and timeframe in which progress will be monitored.
- A faculty member who disagrees with the FDP, or any subsequent actions resulting from the evaluation process, has the right to appeal as outlined in the Faculty Grievance Policy.
- Faculty members will receive a final copy of their evaluation for review and signature.

- Completed faculty evaluations are to be submitted to the Dean’s office. The Dean will review all faculty evaluation documentation through an annual meeting with each Department Chair in **the summer/fall semesters.**
- A final copy of the faculty evaluation forms signed by the Dean, Department Chair, and faculty member will be kept in the Dean’s office as well as in the department’s faculty files. A copy of the evaluation is also sent/maintained to AU Human Resources.

SCHEDULE

Dates represent the current academic calendar and may be subject to change.

January 31 st	Faculty member submits self-evaluation form to Department Chair
February - March	Department Chair meet with individual faculty members
April (3 rd week)	Department Chairs submit faculty evaluations to Dean’s office
May - August	Dean meets with Department Chairs to review individual, department, and faculty evaluations

**Department Chairs with more than twelve faculty members may request earlier due dates for self-evaluations and individual meetings.*

Approved by CAHS Dean, November 2019

DISTRIBUTION of FACILITIES and ADMINISTRATIVE FUNDS

PURPOSE

This section establishes a uniform procedure for distributing Facilities and Administrative (F&A) funds awarded to the college, and provides guidelines to the departments for use of their allotted share of the funds.

Departmental use of funds:

- The primary use of F&A funds should be to compensate for departmental resources expended in the conduct of the research project. This might involve supplies, equipment maintenance not covered by the direct costs awarded in the grant, or travel not covered by the direct costs.
- The funds might also be used to enhance the departmental infrastructure in ways that can promote or facilitate future research projects, such as the purchase of new equipment.
- If the Principal Investigator of the research project has not been awarded funds through the AU Research Incentive Program, the chair may elect to allow this individual to use the funds to enhance their research project. This might involve purchasing supplies, travel costs to research conferences, or publication costs for research manuscripts.

SCOPE

This section applies to all departments within the College of Allied Health Sciences.

PROCEDURE

Distribution of funds:

For each research project generating F&A, the AU president and the vice president of research make decisions on the distribution of F&A on a year-to-year basis. The distribution of F&A is based on expenditures, not awards. Funds have historically gone to PI's from the AU Research Institute (AURI). Based on availability, funds may be distributed to the colleges and departments.

Approved by: CAHS Dean, November 2019

TRAVEL GUIDELINES and POLICIES

BACKGROUND and RATIONALE

This section specifies travel guidelines to be used within the College of Allied Health Sciences and will not apply to travel needs related to grants, study sections, distance learning, clinical affiliation rotations/agreements, faculty recruitment, student recruitment, program marketing or other required travel needs for operations of an approved academic program.

DECISION GUIDELINES

1. These guidelines apply to all faculty, including Department Chairs and Associate Deans.
2. Departmental and college budgets are not designed to provide travel for every faculty member each year.
3. It is the individual faculty member's responsibility to obtain sufficient continuing education to maintain their professional credentials (degree, license, registration or certification).
4. Faculty who receive travel funds to present papers or posters at professional meetings are encouraged to subsequently publish their work in a peer-reviewed journal.
5. Faculty, especially experienced faculty at higher rank, are encouraged to pursue national involvement in professional associations, especially those activities that are fully or partially funded by the organization to conduct its business.
6. Faculty should pursue sponsorship, grants, and practice opportunities to support travel to professional meetings.
7. Travel budgets may support faculty presentations at national/international meetings to enhance the national reputation/visibility of our faculty and programs.
8. In some cases, a specific professional meeting or activity may provide great benefit to the college or the department and such cases can be considered for partial or full reimbursement with justification by the Department Chair (or Dean) with the travel request.
9. The effectiveness of Department Chairs will be determined in part by their ability to maximize the departmental budget, including travel, to achieve the greatest overall impact on their program(s) and faculty.

