

## **Differential Assignment Policy**

*Effective June 1, 2026*

### **I. GUIDING PRINCIPLES**

The purpose of this policy is to provide guiding principles for the fair, equitable, and transparent workload assignment for all Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) faculty based on the mission of Florida International University (FIU) and the college. These policies facilitate the systematic assignment of faculty workloads that align with the [UFF-FIU Collective Bargaining Agreement](#), the [FIU Faculty Handbook](#), and FIU (Ia) below. The guiding principles of the NWCNHS differential assignment policy will:

- Provide each faculty member an equitable opportunity to meet criteria for promotion and tenure (as applicable).
- Facilitate an equitable and fair assessment of faculty effort.
- Describe the percentage of effort that is assigned based on performance in teaching and related scholarship/creative activities, research, and service.
- Define a unified college-wide structure on how percent effort should be estimated based on [FIU's Differential Assignment Procedures](#).
- Ensure that all full-time faculty, regardless of track and rank, are assigned 1 Full Time Equivalency (FTE), which equals 100% assignment.

- Ia.** FIU is a Carnegie Classification Highest Research Activity (R1) University and aims to achieve the goals outlined in the University's 2030 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; and
  - Philanthropic and auxiliary revenues.

### **II. DIFFERENTIAL ASSIGNMENT**

The differential assignment for faculty who do not have administrative duties will be comprised of teaching and related scholarship/creative activities (IIa), research (tenure track and funded faculty only) (IIb), and service (IIc). Per [FIU's Differential Assignment Procedures](#) (Part 5), effort has historically been determined given a 9-month faculty contract, using 11.25% as the equivalent for a 3-credit course. This equates to 8 courses/year; 4-4 fall-spring, respectively (see Table 1). In the case of 12-month faculty contracts, the 3-credit course equivalent is 8.2%. This equates to 11 courses/year; 4-4-3 fall-spring-summer, respectively (see Table 2).

- 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 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.

## **IIa. Elements of the Faculty Teaching and Related Scholarship/Creative Activities Assignment**

### **• Credit Hours**

- The maximum assigned teaching in-load is 12 credit hours for *didactic* indirect or direct courses per academic semester (fall and spring).
- When faculty members share responsibility for the same course, the credit hours and preparation time are divided proportionately by the chair and noted in the annual assignment.

### **• Teaching Activity Multipliers**

- Per BOT-UFF Agreement Policy 2 [D,a,III], teaching activity multipliers serve as the formal recognition and incorporation that some assigned classes take more or less effort beyond those normally expected within the department/unit. This shall be expressed in the form of field/discipline appropriate departmental/unit modifiers.
  - 1-credit labs
    - 1-credit labs in which faculty members give direct, in-person instruction beyond one instructional hour will be assigned contact hours that reflect the actual time spent on direct instruction. The maximum that can be assigned for a 1-credit lab is 3 contact hours. This ensures that faculty will be compensated depending on the direct, in-person instruction. Prior approval from the Dean or Dean's designee is required.
  - Course capacity
    - The college-wide section capacity for any didactic course is 65, regardless of modality. Courses that have met capacity and require the creation of additional sections require prior approval from Dean or Dean's designee. While an enrollment buffer may be permitted, the decision to create additional sections is ultimately dependent on whether or not the increase in enrollment impacts effort.

- ***Scheduling***
  - Teaching schedules shall be established, if practicable, so that the time between the beginning of the first assignment and the end of the last for any one day does not exceed eight (8) hours (BOT-UFF Agreement Policy 2, C, 3).
  - Creation of additional sections of a course requires the Dean's or the Dean's designee's approval prior to adding it to a faculty member's assignment.
- ***Baseline Teaching Assignments***
  - *All Faculty*
    - All accrediting bodies that evaluate the programs of the college require that all faculty, regardless of rank or track, engage in individual scholarship/creative activities.
    - For each 3-credit course (didactic and lab), time should be allocated to a combination of scholarship/creative activities (i.e., faculty development, poster and podium presentations, publications, mentoring student research, etc.)
  - *Clinical and Teaching Faculty*
    - In the first year of appointment, full-time permanent clinical and teaching faculty members of any rank will have a teaching assignment of no more than 3/3 (i.e., three 3-credit courses in the fall and three 3-credit courses in the spring). In the event the faculty is appointed in the spring semester, their second reduction will be given in the fall semester of the following academic year.
      - This modification is to support new faculty members in their professional development. This time should be used to take courses and workshops through [FIU's Center for the Advancement of Teaching \(CAT\)](#) to help facilitate effective pedagogy and other important skills necessary for enhancing student learning. Taking on extra state-compensated courses is strongly discouraged during this development time.
    - Thereafter, the teaching assignment will be 4/4 (i.e., four 3-credit courses in the fall and spring).
    - Summer load will remain three 3-credit courses for clinical and teaching faculty regardless of rank of career timeline.
  - *Tenure Track Faculty*
    - Tenure-earning faculty who are pre-third-year review will have a 2/1 teaching assignment (i.e., two 3-credit courses in the fall or spring and one 3-credit course in the other semester of the same academic year).
    - Tenure track faculty who are post third-year review will have a 3/2 teaching assignment (i.e., three 3-credit courses in the fall or spring and two 3-credit courses in the other semester of the same academic year).

