

Assigning Faculty Activities



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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.
- ***Review CBA, T&P guidelines, and unit governance documents.***



Why Assignments Matter



Advance Faculty Careers & Student Success: Shape faculty workload for department, college, and university goals.

→ **Know and track key metrics.**



Fair Evaluations: Clear assignments are critical for annual evaluations, tenure, and promotion reviews.

→ **Use evaluations to inform upcoming assignments.**



Quality Education: Promote high-quality instruction and timely progress toward degree.

→ **Use experiential learning to boost career readiness and job placements.**

Why Assignments Matter



Engagement & Partnerships: Promote professional, community, and industry engagement.

→ **Build partner and donor awareness of your capabilities, goals, and needs.**



Continuity: Multi-year planning keeps the department running smoothly through faculty leaves, retirements, and resignations.

→ **Bring the multi-year plan to budget and hiring discussions with your dean.**



Clear Communication: Prevent misunderstandings and build trust.

→ **Put assignments in writing and discuss them in an open faculty meeting.**

Principles for Faculty Assignments



Transparency: Data should be available to the faculty (e.g., SharePoint, website).



Clarity: Policies should be written, reviewed, and approved by the faculty (at least every 5 years).



Norms: Consider assignment norms for your discipline and college (e.g., teaching load and course mix).



Accountability: There should be a mechanism to assess assignment completions (reports, briefings).

Assignment Priority

- A major bottleneck to graduation is a **lack of needed courses or seats.** Graduating on time is one of the easiest ways to reduce the cost of college.
- Your first priority should be to offer all courses, with enough seats, needed by students to stay on track to **graduate in *four years.***



College is Expensive

- Median household income (2024): \$77,700 in FL, \$81,600 in the US.¹
- Average cost of attendance at an in-state public four-year university is about \$31,000/year (2025–26).²
- Delaying graduation one year can cost over \$90,000 in added costs and lost earnings.^{2,3}

Sources: 1. U.S. Census Bureau, American Community Survey 1-year estimates (2024), via USAFacts. 2. College Board, Trends in College Pricing and Student Aid 2025. 3. National Association of Colleges and Employers: Starting salaries 2025.



Teaching Assignment Considerations

Align course offerings and assignments with **student progression** and timely completion.

Make teaching assignments **equitable**, considering class size, level, and instructional demands.

Adjust **effort percentages** to account for new preparations, course redesign, and curriculum development.

Recognize teaching **beyond the classroom**, including mentoring, advising, and supervision of applied learning.

Teaching Assignments:

Have a multi-year plan for continuity and transparency, and track enrollments.

Faculty Member	Fall 25	Spring 26	Fall 26	Spring 27	Fall 27
A. Adams	PSY 101 (U) PSY 501 (G)	PSY 101 (U) PSY 303 (U)	PSY 101 (U) PSY 502 (G)	PSY 101 (U) PSY 303 (U)	PSY 101 (U) PSY 501 (G)
B. Baker	PSY 110 (U) PSY 507 (G)	PSY 110 (U) PSY 320 (U)	Sabbatical	PSY 110 (U) PSY 320 (U)	PSY 110 (U) PSY 507(G)
C. Carter	PSY 101 (U) PSY 212 (U) PSY 212 (U) PSY 304 (U)	PSY 101 (U) PSY 212 (U) PSY 212 (U) PSY 304 (U)	PSY 101 (U) PSY 212 (U) PSY 212 (U) PSY 304 (U)	PSY 101 (U) PSY 212 (U) PSY 212 (U) Release	PSY 101 (U) PSY 212 (U) PSY 212 (U) PSY 304 (U)

Service Assignment Considerations

Early-career faculty should be introduced to service *gradually*, focusing on activities that align with their roles and career goals.

Plan for greater service and leadership responsibilities among mid- and senior-career faculty.

Balance faculty interests with student and institutional needs.

Service Assignment Considerations

Remember that a 10% assignment equates to four hours per week.

Very few committees require that much time over the course of a term.

Consider an accountability protocol for committee work, e.g., a brief questionnaire to the committee chair.

Research Assignment Considerations

Set clear goals and follow up in annual evaluations. This is especially important for pre-tenure/early-career and underperforming faculty.

