

Faculty Assignments

Why Assignments May Be Your Most Important Activity

- Assignments set the priorities for your unit, identify what is considered important and are the basis for faculty evaluation.
- Their importance requires explicit policies for assignments developed by the faculty to ensure communication and transparency. This ensures fairness and compliance with your Collective Bargaining Agreement.

Why Assignments May Save Money for Florida Families

- A major bottleneck to graduation is lack of needed courses and graduating on time is the easiest way to reduce the cost of college.
- Assignments should make sure that all required courses are available to students who need the course to stay on track to graduate on-time.
- Why is it important to reduce the cost of college? The median family income in Florida is \$57,703 in 2020 and the average cost of attendance is about \$22,000/yr. Even with financial aid, attending college is a financial strain.

Your Right as Department Chair

- ◆ The University [Chair] has the right to assign the types of duties and responsibilities that comprise the professional obligation.
- ◆ If the employee disputes the assignment, the employee shall perform the assignment pending final resolution of the dispute.

Assignment Options

- Assignments may be based on historical or “past practice” activities.
- Assignments may be made based on a comparison of peers; it is possible to use various data set to establish teaching research standards.
- Or more commonly, whatever your colleagues request so long as required courses are offered.

Assignments Based on Benchmarks

- In this model, the faculty and chair agree on the goals that they wish to accomplish in the academic year.
- Assignments may vary significantly among faculty as each individual's strengths are maximized.
- Because this results in differential assignments, the process should be vetted and approved by the faculty.

Assignments to Effect Change

- **Where is your department now in terms of teaching, research, and service?**
- **Where would you like it to be?**
- **Where do you obtain the information necessary to make assignments to effect change?**

Benchmarks for Departmental Goals

Criteria

- **Objective**
- **Comparative**
- **Peer Institutions**

Sources

- **Delaware Study of Faculty Workload:**
<https://ire.udel.edu/cost/>
- **NSF sites, especially Institutional Profiles**
- **National Research Council:**
- **Academic Analytics**
- **Web of Knowledge**

This Site allows a Wide Variety of Comparisons

(All FL institutions are members)

Higher Education Consortia

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Delaware Cost Study

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2018 Cost Study Timeline

Delaware Cost Study Terms of Use

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The Cost Study Web Portal

Frequently Asked Questions

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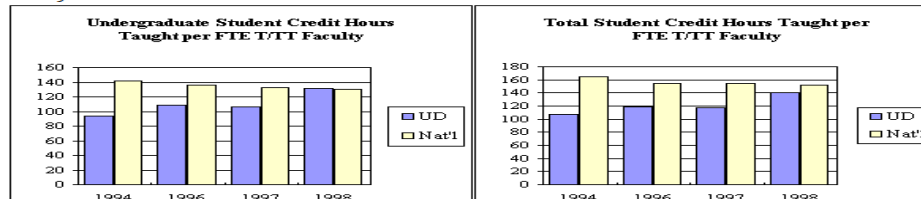
Resources

Descriptive Summary

Finally, an analytical tool that allows you to benchmark teaching workloads, instructional costs and productivity, by academic discipline.

- How do the teaching loads of tenured faculty in your academic programs compare with national benchmarks?
- What proportion of undergraduate teaching at your institution is done by regular faculty, and how does that compare with other colleges and universities?
- Does it cost more to deliver a student credit hour of instruction at your institution than it does at your peers?
- How do externally funded research and service within your academic departments measure up against your competitors?

Answers to these questions can be found in a detailed data base, accessible through the National Study of Instructional Costs and Productivity (Delaware Cost Study). Participation in the Delaware Cost Study affords you clear, concise analysis of data on teaching loads by faculty category, direct cost of instruction, and externally funded research and service productivity. The Delaware Cost Study enables you to compare your institutional data with national benchmarks arrayed by Carnegie Institution type and by highest degree offered and undergraduate/graduate program mix within a discipline. Moreover, you may select your own custom group of peer institutions against whom you'd like to benchmark your data. Consider the power of the information in the following charts, taken from an actual department in the Delaware Cost Study:



