

Differentiated Faculty Assignment Policy

I. GUIDING PRINCIPLES

This faculty workload policy is guided by the mission of the Robert Stempel College of Public Health & Social Work, which is to serve the South Florida community by increasing, sharing, and applying knowledge, wisdom, and ethical decision making in public health and social welfare. Our mission is carried out through:

- Educating and training future leaders, researchers, and practitioners
- Conducting innovative research and translating research into policy, programs, and practice
- Promoting healthy lives for diverse and, especially, underserved populations, here and abroad.

To ensure fulfillment of this mission, each academic unit in the Robert Stempel College of Public Health & Social Work should develop annual faculty assignments that will achieve the College's mission. Accordingly, as embodied in the mission statement, all faculty are expected to teach, advise, conduct research, and provide beneficial service to the department, College, University, community, and profession consistent with their appointments.

To guarantee that these guiding principles are carried out for the benefit of the Robert Stempel College of Public Health & Social Work, unit chairs/ directors have a responsibility to ensure faculty assignments follow the policy specified below. The dean of the Robert Stempel College of Public Health and Social Work will provide oversight of faculty assignments and ensure assignment equity across departments/ units.

II. PURPOSE OF DIFFERENTIATED ASSIGNMENTS

The purpose of a differentiated faculty assignment is to provide assignment flexibility, allowing for shifts in the emphasis placed on teaching and advising, research, and service throughout a faculty member's career. This document provides the policy for developing annual faculty assignments. With due consideration to departmental/school program needs and faculty collegiality, assignments are developed by faculty and their department chair/school director and reviewed by the dean.

Annual faculty assignments will be based on:

1. Faculty member's credentials, rank and tenure status;
2. Overarching needs of the department/school [unit], college, university
3. Faculty member's research funding and activity;

Teaching and research are highly valued by and are important to the University, the College, and the department/school educational missions. Teaching, research, and service are integral parts of a faculty member's assignment. Ideally, interaction between teaching, research, and service will occur, and each will enhance and complement the other.

Academic advising and mentoring of students is a necessary and an essential part of a faculty member's role and consideration of these activities must be given in developing a faculty assignment.

Service to the university and profession is important and is expected of a faculty member. Service is fundamental for faculty governance and institutional development, as well as growth of the disciplines in the College. Engagement with local, national, and global communities is also an essential component of service and is consistent with the mission of the College. Service must be reflected in the differentiated faculty assignment.

III. DIFFERENTIATED FACULTY ASSIGNMENT PROCEDURES

Annual faculty assignments should comply with the BOT/UFF Collective Bargaining Agreement, and should be determined according to the following procedures:

1. In consultation with the unit's chair/director each faculty member will develop an Annual Faculty Assignment (AFA) outlining goals for teaching/advising, research, and service/community engagement for the next year. The AFA will be submitted to the department chair/school director by April 30.
2. Reduction in teaching loads will be granted when appropriate and based predominantly on faculty members' research productivity and in tandem with the unit/college needs.
3. Approved annual faculty assignments will be sent to faculty by their respective chair/director by electronic and hardcopy no later than six weeks prior to the start of the academic year/academic semester, if practicable.
4. If changes to the Annual Faculty Assignment are needed during the academic year to ensure the teaching, research, and/or service mission of the unit/college are met, the chair/director shall notify the faculty member prior to making such change and shall specify such change in writing.
5. Any grievance with a faculty assignment should follow the procedure outlined in the BOT/UFF Collective Bargaining Agreement.

IV. ANNUAL DIFFERENTIATED FACULTY ASSIGNMENT CALCULATION

When developing and approving annual assignments, faculty and unit chairs/directors should be aware that Florida Statute 1012.945 sets forth a minimum teaching load when a faculty member is fully supported by state funding. "[E]ach full-time equivalent teaching faculty member at a university who is paid wholly from state funds shall teach a minimum of 12 classroom contact hours per week at such university. Departures from this assignment must be offset by contributions in other areas (i.e., research or service) that are essential for the advancement of the college and/or university.

1. Teaching and Advising

A. Teaching

Effort assigned to courses should reflect whether the course is a new preparation, a course that has been taught previously, or a seminar course with limited faculty involvement. Unit chairs/directors in consultation with faculty should determine the appropriate effort assigned to courses. Generally, effort for courses should range between 20-25%. Effort for courses can be higher depending on several factors, including, but not limited to, development of new courses), level of the course, and class enrollment. Efforts on independent study and other non-classroom teaching assignments should be determined in consultation with unit's chair/director.

Course assignments for tenure and tenure-earning faculty will vary according to a faculty member's rank, unit, college and university needs, and funded research projects.

i. Tenure-earning Faculty¹

Generally, the annual assignment for a tenure-earning Assistant Professor will be:

1. Two 3-credit² courses per semester for three years with no overload teaching. To encourage a foundation for teaching, no more than one course "buy-out" per academic year (Fall and Spring) with sponsored research is generally permitted. In the fourth year of appointment, teaching assignments for tenure-earning faculty with the rank of Assistant Professor will follow the same criteria as tenured faculty.

¹ Faculty hired with three or more years credit toward tenure, or those hired at a rank of Associate Professor or above, will follow the same criteria as tenured faculty.

