

CEE Differential Assignment Policy

1. Guiding Principles

Purpose: The Civil and Environmental Engineering Department (CEE) Differential Assignment Policy is designed to ensure that faculty are given assignments that enable them to meet the tenure and promotion guidelines and post-tenure review expectations, which require a certain level of teaching, research, and service efforts, and that align with FIU's standing as a leading public R1 university that aspires to move from a Top-50 to Top-30 public university and national norms for similarly situated Civil and Environmental Engineering departments. The CEE Differential Assignment Policy acts as the unit-level implementation of the university-wide mandates established by the Collective Bargaining Agreement (CBA) and detailed in the University Differential Assignment Procedures (FIU-UDAP).

2. Differential Assignment Policy Framework

This framework builds on the existing CEE percentage levels and activity requirements to define assignments and expected performance for faculty in research, teaching, and service.

Faculty assignments can be allocated under the following four categories:

- 1. Service**
- 2. Teaching**
- 3. Research**
- 4. Administrative (if any)**

3. Differential Assignment Structure by Faculty Track

3.1. Tenured/Tenure-Track (T/TT) Faculty

Allocations for teaching, research, service, and administrative assignments (if applicable) should be determined by considering the following factors, as appropriate:

1. Documented activity level and performance over the previous three (3) years.
2. Mutual agreement between the faculty member and the department chair, in view of both faculty productivity and the strategic needs of the academic unit.
3. Mutual agreement between the faculty member and the department chair, informed by documented evidence of anticipated or evolving changes in faculty responsibilities.

Service Assignment

- All faculty, regardless of rank, will normally have a minimum annual service assignment of 10%. This percentage may be adjusted if deemed necessary by the Chair.
- While service may be difficult to quantify due to the extent and scope of service activities, all faculty are expected to engage in service in some capacity. Examples of service expectations include, but are not limited to, attending departmental meetings, serving on committees (departmental, college, university and/or professional and external), participating in departmental faculty governance, serving as a faculty advisor for student chapters, coordinating department advisory board (DAB) meetings, providing leadership in one or more of these areas, and other service activities as deemed relevant by the Chair. Professional service consistent with the department’s tenure and promotion guidelines and post-tenure review guidelines is expected.

Teaching Assignment

- Based on the current faculty size and departmental resource allocation, the default teaching load for faculty who are active in research and supervise doctoral students is defined as: Four (4) - three-credit courses (2/2 load) per academic year, or an equivalent assignment, with the ability to buy out courses through research grants.
- Tenured/tenure-track faculty who do not supervise doctoral students typically teach five (5) or six (6) three-credit courses (2/3 or 3/3 load), or the unit’s equivalent.

Course Load	Teaching	Research	Service	Administrative
3/3	67%	23%	10%	0%
3/2	56%	34%	10%	0%
2/2	45%	45%	10%	0%
2/1	34%	56%	10%	0%
2/1	34%	45%	21%	0%

- Percent allocations can be modified depending on the productivity of the faculty and/or the unit’s needs. For example, faculty members who are active in research or who lead large grants and/or direct centers that are consistently active in research may, at the discretion of the Department Chair, have their course load per academic year reduced.
- Newly hired Assistant Professors on the tenure track are expected to be actively seeking grant funding and may be assigned a reduced teaching load , with a subsequent increased research load, for up to three years.
- Tenured faculty whose primary focus is on teaching may be assigned up to six courses per year, or equivalent. The Department Chair has discretion to modify the assignment if such faculty becomes more research-active, or gets involved in unusually large amounts of curriculum development, program or laboratory development, and/or other assigned tasks, for example, to enhance the unit’s prospects for accreditation or to comply with disciplinary scholarship requirements (as applicable).