- To maintain the 3/2 assignment, tenured faculty must provide evidence that they meet or are making significant progress toward meeting the [post-tenure review \(PTR\) criteria](#) for “Meet Expectations”. If it is determined after faculty annual review that the faculty is not making significant progress toward meeting PTR criteria, then subsequent faculty assignments will be adjusted accordingly. Note: As per university criteria, tenured faculty must maintain a 23% research assignment at a level of “Meets Expectations”.
- Tenure track faculty are typically on 9-month contracts and so have no pre-prescribed summer teaching assignment.
- **Modification of Teaching Assignments**
  - *Course Buyouts*
    - Faculty with salary support from an external grant will have their percentage of research and teaching adjusted to reflect the percentage of time/effort funded by the grant.
    - Three-credit course buyouts will be charged at 15% per semester. The percentage of course buyout is the percentage of the faculty members’ base salary (plus fringe benefits) to be paid for by the sponsored granting organization. All research effort should be included in the contract/grant budget at the full rate at the time of proposal and must be reflected in the faculty assignment once the grant is awarded.
    - In the event of course reduction, faculty, regardless of track, are not eligible for extra state compensation (ESC).
    - *The buyout serves to protect faculty time and ensure that they are able to work on the funded research project.*
  - *Teaching Reduction*
    - Teaching reduction may be available in any given semester for non-sponsored research assignments under the following circumstances:
      - Faculty with administrative or special project assignments (e.g., accreditation self-study) per semester may have a reduction in teaching effort with **prior approval by the Dean or Dean’s designee**.
        - This negotiated assignment with definitive outcomes must be approved in writing by the Dean or Dean’s designee and must be finalized in the written faculty assignment before the semester in which the specific task commences.
        - If the negotiated assignment is not fulfilled as per contract, the faculty will owe the college the time equivalent to the teaching reduction. This time will be reassigned within one calendar year and is expected to be accomplished by taking on excess credits equivalent to the owed time without receiving compensation.

- If a faculty member is administering an externally sponsored project that does not allow for course buyouts, an equivalent modification to the faculty's teaching assignment per semester or per academic year may be granted by the Dean or Dean's designee for the duration of the sponsored project. This should be negotiated with the department chair as well as the Dean or Dean's designee prior to submission of the grant proposal.
- Limitations of this policy include the following:
  - No tenure-earning faculty may have their teaching assignment reduced; the college gives tenure track faculty teaching reductions for each of their first three academic years to support successful development of scholarship.
    - In the event of extenuating circumstances only, a written request must be approved prior to the semester assignment in writing by the Dean or the Dean's designee, and the faculty member is given an equivalent course reduction of teaching.
    - Requests for teaching reductions will not be considered for activities that are Service or Expectations for All Faculty.
- ***Other Instructional Activity (OIA)***
  - OIA includes other necessary activities outside of the regular teaching assignment that support and contribute to the college's teaching mission, and other approved instructional activities.
  - Faculty members may be assigned a proportion of time for teaching-related activities such as significant development of new teaching approaches, significant improvement of teaching materials, and implementing/evaluating new teaching methodologies.
  - Preapproval from the Dean or the Dean's designee is **required** before OIA can be added to a faculty member's assignment.
  - Evidence of progress made relative to the stated OIA must be submitted at the end of the semester that included the OIA reduction of teaching. If the negotiated assignment is not fulfilled as per contract, the faculty will owe the college the time that was reduced from the teaching assignment and will be reassigned this time within one calendar year.
- ***Extra State Compensation (ESC)***
  - Only under extenuating circumstances may a faculty member be considered for ESC or administrative assignment with prior approval from the Dean or Dean's designee.
  - Any faculty member who is considered for ESC or an administrative assignment, may be limited to a maximum of one 3-credit course (or equivalent) ESC per semester.
  - In the event that the faculty's assignment already includes (1) course buyout from

an externally sponsored project, (2) teaching reduction, or (3) OIA, faculty regardless of track, are not eligible for ESC. *Buyouts, reductions, and OIA are meant to protect the faculty's time to ensure they successfully complete the tasks they were assigned/contracted to do.*