For sponsored research, pay close attention to any time commitments or cost sharing that must be documented.

Research Benchmarking for Departments/Programs

- **Awards**

Honors, fellowships, and recognitions from academic societies.

- **Articles**

Peer-reviewed journal papers, judged by impact factor or field norms.

- **Books**

Monographs or edited collections from scholarly presses.

- **Creative Works**

Juried performances, exhibitions, productions, and design work.

- **Citations**

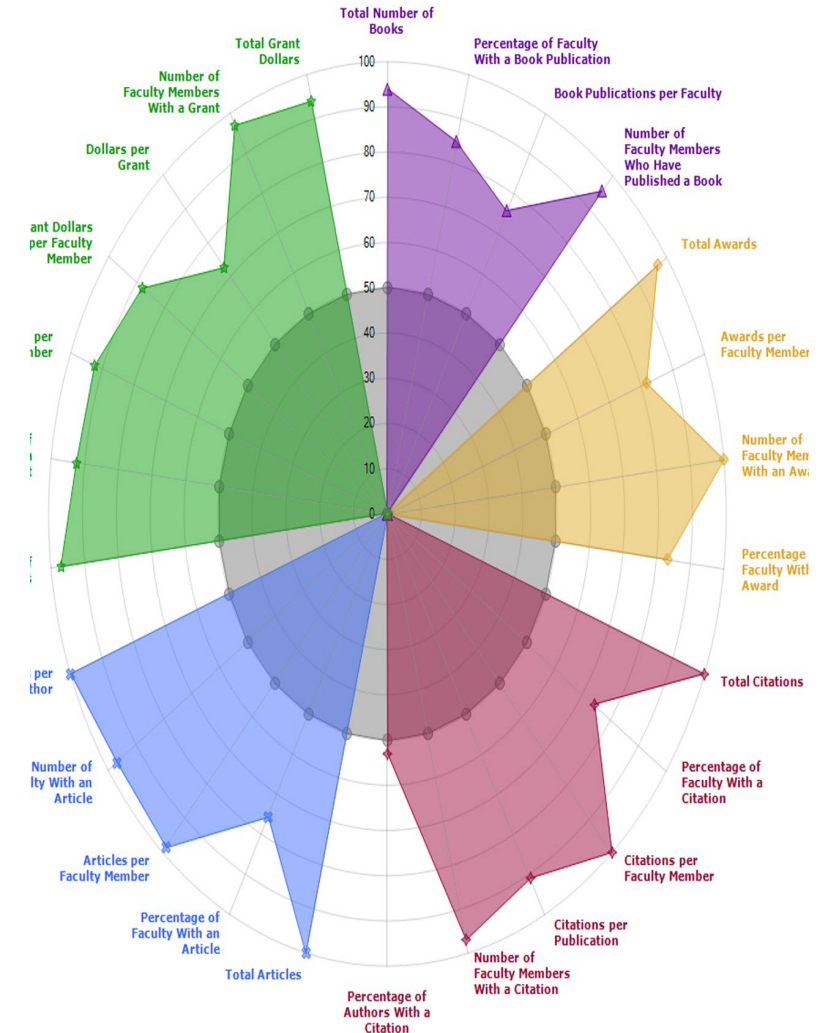
Academic impact, adjusted for field and year of publication.

- **Grants**

Externally funded awards, categorized by agency and amount.

- **Patents**

Issued or pending inventions, and their commercialization.



Benefits of Benchmarking



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 involve all members of the unit.

Key Takeaways for Chairs

Priority	Chair Actions
Student-Centered Planning	Offer the courses and seats students need to progress and graduate on time.
Rank Sensitivity	Adjust assignments based on faculty rank, role, and career stage.
Workload Equity	Ensure faculty workloads are appropriate and equitable.
Benchmarking	Align with peer norms and institutional priorities.

An Interesting
Reference for
Assignments

Equity-Minded Faculty Workloads

What We Can and Should Do Now

American Council on Education (ACE) report:

O'Meara, K., Culpepper, D., Misra, J., & Jaeger, A. J. (2021). [*Equity-Minded Faculty Workloads: What We Can and Should Do Now*](#). American Council on Education

Questions?

