

**Differential Assignment Procedures**  
**Department of Biomedical Engineering**  
**Florida International University**  
**March 10, 2020**

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**1. Guiding Principles**

- a. FIU is a Carnegie Classification Highest Research Activity (R1) University and aims to achieve the goals outlined in the University's strategic plan. In keeping with principles for fair and equitable workload for all faculty the differential assignments for faculty in the Department of Biomedical Engineering will be based on varying levels of research/creative activities/scholarship, teaching, and service.
- b. Assessment of faculty should be based on percent effort teaching, research/creative activities/scholarship, teaching and service.
- c. 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;
  - Service assignments;
  - Agreed metrics designed for advancing FIU strategic goals.

**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.

- Examples of service included in the 10% commitment include regular participation in departmental activities such as faculty meetings, retreats, serving on extramural research grant review committees, reviewer for journal articles, editorial boards, Departmental, College and University governance committees, membership in conference program committees, outreach to K-12 programs and other public engagement.
- Special assignments at the national or international levels including multi-year commitment on standing grant review committees, Chairing of national review panels, Chairing of University level committees, Editor-in-Chief responsibilities, and or hosting of major conferences may exceed the minimum effort.

2) The premise for typical teaching loads is that:

- Load for tenured/tenure-track faculty who supervise doctoral students, typically teach four (4) - three-credit courses (2-2 load) per academic year (Fall/Spring) with the balance in research and service shall equate to one (1) FTE per academic year.

- Load for tenured/tenure-track faculty who do not supervise doctoral students, who typically teach five (5) or six (6) three-credit courses (2/3 or 3/3 load) with the balance in research and service shall equate to one (1) FTE per academic year.
- Load for non-tenure track faculty, teaching eight (8) - three-credit courses (4-4 load), shall equate to one (1) FTE per academic year.

### **3: Differential Assignments per Faculty Track**

#### **Tenure-Track Faculty**

- Faculty active in research and supervising doctoral students: Suggested Two (2) courses per semester (4 courses per academic year) or 12 to 14 credit hours, with the ability, at the discretion of the Chair, to buy out courses through research grants, administrative responsibilities.
- Faculty active in research that lead large grants (e.g. R01 or larger) and are directing centers that are consistently active in research, at the discretion of the Chair, can have their course load per academic year reduced further.
- Faculty active in national service to the profession (e.g. appointment to standing study-sections at NIH, NSF panels, Department of Defense (DoD) or other research commissions that require multi-year commitments), are leading consortia grants that require multi-disciplinary, multi-institutional project collaborations, are preparing large initiatives that require extensive preparation (such as NSF, NIH, DoD center grants), are members of national academies (e.g. NAE, NAS, NAM), have senior academic leadership positions (University Center Director), large number of mentees or special student advisement including mentoring Senior Design and/or multiple Applied Projects MS students at the discretion of the Chair, can have their course load per academic year reduced from the 4 courses per academic year further.
- Newly hired Assistant/Associate Professors on the tenure-track: Suggested assignment one (1) course or 3 to 4 credit hour equivalent the first academic year. They may receive a reduced teaching load for up to three years. Thereafter, they may be assigned to teach three courses per academic year, if they remain research-active. One of these courses, at the discretion of the Chair, shall 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 in support of their research.
- Faculty active in research who are not supervising doctoral students shall teach five (5) or six (6) three-credit courses (2/3 or 3/3 load), with the ability to buy out courses through research grants per academic year.
- Tenured faculty whose primary focus is on teaching may be assigned three courses or more per semester. If the faculty becomes research-active or pursued educational proposals, broadening participation programs in STEM, writing books, helping with curriculum reform and experiential learning, among other activities that promote student success then

the teaching load shall be adjusted by the discretion of the Chair similar to that for faculty active in research who are not supervising doctoral students.

- Faculty will be given additional credit equivalents (3 credit course equivalent is equal to 11% effort per academic year):
  - 1 credit course equivalent: for large classes >100 students online or >75 students in-class per course
  - 1 credit course equivalent for BME lab coordination per course.
  - 1 credit course equivalent for Matlab sections (> 50 students) per course.
  - 1 credit course equivalent for active learning sophomore level classes per course.
  - 3 credit course equivalent for administrative educational responsibilities such as UPD, GPD, self-supporting MS Tracks per academic year.
- Other agreements negotiated at the time of hire shall also be honored.
- Additional participation in "Introductory" educational courses for all tenured and tenure-track faculty may be required. For example delivery of a few lectures in "Introduction to Biomedical Engineering" course.
- Tenured faculty with no/minimal research and service contributions over a 2 year period will have a suggested base teaching load as for non-tenure teaching track full time faculty.

#### **Non-Tenure Track (Teaching Track)**

- Non-tenure teaching track faculty can be assigned four courses per semester (eight (8) courses per academic year) or 24 to 28 credit equivalent. This course load shall be reduced at the discretion of the Chair if the faculty member becomes active in pursuing educational proposals, curriculum development, program/laboratory development, and/or any other tasks assigned for example, for ABET accreditation.
- Additional participation in "Introductory" educational courses for all tenured and tenure-track faculty may be required. For example delivery of a few lectures in "Introduction to Biomedical Engineering" course

#### **Non-Tenure Track (Research Track)**

- Non-tenure track research faculty are not required to teach. At the discretion of the Chair they shall be assigned no more than 2 courses or 6 credit equivalents per semester and may be assigned to curriculum development, program/laboratory development, and/or any other curriculum related tasks for example, preparation for ABET accreditation.

Example Differential Assignment Load:

Category	Course In-Load	Teaching Assign.	Research Assign.	Service Assign.
Teaching only	4/4	0.9	0	0.1
Newly hired	0/1	0.11	0.79	0.1
Enhanced Research (PhD level)	2/2	0.45	0.45	0.1
Significantly enhanced research	2/1	0.34	0.56	0.1
Extensive research	1/0	0.11	0.79	0.1
Research only	0	0	0.9	0.1

Example Differential Assignment Load with Administrative responsibility:

Course In-Load	Teaching Assign.	Research Assign.	Service Assign.	Admin. Assign.
2/1	0.34	0.06	0.1	0.5
1/1	0.23	0.17	0.1	0.5
1/0	0.11	0.29	0.1	0.5
0/0	0	0.4	0.1	0.5