TRAVEL POLICIES

1. During the annual evaluation process, faculty should discuss their annual travel plans with their Department Chairs including plans to submit papers or posters for presentation at national/international meetings during the upcoming year. Department Chairs and Associate Deans will discuss similar plans during their annual review with the Dean.
2. The Department Chair and faculty (or Department Chair and Dean) will agree to the annual plan for faculty presentations at national professional meetings and the expected travel request that would be submitted if such plans materialize.
3. Faculty should submit travel request forms at least one month prior to the event to their Department Chair with an attachment showing official acceptance of the paper or presentation they will be giving at a national meeting. Department Chairs would follow the same process with the Dean.
4. The Department Chair or Dean will not necessarily approve travel requests or reimbursement to present at a national/international professional meeting if it was not previously addressed with the annual plan. Approval can be granted if the Department Chair or Dean determines that the travel fits with the budget, guiding principles, and other travel policies.
5. Faculty who receive reimbursement for travel to present a paper or poster at a professional meeting will be encouraged to submit a manuscript for publication in a peer-reviewed journal within 12 months of the meeting. Outcomes other than manuscripts may be approved in writing by the Department Chair or Dean, but must coincide with promotion and tenure criteria and approved annual plans.
6. Department Chairs will determine the extent to which the travel budget may support junior faculty involvement in state professional organizations as it fits with faculty annual plans, including professional development, promotion, and tenure.
7. Department Chairs may provide a table showing how the travel budget was used to support the faculty and program needs within their department during their quarterly budget report.
8. These policies are in addition to the travel policies specified by the Board of Regents and Augusta University.

TRAVEL PROCEDURES

1. All faculty travel plans must be submitted to the Department Chair (or Dean) at least one month prior to the event. Plans must be approved by the Department Chair prior to making travel, hotel reservations, and conference registrations.
2. Final approval of travel will be granted only after the submission of an approved leave form, an AU travel authorization form, an OA-1 form, and a description of the conference or event with a statement about the faculty's purpose for attending the event. The purpose for attending an event must not be to obtain continuing education toward a professional credential.
3. Department Chairs and department office managers are charged with managing all processes around faculty travel approval.

SALARY RELEASE FUNDS

PURPOSE

This section establishes a uniform statement/understanding of Salary Release Funds awarded through extramural (and sometimes intramural) research grants.

1. The direct costs (or personnel costs) of a funded research project compensates for the research effort (percent effort) of project personnel and generates corresponding salary release for the CAHS.
2. The salary release funds are used as a resource for the CAHS and are managed by the Dean for the duration of the grant funding period.

SCOPE

This section applies to all faculty of the College of Allied Health Sciences.

PROCEDURE

Use of funds

1. The salary release funds generated by a research project remain in CAHS Academic Administration and will be used to enhance the goals of the CAHS.
2. The compensated research effort that investigators devote to a funded research project does not offset their effort in teaching, clinical practice, and service. Faculty are required to fulfill their contractual effort.
3. Release funds must be utilized in the current fiscal year.
4. All faculty may request additional resources as needed through CAHS Academic Administration by working with their department chairs provided that departmental resources/funds have been appropriately considered.

Approved by CAHS Dean, November 2019

CAHS PROMOTION and TENURE Guidelines

Please see *CAHS Promotion and Tenure Manual* [here](#)

It is the responsibility of each faculty member to review and understand the appropriate promotion and/or tenure guidelines that apply to their faculty appointment. As applicable, Chairs should review and discuss individual faculty member's promotion and/or tenure plan during their Annual Faculty Performance Evaluation meeting.

GUIDELINES for DETERMINING FACULTY WORKLOADS

This document provides common guidelines that can be applied by Department Chairs in determining workloads to faculty to optimize effective use of their varied talents in order to accomplish the mission and goals of their respective departments, our college, and the university. The guidelines were developed in accordance with existing university and college policies. Departure from these guidelines must be approved by the Dean. The intent is to provide a guiding framework that is equitable and consistent for the assigned amount of effort in each area—teaching/instruction, research, service, and patient care—performed by each faculty member.

There will, of course, have to be good judgment exercised in implementing these guidelines, so that the end result is a fair and consistent process for all concerned.

GUIDELINE 1

Faculty workload assignments, as well as changes in the workload that occur after initial assignments are made, should emanate from discussion between faculty members and their department chair during the annual evaluation period.

Highest priority for the work assigned should be given to work:

1. that is most central to the mission, goals, and strategic directions of the department, college and university;
2. for which the faculty member is most qualified;
3. that is consistent with the criteria used to evaluate faculty during annual and post-tenure review; and
4. that promotes the status of the department, college and university.

GUIDELINE 2

For the purpose of determining faculty workload, more than one faculty may be credited for a course if multiple sections or team teaching models are required. Considerations should be given to:

1. number of students in the class;
2. faculty requirements to implement instructional methodologies that are appropriate for course objectives;
3. accreditation guidelines;
4. Department Chair's approval as specified within the annual plan; and
5. level of instruction (certificate, undergraduate (lower level or upper level), graduate, or doctoral).