Benchmark Examples

(per term)

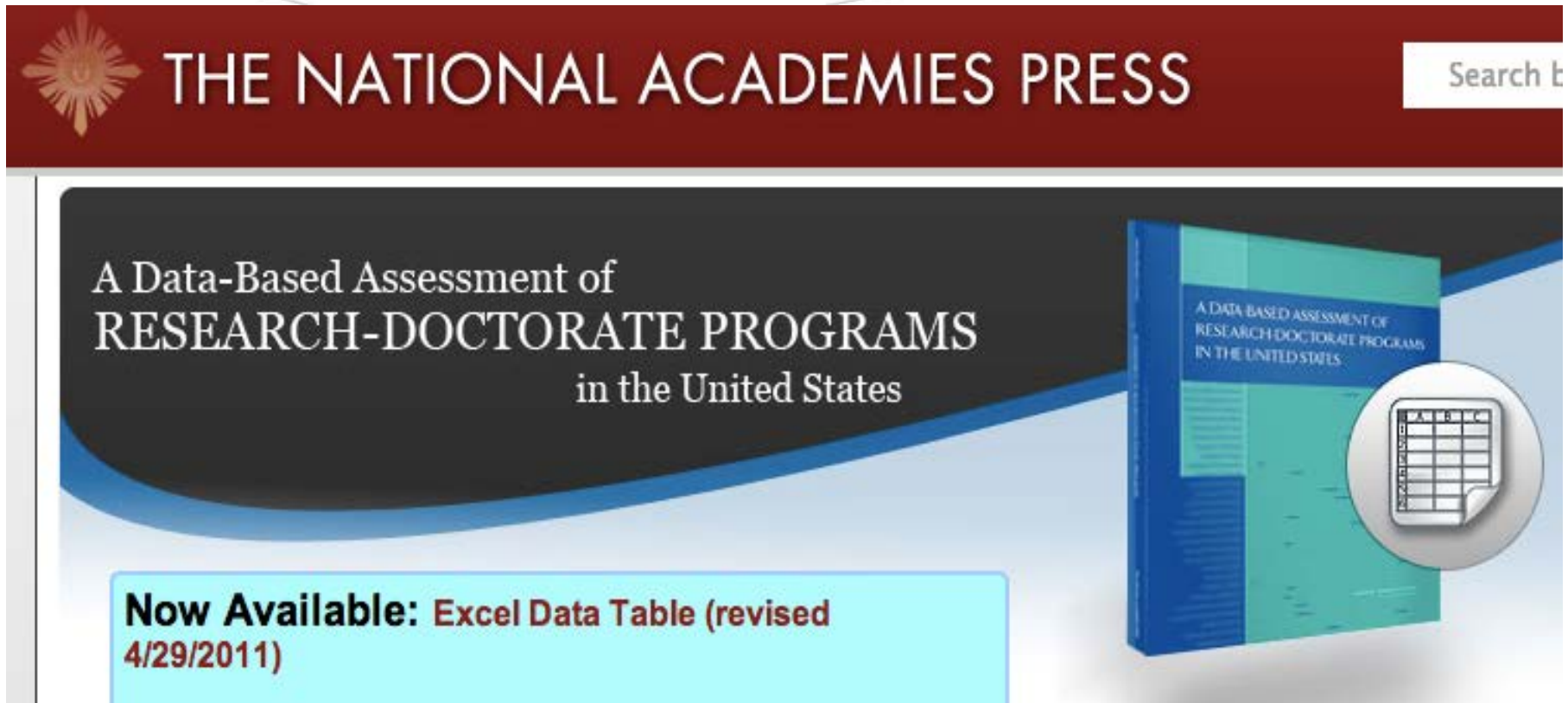
	UG	SCH	Class Size	G	SCH	Class Size
Chemistry						
Research	1.0	276	92	0.5	34	22
Doctoral	1.7	263	51	0.6	22	12
Comprehensive	2.7	261	32	0.4	7	6
Economics						
Research	1.3	213	56	0.7	36	17
Doctoral	2.0	226	37	0.6	16	9
Comprehensive	3.2	252	26	0.4	16	13
Humanities						
Research	1.9	212	37	0.5	16	11
Doctoral	1.8	158	29	0.4	17	14
Comprehensive	4.3	278	22	0.3	8	9

