

MEMORANDUM

DATE: July 14, 2015

TO: Deans, Department Chairs, and School Directors
Megan Davis, Interim Executive Director, HBOI

FROM: Gary Perry, Provost and

Vice President for Academic Affairs



SUBJECT: Faculty Assignment Guidelines (Supersedes all prior memoranda and policies)

In keeping with the goals established by the FAU Board of Trustees, faculty members at Florida Atlantic University will be given assignments that may include instruction, research, scholarship and creative activity, academic administration, and service to the department, college, university, profession and community. Faculty assignments should be equitable but are not usually identical, taking into consideration the needs of the program and the needs, talents and productivity of the individual faculty member.

An instructional assignment may include classroom instruction, supervision of dissertations, theses and directed independent studies. Variables that may affect the classroom instructional assignment include, but are not limited to, enrollment, travel time, use of teaching assistants, multiple sections of the same course, the amount of preparation required (e.g. a new course or a course that has been taught previously), and the level of the course (undergraduate or graduate). Instruction-related activities include advising of students, supervision of student internships or coops, new course development, development of materials or teaching methodology for subsequent courses, and new program planning. Instructional activities for which faculty receive additional compensation should not be included in the annual assignment of responsibilities.

All faculty members are expected to maintain a program of research, or scholarly and creative activity at a level that, at a minimum, keeps them abreast of developments in their field and keeps their teaching up-to-date. It is understood, however, that some faculty will expend a substantial effort in this area, with defined projects and specifiable outcomes. These faculty should be assigned research and scholarly/creative activities at a level commensurate with the intensity of their research, scholarship and/or creative productivity. These assignments should be accompanied by the identification of a specific activity and specific expected outcomes. There are times when supervision of a Directed Independent Study is more research than instructional focused.

Faculty may also be assigned to service or academic administration. Service assignments may include committee service at the department, college or university level, and involvement in professional service to the public or the discipline. Other assigned duties may include management or administration of an academic unit, academic administration activities such as preparation for accreditation and program reviews, or university governance.

The academic assignment should reflect the percentage of overall effort (not time) in each area of the the faculty's total assignment for a given semester. The percentages of effort are not fixed, and the Chair/Director must be flexible in the assignment of percentages of effort to faculty activities in each of the areas mentioned above, recognizing the number of factors that may influence the individual faculty member in each area of assignment. Faculty members with external grant support may "buy out" of a percentage of their assigned responsibilities in order to fulfill the requirements of the grant.

Faculty assignments are to be recorded in the Annual Assignment module of the Faculty Activity and Information Reporting (F.A.I.R.) system. F.A.I.R. Activity Category Definitions are attached and are available on the F.A.I.R. website. The Instructional assignment portion only requires that a course prefix be entered as a placeholder for specific courses that may be assigned later. Activities are assigned by term and by category, with text boxes for required narrative information. It is essential that the text box narrative contains specifics about the Assignment in that particular area since evaluation must be based on assignment. Assignment forms may either be signed electronically or printed and signed, and an optional cover letter may be generated to accompany the assignment. Staff in the Office of Institutional Effectiveness and Analysis are available to assist you in working with F.A.I.R..

One of the strengths of FAU is the diversity of its nine Colleges – each with its own mission and distinct set of responsibilities. A single assignment formula cannot adequately address these differing roles and responsibilities. For this reason, each college is being asked to review their current Faculty Assignment Guidelines, in the context of the strategic plan of the unit, college, university and Board of Governors. Following adoption by the college, all guidelines must be approved by the Provost or designee, prior to implementation, to assure that they are fair, equitable, and meet the above guidelines.

Last year we had several workshops on Annual Assignments and Annual Evaluations. I look forward to scheduling additional workshops this coming year to continue our work on these important areas.

Cc:

Diane Alperin, Vice Provost, Academic Affairs

Jason Ball, Associate Provost and Chief Information Officer

F.A.I.R. ASSIGNMENT AND ACTIVITY CATEGORY DEFINITIONS

Faculty Activity and Information Reporting (F.A.I.R.) definitions are based on the Provost's Faculty Assignment Guidelines and the standard practice for the Florida Board of Governors' Instruction and Research Data file. The definitions are provided as guidelines for recording information via the F.A.I.R. system: Annual Assignment module; Activity Reporting module.