Other factors for reduced teaching load, at the discretion of the Chair, are as follows:

- 1) Faculty who are assigned to classes that are excessively large or that require unusual time and effort.
- 2) Faculty who buy out teaching assignments from their grants during the Fall or Spring semesters.
- 3) Faculty who are assigned special administrative duties (e.g., Assistant Chairs, Associate Chairs, Program Coordinators, Program Directors, Center Directors, ABET Coordinators, etc.).
- 4) Faculty who step down from administrative roles and transition back to regular faculty status, subject to approval from Academic Affairs.

Research Assignment

Tenured/tenure-track faculty are expected to remain active in research and the supervision of doctoral students and must maintain a minimum of 23% research assignment. Examples of research activities may include:

- Peer reviewed publications and patents
- Serving as Principal Investigator or co-Principal Investigator on active grants
- Supervising and graduating PhD or MS students as a major advisor
- Supporting graduate students via external sources (including, but not limited to, grants, fellowships, etc.)
- Supporting postdoctoral fellows and/or research associates
- Submitting proposals for external funding

3.2. Teaching, Research, and Clinical Faculty

CEE does not currently have Clinical Faculty. Faculty in the Research Professor stream are expected to fund at least 80% of their salary via external grants; as such there is a minimum expectation of an 80% research assignment.

Allocations for teaching, research, service, and administrative assignments (if applicable) for faculty in the Teaching Professor stream should be determined by considering the following factors, as appropriate:

1. Documented activity level and performance over the previous three (3) years.
2. Mutual agreement between the faculty member and the department chair, in view of both faculty productivity and the strategic needs of the academic unit.
3. Mutual agreement between the faculty member and the department chair, informed by documented evidence of anticipated or evolving changes in faculty responsibilities.

Service Assignment

- All faculty (regardless of rank) will normally have an annual minimum service assignment of 10%. However, a (teaching) faculty member teaching a full 4-4 load who is participating in

funded research with a nominal percentage of the base salary drawn from grant (that is insufficient for a course buyout) may have part of their service assignment reduced below 10% to compensate for the percentage of funded research effort that must be reported.

Teaching Assignment

- Based on the current faculty size and departmental resource allocation, the default teaching load for faculty in the Teaching Professor stream is defined as eight (8) three-credit courses (4/4 load) per academic year, or equivalent. The default teaching load will be 90% of the annual assignment.
- The Department Chair has discretion to reduce the teaching load of a Teaching Professor stream faculty if the faculty member has an administrative assignment and/or is involved in research/creative activities, unusually large amounts of curriculum development, program/laboratory development, and/or other assigned tasks, for example, to enhance the department's prospects for accreditation (as applicable).

4. Model Differential Assignments

The following tables are examples of the allocations of assignments and can be modified by the Chair based on the activities and responsibilities of individual faculty.

1. **NON-ADMINISTRATIVE ASSIGNMENT EXAMPLE:** This is an example of a faculty member with no administrative assignment.

Course Load	Teaching Assignment	Research Assignment	Service Assignment
4/4	90%	0%	10%
4/3	79%	11%	10%
3/3	67%	23%	10%
3/2	56%	34%	10%
2/2	45%	45%	10%
2/1	34%	56%	10%
1/1	23%	67%	10%
1/0	11%	79%	10%

2. **ADMINISTRATIVE ASSIGNMENT EXAMPLE:** This is an example of a faculty member with an administrative assignment. This allocation can be adjusted as needed to meet the needs of the position, such as those of Program/Center Directors or Assistant/Associate Chairs.

Course Load	Teaching Assignment	Research Assignment	Service Assignment	Administrative Assignment
1/1	23%	17%	10%	50%
2/1	34%	31%	10%	25%
1/1	23%	42%	10%	25%

*Administrative assignments may vary according to the responsibilities of the position.

5. Future Revisions and Updating of the Policy

These differential assignment policy guidelines shall be reviewed and revised as necessary, at the direction of the Chair, at intervals not to exceed three (3) years.

Recommended for Approval by the CEE Faculty: March 16, 2026 (13 to 1)

Approved by the Dean (with suggested FLS non-substantive copy-edits): May 8, 2026

Approved by Provost Faculty Leadership & Success: May 12, 2026