- Any ESC assigned outside of the faculty member's home department must be pre-approved in writing by the chair of the department and the Dean or the Dean's designee.

- ***PhD Dissertation Committee Participation***

Serving as a chair or a member of a dissertation committee is considered integral to graduate faculty status and part of teaching/service/research obligations. Per FIU policy, no teaching reductions or stipends are given for dissertation chairs or committee members.

## **IIb. Elements of the Faculty Research Assignment (Tenure Track and Funded Faculty Only)**

- ***Expectations for Engagement in Research***

Tenure track faculty are expected to contribute substantially to the research mission of the college.

- ***Baseline Research Assignments***

- *Tenure Track Faculty*

- Tenure-earning faculty who are pre-third-year review will be assigned 56% research effort AY to support establishing their research endeavors.
- Tenure-earning faculty who are post-third-year review will be assigned 34% research effort AY.
- Tenured faculty will be assigned 34% research effort per AY. To maintain this percentage, faculty must provide evidence that they meet or are making significant progress toward meeting the [PTR criteria](#) for "Meet Expectations".
  - If it is determined after faculty annual review that the faculty is not maintaining productivity as expected, then the subsequent faculty assignment will reflect a 23% research effort per AY. Note: The minimum expectation for tenured faculty is to maintain productivity of at least 23% to meet expectations for this track and for PTR.

## **IIc. Elements of the Faculty Service Assignment**

- As mandated by the university, all faculty assignments will include a minimum of 10% effort for service/engagement regardless of rank or track. This percentage can be adjusted as necessary. Refer to Table 3

- ***Expectations by Faculty Track***
  - *Clinical and Teaching Faculty*
    - Clinical and teaching faculty should demonstrate active membership, leadership and /or chair committees at the department, college or university levels and/or participation in regional, state, national, and international health discipline organizations and engagement activities annually dependent on rank. See [NWCNHS Clinical Promotion Guidelines](#) for additional information about service expectations.
  - *Tenure Track Faculty*
    - Tenured faculty should participate in and lead engagement activities, chair committees at the department, college, university level and/or engage in leadership at regional, state, national, and international health discipline organization level annually dependent on rank. See [PTR rubric](#) for additional information about service expectations.
    - Tenure-earning faculty should chair committees at the department, college, and/or university level and participate in regional, state, national, and international health discipline organizations and engagement activities. See [NWCNHS Tenure & Promotion Guidelines](#) for information about service.

### III. **ADMINISTRATIVE ASSIGNMENTS**

- The differential assignment for faculty with administrative appointments will vary depending on track and demands of the administrative assignment.
- ***Appointed, out-of-unit administrative assignments (i.e., department chairs)***
  - For clinical and teaching faculty, the 12-month baseline assignment for teaching will be 2/2/0.
  - For tenure track faculty, the 12-month assignment will vary based on research productivity. The baseline is 2/1/0.
  - ESC for chairs is generally discouraged; however, in extenuating circumstances, chairs must have prior approval from the Dean or Dean's designee.
- ***In-unit administrative assignments (assistant chairs, clinical coordinators, etc.)***
  - For faculty who are not in an appointed administrative position assignment of administrative duties will require approval by the Dean or the Dean's designee prior to being added to the faculty assignment. Faculty with an in-unit administrative assignment may have their annual assignments modified each semester based on duties inherent to their role.

### IV. **SUMMER ASSIGNMENTS**

- Summer is a separate contract for 9-month faculty given that Fall and Spring constitute 1 FTE.

