

# THE COLLEGE FOR DESIGN AND SOCIAL INQUIRY

## Faculty Workload Assignment Guidelines

### PREFACE

The faculty and staff of the College for Design and Social Inquiry work to fully support the mission of Florida Atlantic University in instruction, research/scholarly/creative activity, and service. As a professional college with many graduate and professional programs, the faculty believe that their academic responsibilities include instruction, research, and service. Faculty assignments are developed in the various schools through consultation between directors and individual faculty members within the larger guidelines of the college and the university. The annual academic assignment for each full time faculty member must also consider the career development and progress of individual faculty members. In addition to state law, state mandates, state licensure requirements, university policies and guidelines, the UFF Agreement, the five schools in the college are also bound by the demands of four separate and independent accrediting bodies.

Specific purposes of the faculty assignment include fulfilling the mission of the school, the college and, ultimately, the university as well as the career development of individual faculty members. Directors must consider the appropriate balance of teaching, research/scholarly/creative activity, and service for the individual and the unit=s needs.

Equity among faculty members and among the various departments and schools is also a factor. Equitable, here, does not mean identical, in terms of activities assigned and products expected. Faculty members who are engaged in funded research programs and/or who have significant levels of scholarly refereed publications have assignments that support research and creative productivity. Those faculty with the major effort for productivity directed toward teaching have assignments that support this area of academic responsibility as well. Actual assignments must differ based on the needs of the units, the expertise and interests of the individual faculty member, and the career development of the faculty member. The director assumes primary responsibility for the assignments of faculty and for the evaluation of the faculty member=s productivity relative to that assignment.

Once the school has developed its course schedule to meet its instructional responsibilities and obligations university wide, individual faculty assignments should be made by the chair/director in consultation with the faculty member. Every attempt should be made to maximize the unit=s and the faculty member=s academic contributions. Further, starting with AY 2006/2007, the university will require all academic assignments to be logged into the F.A.I.R. system. Therefore, categories in these guidelines have been defined to fit the F.A.I.R. system without changing the substantive content of the activity.

**INSTRUCTION AND INSTRUCTIONAL RELATED**

**Course Instruction**

Course instruction, along with the related creation, development, transmission and application of knowledge, is a core activity of all academic institutions. The college through its schools must provide course offerings each academic year, which afford students the opportunity to complete their academic program in a timely fashion.

Course instruction, including lab and studio instruction, involves preparation, lectures, supervision in labs and studios, conferences, tutoring, and evaluation of students. Thesis/Dissertation supervision, Directed Independent Studies, Intern/Field supervision, and supervised research are also subsumed within this category. Variables which affect the course instructional assignment include, but are not limited to enrollment, retooling, availability of teaching assistants, multiple sections of the same course, the frequency with which the course has been taught, and the intensity of writing assignments in the course. Finally, travel time to remote sites for instruction should be included.

**Instruction Related**

Academic advising, and other activities not directly related to the specific scheduled for-credit course, such as academic and career counseling with students, supervision of teaching assistants, new course/curriculum development, new program planning, and program accreditation activities are all considered to be instructional related. In addition, preparation of assessment plans and academic learning compacts, evaluation of student progress, work on curriculum committees, and general research and/or creative activities to remain current in the discipline should all be reported in this category.

**RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITY**

Research, scholarly and creative activity are normally managed within the academic schools. These activities are critical to promoting the mission of the university and the college, the development of the faculty, the expansion of disciplinary knowledge, the ongoing enhancement of current classroom information, and the support of education, particularly at the graduate level. Consistent with college promotion and tenure guidelines, and the UFF Agreement, each tenure earning faculty member must have a research/scholarly/creative assignment which affords her/him the opportunity to develop and maintain an active research/scholarly/creative agenda. The college urges each school to provide the necessary support and accommodation to tenure earning faculty leading to the third year review.

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***Research, Scholarship and Creative Activity*** is divided into two subcategories: Departmental Research and Sponsored Research.

**Departmental Research/Scholarly/Creative Activity**

All creative activity which is not supported by external funding and is not directed to support classroom teaching falls into this category. Assignments for these unfunded activities should be clearly identified with specific related outcomes. These assignments must be made with the understanding that faculty evaluations on this dimension will be conducted with the expectation of tangible outcomes flowing from these assignments as identified in the college *Policy on Mission and Career Management*. Further, ongoing departmental research/scholarly/creative activity assignments for individual faculty members must be documented with continuing and commensurate productivity resulting from the assignment.

