The integration of the Teaching Tracking and Payment system (TTPS) with Workday has resulted in several workflow changes relating to the administrative processing of Clinical Faculty appointments. Through consultation with the distributed site administrators and the HR administrators within departments it has become clear that the roles and responsibilities regarding the appointment administrative workflow are inconsistent across sites and departments and often lead to a lack of communication, over and re-work and frustration among staff.

The purpose of this document is to establish guiding principles and provide clarity on the role and responsibilities of both the department HR administrators and distributed site administrators. In doing so, the aim is to establish clear expectations and processes that are increasingly unified in our approach to Clinical Faculty appointments, reappointments and updates as a Provincial team all working towards the same goal; to ensure we process, update and maintain Clinical Faculty appointments effectively, reliably and with clear communication between departments and distributed sites and Clinical Faculty members.

**Guiding principles;**

* All Clinical Faculty appointments belong to a department and therefore the “ownership” of the data related to those appointments is with the departments.
* The distributed sites, due to their geographic proximity are best suited to maintain good relationships with Clinical Faculty in their regions and need to be considered as partners in the appointment process.

The role and responsibilities of the departments as the owners of the Clinical Faculty appointments include:

* Reviewing and determining which applicants will be appointed, at which rank and for how long;
* Issue letters to notify their Clinical Faculty of their appointment and all related details, including UBC ID.
* Hire Clinical Faculty in Workday and create a HR profile;
* Submit a supplier request including the custom object step that allows TTPS to consume and create a profile in that system;
* Complete the necessary administrative steps in TTPS to submit the profile for final approval to allow teaching tracking to occur.

The roles and responsibilities of distributed the site administrators include:

* Liaising with their regions Clinical Faculty appointment applicants and submitting the application package to departments on their behalf;
* Receive updates from the department HR on the application progress in order to keep their local Clinical Faculty informed and to ensure the curriculum teams are updated on the progress;
* Receive updates directly from Clinical Faculty and ensure that the departments are informed;
* Act as the Capture Support role in TTPS and review the TTPS data on their regions Clinical Faculty members and approve it for teaching tracking or return it for updates.

Both the distributed site and the department administrators and education teams rely heavily on having access to timely, reliable and accurate data regarding the Clinical Faculty profiles in order to support the faculty in delivering the teaching required to support the delivery of the FOM programs around the province.

The reality of our complex organization is that there is, at times, tension between the official academic governance that guides clinical appointments and the relationships that exist between the distributed sites due to geographic proximity. Distributed site administrators don’t have insight into how the application is progressing within departments but their CF applicants expect they do and in order for sites to maintain positive relationships with those that are willing to provide teaching FOM programs they are utterly dependent on the timely processing and solid communication with the departments as well as a team approach to the processing of Clinical Faculty appointments. The site administrators work closely with the education teams in ensuring the teachers required to teach have the appropriate appointments and are getting paid in a timely manner to maintain their willingness to teach. The education teams at the sites rely heavily on each faculty member as the number of eligible Physicians in the regions in very small, especially in certain disciplines.