GUIDELINE 3

The recommended teaching load for all full-time faculty is 24 course hours per academic year (1 FTE at 100 percent teaching effort). The academic year in the College of Allied Health Sciences is 12 months, and starts with the Fall semester, in August. Course hours are defined as the credit hour value of courses taught. The teaching load for tenured faculty and faculty seeking tenure should not be less than six credit hours per academic year (0.25 effort/FTE) unless approved by the Department Chair and the Dean.

Student contact hours are determined as a function of credit hours and whether a course is a lecture, seminar, lab, clinical rotation, or research. Teaching load for individual faculty is calculated as a percentage of total faculty effort in teaching, research, patient care, and service to AU. Faculty with clinical practice effort must participate through the CAHS Faculty Practice Plan.

GUIDELINE 4

The workload assigned for research varies as a function of the planned research activities and the teaching, advising, service, and directed professional activity assigned.

GUIDELINE 5

All faculty members are expected to engage in institutional service, with greater involvement at the college and university levels at higher ranks. Tenured faculty members are expected to assume a greater institutional service leadership and workload than faculty who are untenured or not on the tenure track.

GUIDELINE 6

When assigning faculty workloads, service to the profession should be encouraged, but it should not conflict or interfere with teaching, research, and service to the department, college and university.

GUIDELINE 7

Outside professional activity should be well defined, and its purpose and significance clearly stated. The faculty member and Department Chair must discuss and agree upon the faculty member's involvement in directed professional activity following university guidelines and any pertinent requirements (i.e., faculty practice guidelines). Further, the scope and documentation of directed professional activity should follow the guidelines specified in the [AU Outside Professional Activity Policy](#). Faculty who participate in patient care practice under the CAHS Faculty Practice Plan. This practice is not considered Outside Professional Activity.

Revisions approved by CAHS Faculty Council, March 9, 2007, in accordance with CAHS Dean, November 2019.

FACULTY EFFORT REVIEW

PURPOSE

This section provides guidelines for the annual evaluation of faculty effort for all CAHS faculty. It is one component of the Annual Faculty Performance Evaluation.

SCOPE

This section applies to all departments within the College of Allied Health Sciences. Any changes to funding source and percent of effort must be made in accordance with current USG Board of Regents, Augusta University Human Resources, and Faculty Affairs policies.

RESPONSIBILITIES

Business Manager: Remind department office managers to complete annual faculty review by the spring semester.

Department Chairs: Review effort with each faculty member during annual performance/objectives and goals review process.

Department Office Managers: Complete BOR Breakdown of Funding and Effort panels for changes to faculty funding and effort and submit for appropriate approval.

Faculty: Discuss with Department Chair changes in funding or effort during the timeframe between annual review cycle.

PROCEDURE

Department chairs will review faculty effort annually during the regular faculty evaluation period.

Approved by CAHS Dean, November 2019

FACULTY CREDENTIALS

PURPOSE

This section provides guidance to ensure that all College of Allied Health Sciences faculty maintain appropriate and active credentials (degree, license, registration and/or certificate) requisite to their duties and obligations at Augusta University. This procedure is in accordance with all effective University System of Georgia Board of Regents and Augusta University Human Resource/Faculty Affairs policies.

SCOPE

This section describes the process for confirming the maintenance of credentials applicable to faculty within CAHS and applies to all departments within the college.

PROCEDURE

Each faculty member is responsible for providing the department chair and the office manager with documentation upon completion of the appropriate credential requirement. Departmental administrators should annually review the credential documentation of all faculty to verify that all faculty's credentials are current and/or active for their specific discipline(s).

Approved by CAHS Dean, November 2019

CAHS Faculty Council

The College of Allied Health Sciences Faculty Council is the faculty's representative body. It serves to facilitate faculty governance, conduct the business of faculty affairs, advance programmatic, educational and strategic goals, and advise the Dean on all issues related to the college. The Faculty Council is the CAHS's academic committee for the approval all curriculum.

Please see CAHS Faculty Council website [here](#)

CAHS Faculty Assembly

The purpose of the Assembly shall be to enhance professional performance and development, assist in the orderly conduct of the affairs of the College of Allied Health Sciences (CAHS) at the Augusta University (AU), facilitate the performance of faculty duties and obligations, and to protect the rights and privileges of the faculty of the College of Allied Health Sciences.

Please see CAHS Faculty Council Bylaws [here](#)

CAHS Representation to the University Senate

Please see CAHS Faculty Council Bylaws [here](#)

Augusta University HEALTH PROFESSIONS ASSOCIATES, INC.

(Faculty Practice Plan)

AU Health Professions Associates (AUHPA), is a cooperative organization of the Board of Regents of the University System of Georgia, and a non-profit corporation under the laws of the state of Georgia and Section 501 (c)(3) of the Internal Revenue Code. AUHPA was created to administer funds derived from the professional practice of the members of the College of Allied Health Sciences Practice Plan. Revenues support the strategic initiatives of the College of Allied Health Sciences at Augusta University.