² In programs that have one- and two-credit courses or the equivalent in contact hours, an equivalent load should be established after consultation with the faculty, department chair/school director, and dean.

2. Effort for faculty possessing career or professional awards will be determined by University policy and the policy of the granting agency.

ii. Tenured Faculty

The annual assignment for tenured faculty will be six 3-credit courses over two semesters unless justification exists for a change to increase the teaching load to eight 3-credit courses over two semesters.

iii. Non-Tenure-Earning and/or Clinical Faculty

The annual assignment for non-tenure-earning or clinical faculty whose primary responsibility is teaching will be eight 3-credit² courses over two semesters, with one FIU overload teaching permitted per semester. Reductions in the load will be permitted and will be dependent on other duties assigned to them by the chair/director.

The annual assignment for non-tenure earning or clinical faculty whose primary responsibility is research will be research. Teaching assignments, if any, will be determined in consultation with the unit chair/director.

B. Advising

Professional and career advising is a central component of ensuring the success of students. All faculty must engage in advising in an amount decided in agreement with unit's chair/director and in accordance with students' needs. Advising hours need to be flexible to accommodate students' life and work circumstances (i.e. it is not desirable to put all advising hours in one day). Faculty should appreciate, moreover, that advising, team building, and collaboration often occur informally and outside pre-set appointments, and that it is in faculty's best interest to be available to students and peers.

C. Master's Thesis

1. Faculty serving as Chair of a Master's Thesis will develop goals and objectives with the student related to the research project and a timetable for completing the project.
2. Faculty will be given a one course release following the successful completion and graduation of seven students for whom s/he has served as chair of a Master's Thesis Committee.
3. Faculty serving as a member of a Master's Thesis Committee for a student registered for 3 credits will be assigned a 1% effort per student during the semester in which the student is registered for thesis hours, for a maximum of two semesters.
4. Faculty are responsible for documenting effort.

D. Doctoral Dissertations

1. Faculty serving as Chair of a Doctoral Dissertation Committee will develop dissertation goals and objectives with the student and will be responsible for ensuring that the student makes reasonable and timely progress toward completing the dissertation within nine semesters after earning candidacy.
2. Faculty will receive a one course release following the successful completion and graduation of two doctoral students for whom s/he has continuously served as Chair of the Doctoral Dissertation Committee.³
3. Faculty serving as a member of a Doctoral Dissertation Committee will be assigned a 1% effort for a student registered for 3 dissertation credits per semester for a maximum of 4 semesters.
4. Faculty serving as a member of a Doctoral Dissertation Committee outside RSCPHSW, but within FIU, will be assigned a maximum 1% service credits per student for a maximum of 4 semesters.
5. Faculty are responsible for documenting effort.

E. Internship/Supervised Field Work

³ "Continuously" signifies providing mentorship and supervision for all semesters in which a student is enrolled in dissertation credits (including summer).

Faculty will receive one 3-credit course release for internship/field experience/practicum supervisor/preceptor supervisor of 20 to 30 students.

2. Research

Effort for sponsored or non-sponsored research should be taken into account when establishing faculty workload. The main criterion for evaluating effort to be devoted to research involvement (sponsored or non-sponsored) is peer reviewed papers published in recognized journals.

Faculty with sponsored research will be able to include pre-approved effort in their annual assignment. Course buy-out will usually be charged at 12.5% of base salary per 3-credit course per semester. Because a funding agency is purchasing a faculty member's time from the University, faculty time should be included in a contract budget at the full rate of the faculty member's salary. The unit chair/director may agree to other rates for buy-outs provided there is sufficient justification.⁴

Engaging in non-sponsored research is also an important activity for the advancement of the faculty, the College, and the University. Faculty who engage in non-sponsored research should provide adequate justification for a reduction in teaching load. The justification should include a rationale for non-sponsored research leading to sponsored research or contributions to the advancement of a discipline.

3. Service and Engagement

Faculty must engage in service activities ensuring the continued maintenance, good functioning, and growth of the College and the University. Faculty should engage in activities that are appropriate for their level and role, their professional discipline, and career development. Faculty service should also entail community engagement to reflect the broad mission of the College to promote and facilitate local or global community health. Generally, service and engagement should not exceed 5%, although higher levels (up to 10%) may be appropriate based on activity, rank, and tenure status.

IV. EVALUATION

Faculty are responsible for submitting a Faculty Activity Report (FAR) to their unit chair/director, documenting productivity in teaching, research, and service for the current academic year by April 30.

In compliance with the BOT/UFF Collective Bargaining Agreement, an annual written evaluation and, for tenure-earning faculty, an appraisal of progress toward tenure will be developed for each faculty member by the unit chair/director. Evaluations will focus on productivity and quality of teaching, research, and service. Faculty evaluations will be based on the FAR (if submitted by the faculty member) and the AFA. Evaluations will be provided to the faculty member within 45 days after the end of the spring academic term.

⁴ Examples for negotiating other buy-out rates are: a funding agency sets minimum and maximum faculty time; a seed grant with substantial potential for further funding, several students or fellowships in the contract; significant unfunded administrative load; etc.