



University Differential Assignment Procedures

Part 1: Procedures

- 1) The employees of each department/unit who are eligible to vote in department/unit governance shall participate in the development of these differential assignment policies and shall recommend implementation by a vote of the majority of at least a quorum of those employees;
- 2) The proposed policies are required to be approved at the College level by the Dean for consistency with the College's missions and goals. If the Dean determines the proposed policies are not consistent with the missions and goals of the University, the BOT-UFF Agreement, and other relevant University Policies, they shall be referred to the department/unit for revision with reasons for non-approval or need for changes expressed in writing.
- 3) The proposed policies shall finally be reviewed and approved by the Provost or designee to ensure they are consistent with the mission and goals of the University, the BOT-UFF Agreement, and other relevant University Policies. If the Provost or their designee determines the proposed policies are not consistent with the missions and goals of the University, the BOT-UFF Agreement, and other relevant University Policies, they shall be referred to the College Dean for referral back to the department/unit for revision with reasons for non-approval or need for changes expressed in writing.
- 4) Upon final approval of the Provost or designee, the policies will become effective at the beginning of the next evaluation period unless otherwise agreed. All approved policies, and revisions thereof, shall be kept on file in the department/unit office and placed on the University website for access by employees.
- 5) Dates of recommendations by the department and approval by the College Dean and Provost shall be documented at the end of the document.
- 6) Periodic updates shall be requested based on the changing needs of the University or College.

Part 2: Guiding Principles

Each unit will define within their policies what constitutes differential assignments based on varying levels of research/creative activities/scholarship, teaching, service, and administrative roles. The guiding principles of differential assignment are:

- Provide a fair assessment of faculty effort and define the percent effort that is assigned based on performance in teaching, research/creative activities/scholarship, service, and administrative roles as applicable, in addition to departmental needs.
- Capture in an equitable and fair manner the percent effort of the task assigned, and
- Align with the university-wide structure on how percent effort should be estimated.

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

- Research and creative activities;
- Teaching and teaching activities;
- Grant awards;
- Support of graduate students;
- Support of postdoctoral fellows;
- Patent development, applications, and related entrepreneurial activities;
- Philanthropic and auxiliary revenues; and
- Service to the University and the Profession.

Note that all of these measures are not easily quantifiable. There could be other measures or metrics that can be identified based on the strengths of each unit as long as they are designed for advancing FIU strategic goals.

Part 3: Definitions and Expectations

- 1) It is the expectation that all faculty (*regardless of rank or track*) will have an annual minimum 10% service assignment. This percentage can be adjusted as necessary.

While service may be difficult to quantify due to the extent and scope of participation possible, all faculty are expected to be engaged in some way. Baseline expectations include attending departmental meetings, participation on varying committees (departmental, college, university and/or professional), participation in departmental faculty governance, and ultimately leadership in one or more of these areas.

- 2) Generally, in assigning course loads under these guidelines, the premise is that tenured/tenure-track faculty who supervise doctoral students, typically teach four (4)-three-credit courses (2-2 load), or the unit's equivalent. Tenured/tenure-track faculty who do not supervise doctoral students, typically teach five (5) or six (6) three-credit courses (2-3 or 3-3 load), or the unit's equivalent. For faculty on teaching or clinical tracks, the general guideline is teaching eight (8) three-credit courses (4-4 load), or the unit's equivalent.

Examples (non-exhaustive, see below)				
	Research	Teaching	Service	Administrative
5 Course-Load	34%	56%	10%	0%
4 Course-Load	45%	45%	10%	0%
3 Course-Load	45%	34%	21%	0%

Percent allocations can be modified depending on the productivity of the faculty and/or the unit's needs.

- 3) Effort associated with graduating PhD students (in particular, dissertation supervision) must be accounted for within faculty assignments. Assignments should align with program requirements and relevant university policies.

- 4) For 12-month faculty who are on the teaching or clinical (non-tenure) tracks without significant administrative assignment as defined by the unit (e.g., a 90% teaching or clinical assignment), the expectation includes three (3) three-credit courses or the unit's equivalent over the summer term.
- 5) Department Chairs/School Directors who serve two-terms, as defined by the [Guidelines for the Selection of Chairs and Deans](#), are eligible to receive one-semester leave to focus on their research/creative activities and teaching responsibilities upon completing their service as Chair/Director.

