

University Differential Assignment Procedures

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/creative activities/scholarship, teaching, and service. 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/creative activities/scholarship and service,
- Capture in an equitable and fair manner the percent effort with the task assigned, and
- Define a unified 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;
- Grant awards;
- Support of graduate students;
- Support of postdoctoral fellows;
- Patent development, applications, and related entrepreneurial activities;
- Philanthropic and auxiliary revenues.

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 2: 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.
- 2) Generally, in assigning course loads under these guidelines, the premise is that tenured/tenure-track faculty who supervise doctoral students, typical teach four (4) - three-credit courses (2-2 load), or the unit's equivalent, equates one (1) FTE. For 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 equates one (1) FTE. For non-tenure track faculty, teaching eight (8) - three-credit courses (4-4 load), or the unit's equivalent, equates to one (1) FTE.
- 3) Upon mutual agreement between the Chair and the faculty member and in the best interest of the department, Graduate Faculty who serve as a dissertation committee

chair are eligible for a half course release or a \$1,500 stipend upon graduation of each student. Co-Chairs would be eligible for half of this benefit. The course release should ordinarily be used within two years of the student's graduation. Each college or department will be responsible for the associated costs.

- 4) For a 12-month faculty who are on the non-tenure track and without significant administrative assignment as defined by the unit, the expectation includes three (3) three-credit course or the unit's equivalent over the summer term.
- 5) Department Chairs/School Directors who serve two-terms, [as defined in 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 3: Differential Assignments per Faculty Track

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, with the ability to buy out courses through research grants.
- 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 department guidelines, can have their course load per academic year reduced further.
- 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), or the unit's equivalent, with the ability to buy out courses through research grants.
- Tenured faculty whose primary focus is on teaching may be assigned three courses or more per semester, or the unit's equivalent. Unit leaders have the discretion to reduce the teaching load if such faculty become research-active or if they are pursuing educational proposals, broadening participation programs in STEM, writing books, helping with curriculum reform and experiential learning, among other activities that promote student success.

Non-Tenure Track and Clinical Faculty

- Non-tenure track and clinical faculty can be assigned four courses per semester (eight (8) courses per academic year), or the unit's equivalent. This course load could be reduced if the non-tenure track 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 (as applicable).

PART 3: Model Differential Assignments

1. **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
4/4	90%	0%	10%
4/3	79%	11%	10%
3/3	68%	23%	10%
3/2	56%	34%	10%
2/2	45%	45%	10%
2/1	34%	56%	10%
1/1	23%	68%	10%
1/0	11%	79%	10%
0/0	0%	90%	10%

2. **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)
2/2	23%	18%	10%	50%
2/1	17%	23%	10%	50%
1/1	11%	29%	10%	50%
1/0	6%	34%	10%	50%
0/0	0%	40%	10%	50%