TEACHING

The percentage of effort for instructional activity in the classroom and/or laboratory resulting in the production of Student Credit Hours reported in the official university files. The percentage of effort is based on the overall assignment and not contact hours. This activity involves instructional preparation, lectures, supervising laboratory work, evaluating student efforts, and conference with and tutoring of students. Variables that may affect the total effort include, but are not limited to, enrollment, travel time, use of teaching assistants, multiple sections of the same course, and the amount of preparation required. Directed Independent Studies, where students study a specifically assigned topic on their own and meet regularly with a faculty member to review progress and evaluate achievements, may be reported here as well. In certain situations, effort for Directed Independent Studies, theses, dissertations and Honors capstone courses may be split and reported both here and under Research, Scholarship and Creative Activity.

Community-Engagement courses may be reported here. Curricular activities that connect students with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples may include experiential-learning courses such as academic service learning, internships, and educational field experiences.

Undergraduate Research and Inquiry (URI) courses may be reported here. Curricular activities that actively engage undergraduates in the process of research and inquiry through projects/assignments centered on a question or unstructured problem for which no clear answer exists. Examples include courses supported by the OURI curriculum grants program and research intensive (RI) designated courses/capstones as well as supervised research experiences, internships, co-ops or independent study that include research and inquiry activities. As stated above, in certain situations a percentage of the effort may be reported here and a percentage of the effort under Research, Scholarship and Creative Activity.

DROP DOWN BOXES

The top 5 below are auto-populated by semester (Fall, Spring, Summer)

Lower Level

Upper level

Graduate Classroom

Thesis/Dissertation

Graduate III (Medical)

INSTRUCTION RELATED

Narrative

The narrative should describe the activities undertaken in these assigned areas, as appropriate.

DROP DOWN BOXES

Academic Advising

Formal counseling with students on academic course or program selection, advising on graduate and professional programs and career counseling. Supervision of teaching assistants and mentoring activities may be reported in this category. Reports shall describe advising activities in the supporting documentation area.

Other Instructional Effort

Performance of instructional related activities that are not directly tied to specific credit courses reported in "Teaching". This includes any development activities for courses not reported in "Teaching" for the current term, new course development, new program planning, preparation of assessment plans and academic learning compacts. Preparing, coaching and evaluating students for papers presentations, performances and exhibits outside of courses listed in "Teaching" may be reported here. The development, recruitment and administration of a Study Abroad program could be reported here. Efforts expended on Honors Compacts, as well as the supervision of internships not tied to specific courses reported in "Teaching" may be reported here.

Other instructional effort may also include teaching residents and fellows in graduate medical programs. A significant portion of this teaching may be done outside the classroom and may include, but is not limited to: 1) teaching in the operating room and on ward rounds; 2) one-on-one teaching during mentoring and review process for scholarly activity and resident QI-projects; 3) small group educational sessions related to specific educational assignments.

Clinical Instruction

Instruction conducted with students in clinical settings where the course is not listed in the “Teaching” category.

RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Narrative

The narrative should describe the specific activities in these assigned areas, as appropriate.

DROP DOWN BOXES

University Research

Research, scholarly or creative activities ordinarily managed within academic departments. Assignments should be accompanied by the identification of a specific activity and specific expected outcomes. Reports should include a description of activities toward the fulfillment of the research assignment. General research, scholarly or creative activities required to maintain currency in the discipline and keep teaching up-to-date should be reported under “Other Instructional Effort”. Supervision of Graduate Assistants may be reported here.

For graduate medical education programs, a significant amount of the research/scholarship effort occurs outside of the laboratory, at participating clinical training sites.

Community- Engagement activities may be reported here. In this section it may include a collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Undergraduate Research and Inquiry (URI) may be reported here. Supervising an inquiry or investigation conducted by an undergraduate that makes an original intellectual, technical, or creative contribution to the discipline or practice, or applied research, where the student uses discipline-appropriate data to address a research question/problem for which no clear answer exists. The contribution to the discipline or practice should be documented in appropriate ways within each discipline such as written works, presentations, publications, juried exhibitions, performances, works of art, and other appropriate documentation with undergraduate students as co-authors.