### **Sponsored Research**

All research, scholarly or creative activities that are supported with external funding through Contracts and Grants fall into this category and **must** be identified with appropriate account numbers. All faculty are encouraged to seek outside funding in support of scholarship and creativity activity and directors are advised to assist faculty in any way possible to acquire such funding. The college expectation of externally funded scholarship is that it will result in the expansion of the body of knowledge in the discipline, meaning that the work, once completed, will find its way into peer reviewed publications and/or other outlets appropriate to the discipline.

### **SERVICE**

Most of the activities typically referred to by faculty as Aservice@ fall into the ANon-Instruction Related@ or AOther@ category in the F.A.I.R. system. The categories most relevant for the college are listed below. For a full listing of these categories and their complete definitions, see the Appendix, *F.A.I.R. Activity Category Definitions*.

The placement of service as third priority is not meant in any way to diminish its importance, particularly in an urban-focused, service-oriented professional college. Service activities are integral to the fabric of the professional education and creativity activities of the college. All full time faculty members are expected to have service assignments. They have a responsibility to respond to calls to create or participate in service activities that improve the well being of the college, the university and/or the larger community. While the nature and level of service contributions vary widely among faculty and academic units, the college and the university fully recognize the value of service to the instructional caliber of the classroom, as well as departments, the college, the university, the academic discipline and the overall community.

### **Public and Professional Service**

Public service extends the professional and/or discipline related services of individuals to the community, the state, or the nation. This includes service in professional organizations and academic or professional student organizations.

### **University Service**

Activities that provide advisory support, including special assignments such as consultation service to university offices and units, faculty governance, and service on non curriculum related committees fall into this category.

### **Academic Administration**

Academic administration refers to supervisory, management or staff activities related to the administration of a department/school, college, or university. This activity provides administrative support and management direction to instructional, research and public service programs. Assignments customarily and regularly require the incumbent to exercise discretion and independent judgment and to direct the work of others.

### **DIRECTOR RESPONSIBILITIES**

The college requires that academic assignments for continuing faculty be completed prior to the end of the spring semester for the upcoming academic year. Academic assignments for new hires should be done as soon as is practical. In the implementation of these guidelines within the units, the college requires that directors meet annually with individual faculty members to discuss assignments for the upcoming academic year, in accord with the UFF Agreement with sufficient time for consultation, consideration and adjustments. Directors are asked to take specific notice of the developmental progress and related needs of tenure earning faculty as well as the academic unit and the college. Assignments should be made in light of the last performance appraisal with appropriate progress toward future personnel decisions, and expected productivity related to previous assignments.

Directors are encouraged to consider rank, seniority, and experience of the individual faculty member when making assignments. While all full time faculty are expected to

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have a service assignment; senior, tenured faculty are expected to carry the heavier, more difficult and more controversial service assignments. Furthermore, untenured assistant professors are generally expected to spend more of their time initially building and launching their research program and in preparation for instruction as they build a repertoire of course preparations. Consequently, directors must take these factors into consideration and develop an assignment for each faculty member which reflects her/his current position on the academic career ladder. These issues are critical for the future development of the individual faculty member and for the return on the investment made by the college and the university.

Once the evaluation for the previous year and the assignment for the upcoming year have been completed, it sometimes is necessary to make mid course corrections, either to better service the unit or to accommodate the faculty member in exigent circumstances. On these occasions, chairs/directors will amend the faculty member's annual assignment. Amended assignments should also be completed in consultation with the individual faculty member and should be entered into the F.A.I.R. system.

Directors are encouraged to use overload assignments only under special circumstances and when doing so serves the mutual long term interests of the faculty member, school, and the college. Faculty may not be compelled to accept overload assignments.

School and college leadership are encouraged to orient new faculty to familiarize them with how assignments are made and their role and importance in the development of the faculty member's career and potential for tenure, promotion, and retention.

### **APPENDICES**

Mitigating Factors Provost's Memo (attached PDF File) Items below contained in PDF File attached  
Florida Statute (12 Hour Law) (relevant section) UFF Agreement (relevant section) Career  
and Mission Management (relevant section)

F.A.I.R. Definitions (separately attached PDF File)

CDSI Faculty Workload Assignment Guidelines Page 6 APPENDIX A Mitigating Factors

In the process of developing faculty assignments, directors and faculty members must reflect on a variety of mitigating factors. The following list is not all inclusive, but is offered for consideration.

- Travel to multiple campuses
- Evening/weekend schedules
- Class size
- Class level
- Required/Elective courses
- Number and variation of course preparations
- New course development
- Major course revisions
- Comprehensive examinations
- Curriculum development
- Distance learning including real time television broadcasts, internet assisted, and internet based courses
- Advising
- Supervision of internship, DIS, thesis, and/or dissertation work
- Faculty status and rank
- Administrative responsibilities
- Mentoring untenured faculty
- Accreditation requirements
- Other relevant factors