Part 4: Differential Assignments per Faculty Track

Differential assignments inform annual evaluations such that faculty are evaluated based on their assigned duties; making it imperative that the percentages assigned per category (teaching, research, service, and possibly administrative) accurately reflect faculty time and effort.

Tenure-Track Faculty

- Faculty active in research and supervising doctoral students: Two (2) courses per semester (4 courses per academic year), or the unit's equivalent; faculty have the ability to buy out courses and adjust their percent annual research and teaching assignment. This is to capture the percent effort of both research and teaching for the purposes of the annual evaluation.
- As defined by unit norms, faculty active in research that lead large grants and are directing centers that are consistently active in research, at the discretion of the unit's leadership and depending on departmental needs and guidelines, can have their course load per academic year adjusted via percentage adjustment in their annual assignment.
- Newly hired Assistant Professors on the tenure-track seeking grant funding may receive a reduced teaching load for up to three years. Thereafter, they may be assigned to teach two courses per semester, or the unit's equivalent, if they remain research active. One of these courses, at the discretion of the unit, should be at the graduate level in the area of expertise of the faculty in order to expand their ability at integrating research to education and for attracting a new cohort of Ph.D. students (if applicable) in support of their research.
- Faculty active in research who are not supervising doctoral students: Teach five (5) or six (6) three-credit courses (2-3 or 3-3 load, respectively), or the unit's equivalent, with the ability to buy out courses, and adjust their percent annual research and teaching assignment. This is to capture the percent effort of both research and teaching for the purposes of the annual evaluation.
- Tenured faculty are expected to be research-active and should typically maintain a minimum of 23% research productivity/assignment.

Teaching and Clinical Faculty

- Teaching and clinical faculty can be assigned four courses per semester (eight (8) per academic year), or the unit's equivalent. This course load could be adjusted if the faculty seeks to be involved in research/creative activities, curriculum development, program/laboratory development, and/or any other tasks assigned for example, to enhance the unit's prospects for accreditation or to comply with disciplinary scholarship requirements (as applicable).

Part 5: Calculation of Faculty Effort

Calculation of effort has historically been determined given a 9-month faculty contract, using 11.25% as the equivalent for a 3-credit course (which equates to 8 courses/year; 4-4 Fall-Spring, respectively). In the case of 12-month faculty contracts, the 3-credit course equivalent is 8.2 (which equates to 11 courses/year; 4-4-3 Fall-Spring-Summer, respectively).

- Using 10% service assignment to establish the calculation of faculty effort; leaving 90% to be allocated
- 9-month faculty – 8 course equivalents of 11.25% (equates to 8 courses/year)
- 12-month faculty – 11 course equivalents of 8.2% (equates to 11 courses/year)

Note that for 12-month faculty, the service assignment may be spread over the 12-month period; care should be taken if summer service is needed that it is either included in the overall percent service assignment or that the percentage is appropriately modified. For example, if a faculty member has a 10% service assignment, then that 10% may be spread over Fall and Spring, over the entire 12-month period (Summer-Fall-Spring), or the percent service may be increased accordingly if additional service is needed.

Part 6: Model Differential Assignments

NON-ADMINISTRATIVE ASSIGNMENT EXAMPLE: This is an example for a faculty member with no administrative assignment regardless of track.

Course In-load	Teaching Assignment	Research Assignment	Service Assignment
8	90%	0%	10%
7	79%	11%	10%
6	67%	23%	10%
5	56%	34%	10%
4	45%	45%	10%
3	34%	56%	10%
2	23%	67%	10%
1	11%	79%	10%
0	0%	90%	10%

ADMINISTRATIVE ASSIGNMENT EXAMPLE: This is an example for a faculty member with an administrative assignment regardless of track. This allocation can be adjusted as needed to meet the needs of the position such as for Program Directors or Assistant Chairs.

Course Load	Teaching Assignment	Research Assignment	Service Assignment	Administrative Assignment* (if applicable)
3	34%	23%	10%	33%
2	23%	34%	10%	33%
1	11%	29%	10%	50%
0	0%	40%	10%	50%

*Administrative Assignments will vary according to the responsibilities of the position in that particular department