- Summer contracts, though not guaranteed, are voluntary and accepted at the discretion of the faculty.
  - Per BOT-UFF Agreement Article 11 [IV, a], course sections assigned as part of supplemental summer appointments that are not offered through auxiliary academic programs shall be compensated at the rates prescribed by the CBA. These rates are a percentage of the employee's nine-month base salary for each course assigned based on three (3) credit hours courses.
- Compensation for courses of more or fewer than three (3) credit hours will be prorated.
- For 12-month faculty, full-time summer assignments consist of three, 3-credit courses or equivalent. This load (fall, spring, and summer) constitutes a 1 FTE assignment.

## **V. PAYMENT SCHEDULE**

The college's payment schedule is as follows:

- Doctoral-prepared adjunct and ESC rate is paid at \$1,500 per credit hour.
- Masters-prepared adjunct and ESC rate is paid at \$1,166.67 per credit hour.
- Undergraduate Nursing Clinical (L) courses are paid \$2,000 per credit hour whether faculty is Masters or Doctoral prepared with the rationale being the extra hours involved in clinical student supervision/instruction.
- Nurse anesthesia adjuncts are paid \$1,500 per credit hour whether faculty is Masters or Doctoral prepared.
- *Any deviation from this payment schedule must be approved in writing by the Dean or the Dean's designee and must be finalized in the contract before the semester commences.*

## **VI. CLINICAL PRACTICE**

- Faculty with active status of specialty certifications who wish to maintain their clinical practice, will be allowed one day/shift a week for clinical practice.
- Clinical practice is included in the 1 FTE and is not in addition to when the clinical practice is part of the annual faculty assignment.
- Faculty must disclose this yearly on the FIU Conflict of Interest (COI) form ([Conflict of Interest# 1710.075](#)).
- Time for practice must be pre-arranged with the department chair.
- Clinical practice cannot interfere with any assigned teaching/research/service duties or required meetings.

## VII. EXPECTATIONS FOR ALL FACULTY

- ***Office Hours***

- Faculty should have a presence on campus in order to encourage a collaborative and collegial academic and research environment.
  - Faculty must hold regular office hours (virtually or in person) and, in addition, be available to communicate with students by appointment.
    - Modality of office hours should mirror that of assigned teaching.
  - The faculty member should provide a copy of office hours to the chair/ designee and coordinator prior to the start of each term.
  - Office hours, office room number and/or virtual options, email address, and telephone number must be included on every syllabus and posted on the office door for those faculty with assigned offices.
  - As a rule of thumb in our college, faculty should provide 5 office hours a week when assigned three or four 3-credit courses and 2.5 hours when assigned one or two 3-credit courses in a given semester. Additionally, 30 minutes should be added to these minimums for every 3-credit section of ESC. *Ultimately, what is defined as an 'adequate' amount of office hours shall be determined by each academic unit ([FIU Faculty Handbook](#)).*

- ***University Activities***

An employee's professional obligation comprises both scheduled and non-scheduled activities. It is a part of the professional responsibility of employees to carry out their duties in an appropriate manner and place (BOT- UFF Policy 2, [IIa] Professional Obligations). Activities may include departmental, college, and university meetings and retreats; commencement ceremonies; presentations by college faculty search candidates;

doctoral student defenses; college alumni activities; and other campus wide events. Because these activities are part of one's **professional duty** as a faculty member, they are not included in the faculty assignment. These activities should not be scheduled during class time; however, if they are, the faculty must prioritize teaching.

**Table 1**

*Sliding differential assignment courseloads and percentages for 9-month faculty*

| 3-credit course<br>equivalents<br>Fall/Spring <sup>a</sup> | Teaching <sup>b</sup> |                                                       | Research <sup>c</sup> , OIA,<br>Admin,<br>Releases,<br>Buyouts | Service |
|------------------------------------------------------------|-----------------------|-------------------------------------------------------|----------------------------------------------------------------|---------|
|                                                            | Teaching              | Scholarship<br>of Teaching.<br>Creative<br>Activities |                                                                |         |
| 8                                                          | 81%                   | 9%                                                    | 0%                                                             | 10%     |
| 7                                                          | 71%                   | 8%                                                    | 11%                                                            | 10%     |
| 6                                                          | 61%                   | 6%                                                    | 23%                                                            | 10%     |
| 5                                                          | 51%                   | 5%                                                    | 34%                                                            | 10%     |
| 4                                                          | 41%                   | 4%                                                    | 45%                                                            | 10%     |
| 3                                                          | 31%                   | 3%                                                    | 56%                                                            | 10%     |
| 2                                                          | 21%                   | 2%                                                    | 67%                                                            | 10%     |
| 1                                                          | 10%                   | 1%                                                    | 79%                                                            | 10%     |
| 0                                                          | 0%                    | 0%                                                    | 90%                                                            | 10%     |