Please see CAHS AUHPA, Inc. website [here](#)

AU Faculty Grievance Process

Please see AU Faculty Grievance Policy [here](#)

Alpha Eta Honor Society

(The national honor society for the allied health professions)

Please see Alpha Eta website [here](#)

Augusta University Organizational Charts

Coming in a future revision

Glossary

This Glossary of Terms was adapted from the Augusta University Policy Library including the Augusta University's and College of Allied Health's webpages.

Academic Rank-- May refer to tenure or non-tenure faculty. Academic ranks include, but are not limited to Lecturer, Senior Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor.

Academic Year – is 12 full months usually beginning with the Fall semester in August each year.

Accreditation – the process and evaluation by external entities which validates degree granting institutions. The accreditation process and requirements vary among disciplines.

Adjunct Faculty - Adjunct faculty are non-paid faculty involved in teaching, research, and service not related to patient care. Ranks of adjunct faculty positions are: • Adjunct Lecturer • Adjunct Senior Lecturer • Adjunct Instructor • Assistant Adjunct Professor • Associate Adjunct Professor • Adjunct Professor • Adjunct Assistant Research Scientist: Lecturer, Senior Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor.

Administrative Effort – includes the designated administrative effort of Chairs and upper level administrators within the University. Program Directors are not classified under “Administrative effort,” but are included under “Teaching” in the area of “Educational Administration.”

Administrative Officers-- Personnel category which includes senior executive officers, institutional and chief functional officers, department chairs, heads, and directors, and others whose administrative, nonteaching responsibilities represent 50% or greater fulltime effort.

Annual Faculty Performance Evaluation – is a university approved template which is completed by the faculty and the Chairs once a year. It describes the goals, expectations and evaluation of teaching quality. This form is completed in the Spring of each year. The Division of Institutional Effectiveness and the Associate Provost of Academic and Faculty Affairs update and release these forms each year for completion.

Augusta University Health Professions Associates (AUHPA) -The College of Allied Health Sciences Practice Plan, known as Augusta University Health Professions Associates Inc. (AUHPA), was established in 2006 by CAHS faculty primarily to provide a mechanism for faculty to practice in clinical, consulting, and continuing education roles. All full-time CAHS faculty members are members of AUHPA. Part-time faculty and credentialed staff have the option to participate. Membership does not require practice.

Clinical Faculty (Adjunct Faculty) - Clinical faculty are non-paid faculty involved in patient care activity or other service related to a department or discipline. Clinical faculty may or may not teach.

Ranks of clinical faculty positions are: • Clinical Instructor • Assistant Clinical Professor • Associate Clinical Professor • Clinical Professor

Contact Hour – see Student Contact Hour

Credit Hour - The standard for a one semester credit hour course is one class hour (50 minutes) of direct instruction and a minimum of two class hours (100 minutes) of out of class student work/student academic engagement activities each week during the standard semester (15 weeks).

Division of Institutional Effectiveness - The Division of Institutional Effectiveness provides support and leadership for the university and health system in the application of planning, assessment, data analysis and reporting, performance monitoring and improvement, and project and change management.

Faculty Council -The College of Allied Health Sciences Faculty Council is the faculty's representative body. It serves to facilitate faculty governance, conduct the business of faculty affairs, advance programmatic, educational and strategic goals, and advise the Dean on all issues related to the college.

Faculty Effort - Faculty effort is the percentage of assigned effort to the categories of teaching/instruction, research, clinical, service and administration. This percentage breakdown is noted in the initial contractual faculty agreement.

Faculty Workload – the total effort a faculty commits to teaching/instruction, research, patient care, administration, and service.

Fiscal Year - is defined as beginning from July 1st to June 30th of the following year. Many of Augusta University's processing deadlines follow the fiscal year calendar.

Full Term – Standard Semester = 15 weeks of instruction (not counting exam weeks). Standard credit/contact hours are calculated for this time frame.

FTE – (Full-time Equivalent) – 1 FTE equals a full-time commitment or a total of 100% Teaching effort.

Non-Tenure - Academic track not leading to tenure.

Southern Association of Colleges and Schools Commission on Colleges (SACSCC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.

Student Contact Hour – a measure of direct instruction with students.

Tenure Track - Designation of faculty on tenure track is established at the time of initial appointment. Significant performance, as defined by college policy, is expected in all three areas: teaching, research or scholarly achievement, and service.

University Senate – This organized body of members are elected by each college to represent the faculty through shared governance.