As indicated in the “Teaching” section, a portion of theses and dissertations and capstone projects in disciplines that have an Honors program may be reported here.

Internally funded research may be reported in this section. This would include all scholarly or creative activities that are supported by internal grant-funding agencies, such as OURI Summer Undergraduate Research Fellowships, Undergraduate Research grants, Curriculum grants, Graduate Research and Inquiry (GRIP) grants, and the Division of Research Seed grant program. Research and scholarship activities funded through the FAU Foundation, Inc. may be included here. Sabbaticals and Fulbrights, which are supported by university funding, should also be reported here.

Externally Funded Research

All research, scholarly or creative activities that are paid from Contracts and Grants budget (sponsored by federal, state, local and non-federal agencies and organizations, including federal flow-through). This includes all grant, contract and industry supported research activities both basic and clinical. This section is auto-populated.

SERVICE

Narrative

The narrative should describe the assigned activities in these areas, as appropriate.

DROP DOWN BOXES

Service – University Committees/Councils

Activities that provide advisory support, including special assignments as consultation service to university offices and units, faculty governance, and service on curricular and non-curricular related committees, including accreditation and program reviews. This may also include attending and participating in department/school/college meetings, attending commencement and other university ceremonies, and participating in recruitment and retention efforts.

Participation in resident interview and selection; participation in resident and program evaluation; functioning in the role of resident mentor and career guide; participation in program development activities.

Service – Professional/Public/Academy

Extends the professional and/or discipline related services of individuals to the community, the state, or the nation. This includes service in professional organizations, such as membership on an editorial board, professional committee or advisory board. The primary intent is to provide professional and/or discipline related services, other than instruction, that are beneficial to groups, organizations or individuals external to the university. Such public service shall not generate remuneration from third parties, although honorariums are acceptable. Reports shall list, in the supporting documentation area, the activities toward fulfilling the assignments.

Working with the Career Center, coordinating the placement of Cooperative Education students into supervised work experiences, evaluating student progress, and counseling and conducting seminars for Cooperative Education students.

Community Engagement activities which involve the application of one's professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community.

Undergraduate Research and Inquiry activities that involve the application of professional expertise to support undergraduate research efforts aligned with the institution's strategic plan. Activities could include mentoring of undergraduate students in research and inquiry either through the department, an outside grant, or the OURI Undergraduate Research grants program, serving as judges or reviewers for undergraduate research-related journals, grant programs, and symposia etc...

Service Mandated

Public service activities required by rule or statute to be performed by state universities. This category is to be used for reporting education service effort of faculty and other professional employees involved in the performance of public service activities in the K-12 system that have been assigned by the unit administrator.

Service Clinical

Service in medical clinical settings where the course is not listed in the "Teaching" category.

OTHER ASSIGNED DUTIES

Narrative

Anything that does not fit into another category above should be reported here. The narrative should describe the assigned activities in these areas, as appropriate.

DROP DOWN BOXES

Academic Administration

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 and is formally assigned and evaluated. Assignments customarily and regularly require the incumbent to exercise discretion and independent judgement and to direct the work of others. Normally only academic administrators will report in this category. If the individual does not hold an administrative title, effort in this activity will describe the administrative activities performed by the individual in

the supporting documentation. Coordination of a university-wide program and service on inter-institutional SUS Committees may be reported here.

Auxiliary Effort

All activities paid from the auxiliary budget that are not specifically assigned to other categories. This category includes effort expended on the operation of residence halls, dining halls, student unions, intercollegiate athletics, and other similar auxiliary enterprises.

Leave of Absence With Pay

An authorized, compensated leave of absence granted to an employee by the university.

Release Time

A reduction in an employee's course load (for instruction) or hours of work (for non-instruction) for purposes of carrying out activities for faculty governance or the United Faculty of Florida (UFF).

Leave of Absence Without Pay

Any leave of absence without pay.

Retirement