<sup>a</sup> See section IV in the main document for details about summer assignments

<sup>b</sup> See section IIa for a description of the college's baseline teaching assignments including scholarship of teaching and creative activities

<sup>c</sup> Tenure track and funded faculty only

**Table 2**

*Sliding differential assignment courseloads and percentages for 12-month faculty*

| 3-credit course<br>equivalents<br>Fall/Spring/Summer <sup>a</sup> | Teaching <sup>b</sup> |                                                       | Research <sup>c</sup> , OIA,<br>Admin,<br>Releases,<br>Buyouts | Service |
|-------------------------------------------------------------------|-----------------------|-------------------------------------------------------|----------------------------------------------------------------|---------|
|                                                                   | Teaching              | Scholarship<br>of Teaching.<br>Creative<br>Activities |                                                                |         |
| 11                                                                | 80%                   | 10%                                                   | 0%                                                             | 10%     |
| 10                                                                | 74%                   | 8%                                                    | 8%                                                             | 10%     |
| 9                                                                 | 67%                   | 7%                                                    | 16%                                                            | 10%     |
| 8                                                                 | 59%                   | 6%                                                    | 25%                                                            | 10%     |
| 7                                                                 | 51%                   | 6%                                                    | 33%                                                            | 10%     |
| 6                                                                 | 44%                   | 5%                                                    | 41%                                                            | 10%     |
| 5                                                                 | 37%                   | 4%                                                    | 49%                                                            | 10%     |
| 4                                                                 | 29%                   | 3%                                                    | 58%                                                            | 10%     |
| 3                                                                 | 23%                   | 2%                                                    | 65%                                                            | 10%     |
| 2                                                                 | 14%                   | 2%                                                    | 74%                                                            | 10%     |
| 1                                                                 | 7%                    | 1%                                                    | 82%                                                            | 10%     |
| 0                                                                 | 0%                    | 0%                                                    | 90%                                                            | 10%     |

<sup>a</sup> See section IV in the main document for details about summer assignments

<sup>b</sup> See section IIa for a description of the college's baseline teaching assignments including scholarship of teaching and creative activities

<sup>c</sup> Tenure track and funded faculty only

**Table 3**

*Example of Anticipated Time Commitment for Service Activities\**

| Anticipated Time Commitment | Department                                                     | College                                                | University                                 | Professional                   |
|-----------------------------|----------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------|--------------------------------|
| High                        | Faculty Search & Screen Committee                              | Admin. Search & Screen Committee                       | Admin. Search & Screen Committee           | Board Member                   |
|                             | Graduate Admissions Committee                                  | College Committee Chair                                | Faculty Senate Committee Chair             | Professional Committee Chair   |
|                             | Academic Advising                                              | Scholarship/ Fellowship/ Endowment Selection Committee | Faculty Senate T&P Committee Member        | Publication Editor             |
|                             | Department Media Coordinator (social media mgmt., newsletters) | Accreditation Preparation                              | Faculty Senate Sabbatical Committee Member | Professional Event Coordinator |
|                             | Department Event Coordinator                                   | College Event Coordinator                              | IRB Reviewer                               |                                |
| Medium                      | Undergrad Recruitment                                          | Awards Selection Committee                             | Student Organization Advisor               | Professional Committee Member  |
|                             | Staff Search & Screen Committee                                | College T&P Committee Member                           |                                            | Peer Review - Manuscript       |
|                             | Priorities/ Strategic Planning                                 |                                                        |                                            | Peer Review - Abstract         |
|                             | Student Research Mentoring                                     |                                                        |                                            |                                |
| Low                         |                                                                | Faculty Mentoring                                      | Faculty Senate Committee Member            | Professional Mentoring         |
|                             |                                                                | College Committee Member                               |                                            |                                |

Adopted from O'Meara et al. (2022). Equity-Minded Faculty Workloads: What We Can and Should Do Now. *American Council on Education*

*\*This table is not prescriptive or exhaustive. It can be used as a guide by faculty when determining service activity commitments. Service activities should not interfere with other responsibilities (i.e., teaching, research, administrative duties, etc.). Faculty are responsible for balancing service activities with the rest of their assignment.*

## Document History

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