Teaching Assignment

NAME	UG Lecture Courses/Class Size	G Lecture Courses/Class Size	HonorsOther Courses	PhD Students
MARIA ANDERSON				
THOMAS BENNETT				
BARRY CLARK				
JOHN CARTER				
VIVIAN DELGADO				
GREGORY EDWARDS				
MICHAEL EUBANKS				
CHEMIKA GOODSON				
WILLIAM GOODY				
MALCOM HILL				
RICHARD JACKSON				
EDWARD JONES				
EUGENE JOHNSON				
ROBERT LAWSON				
JULIA NICHOLSON				
n=15				
EXPECTED TOTAL	30/37	Nine/Nine	As needed	27 to 30

An Easy to Use Tool

(Old but still useful as the data are pretty consistent over time)



The screenshot shows the top of a website with a dark red header. On the left is a logo of a sunburst with a figure inside. To its right is the text "THE NATIONAL ACADEMIES PRESS". On the far right of the header is a search bar with the text "Search t". Below the header is a large banner with a dark blue background on the left and a lighter blue background on the right. The text on the banner reads "A Data-Based Assessment of RESEARCH-DOCTORATE PROGRAMS in the United States". To the right of the text is a 3D rendering of a book cover with the same title. A circular icon of a spreadsheet is overlaid on the bottom right of the book cover. Below the banner is a light blue rectangular button with the text "Now Available: Excel Data Table (revised 4/29/2011)".

THE NATIONAL ACADEMIES PRESS

Search t

A Data-Based Assessment of
RESEARCH-DOCTORATE PROGRAMS
in the United States

**Now Available: Excel Data Table (revised
4/29/2011)**

Research Benchmarks:

Interestingly, there has not been much variation over time

	% Publishing	Publications/ Year/Fac	% Active Grants	PhD Students/Fac
Chemistry				
Quartile 1	88	3.10	73	5.29
Quartile 2	85	2.38	57	3.34
Quartile 3	81	1.61	45	2.77
Quartile 4	77	1.26	33	2.13
Economics				
Quartile 1	73	0.61	23	3.03
Quartile 2	72	0.56	12	2.52
Quartile 3	70	0.59	5	1.84
Quartile 4	58	0.33	3	2.43
Humanities		(Awards)		
Quartile 1	N/A	1.05	2	1.01
Quartile 2	N/A	0.76	0	1.37
Quartile 3	N/A	0.19	0	1.71
Quartile 4	N/A	0.14	0	1.98

Research Benchmarks

(Economics- Second Quartile)

- For faculty in this category, ~70% publish regularly, averaging ~ 0.5 papers per year in refereed journals.
- Only 12% have active grants which means that about 36% of the faculty should be submitting proposals each year.
- On average, each faculty member advises ~2.5 doctoral students.

Research Benchmarks

NAME	Refeered publications	Active grants	Submitted grants
MARIA ANDERSON			
THOMAS BENNETT			
BARRY CLARK			
JOHN CARTER			
VIVIAN DELGADO			
GREGORY EDWARDS			
MICHAEL EUBANKS			
CHEMIKA GOODSON			
WILLIAM GOODY			
MALCOM HILL			
RICHARD JACKSON			
EDWARD JONES			
EUGENE JOHNSON			
ROBERT LAWSON			
JULIA NICHOLSON			
n=15			
EXPECTED TOTAL	five to seven	two to four	six to 12

Advantages of this Approach

- **The data are comparative and national.**
- **Most of the data are assembled by independent agencies.**
- **Most of the data are not self-reported.**
- **The evaluation and assignment involves all members of the unit.**

Challenges

- It is often difficult to find comparative data for all disciplines.
- Humanities data are often insufficient or lacking.
- Data are skewed toward sciences and journal articles.
- Some colleagues will be unhappy, no matter what approach is adopted but at least everyone will have had input.

Thank you