

## Charles E. Schmidt College of Science Teaching Guidelines

Implementation of these guidelines will be achieved by a coordinated effort from the Dean's Office and the Chairs of each of Department and will be in keeping with the CBA:

- Florida's "12-Hour Law" (Florida Statute Chapter 1012.945) provides for the allotment of time in a 40-hour work week given to individual faculty for instruction or research and service in lieu of instruction. The law requires all faculty to teach a minimum of 12 classroom contact hours per week, that is hours actually spent in a classroom instructing students or to invest hours equivalent to that instructional effort on other mission activities such as research or service. Since university courses ordinarily meet 3 hours each week, the law assumes that teaching four courses a term would comprise the requisite faculty workload. Furthermore, aware that preparation time is required for each class taught, the law's formulators assumed 2 hours of preparation for each classroom contact hour plus 1 additional hour of related activity such as advising for each course. Thus, a 3-credit course is equivalent to 10 actual work hours per week, or the minimum requirement of 12 contact hours or the equivalent presumes a clock-hour assignment of 40 hours per week, that is, a 40-hour workweek.
- For **lecture classes**, it follows that:
  - Four (3-credit) courses per semester = 100% effort;
  - Two (3-credit) courses per semester = 50% effort
  - One (3-credit) course per semester = 25% effort
  - One (4-credit) course per semester = 32.5% effort
  - One (2-credit) course per semester = 17.5% effort
  - One (1-credit) course per semester = 10% effort
- **Laboratory classes** are generally taught by GTAs, who are coordinated by a faculty or staff member. GTAs are assigned to teach 20 h per week, which includes grading, preparation, and contact hours.
- For other types of instruction, in particular **supervision of interns, DIR and DIS** students, it is assumed that faculty use an average of 1-2 h/wk per project, equivalent to 2.5 – 5% effort.
- It is expected that research-active, tenure-line faculty devote 40-50% of their time to instruction, 40-50% to research, and 10% to service.
- It is expected that instructors generally devote 80% of their time to instruction with the remaining 20% of their time devoted to service and/or scholarship. It should be noted, however, that instructors funded as DoR Research Fellows are performing research as an overload, and such activities do not result in a reduction in instructional effort.
- Tenured faculty with reduced research activities, will be expected to increase their teaching and/or service activities accordingly.
- Given the above general guidelines, chairs should keep in mind that the workload for different types of courses varies when making individual teaching assignments. For this reason, it is recommended that faculty, in general, teach a mix of upper- and lower-level courses. Lower-level, large enrollment courses cover material that is easier to master and are often provided TA support, but they involve more

course administration and student interactions. Upper-level, lower enrollment courses require mastery of more complex subject matter and may be more writing intensive, but there are fewer students to support and less administration. First-time or newly revamped courses require more effort than courses that have been taught before. Likewise, online courses for which lectures have been pre-recorded involve less effort than courses requiring live lectures.

- Pending approval by the Dean and Chair, faculty members may charge a portion of their salary to external sources and buy out of a portion of their teaching. The money saved from the faculty member's regular salary, usually E&G funds, is used to pay an adjunct to teach their class. The difference between the dollars not used by the faculty member in their E&G position and the cost of an adjunct to teach the class remain with the department. **It is up to the department chair as to how these funds are to be used.** A 3-credit, one course buyout is equivalent to 25% effort for the semester (see CBA section 3.4a). For example, a faculty member with an academic year salary of \$100,000, wants to request a buy-out for one semester. One 3-credit course buy-out would be \$12,500. With the current cost of an adjunct at \$1,833 per credit (\$5,499 per 3-credit course), this would leave \$7,001 for the department chair to use at their discretion. Should the department chair decide to return any portion of the \$7,001 to the faculty member, the faculty member may use the funds for research expenses, to support students or postdocs, but not for salary enhancement.
- If a faculty member teaches their full load and does externally funded research, they are eligible for FAU's Research Incentive Policy ([DOR Policy 10.1.4](#)). The amount that may be allocated as a salary incentive enhancement may not exceed 25% of the faculty member's academic year base salary. The funds may also be used for summer salary, travel, graduate students, and other activities that enhance the academic mission. Up to 75% of the funds released when a faculty member puts their salary on grants is available to the faculty member, with 15% to be used by the department with approval by the dean, and 10% being used at the discretion of the dean. For example, a faculty member with an academic year salary of \$100,000 wishes to put 25% effort during one semester on their grant, charging the grant \$12,500. Following the Research Incentive Policy, 75% (\$9,375) would go to the faculty member to be used for salary (up to 25% of academic year salary) and/or research expenses, 15% (\$1,875) would go to the department, and 10% (\$1,250) would go to the college.
- On a yearly basis, coinciding with the annual evaluation process, each Department Chair will determine an appropriate teaching assignment for each faculty member, in consultation with that faculty, with the expectation that all faculty will have teaching duties, except when on sabbatical (or equivalent). To facilitate establishment of their research programs, new tenure-track assistant professors, will typically have a half teaching load in year one, and a full teaching load from year two.
- It is expected that Department Chairs will work with individual faculty to adjust teaching effort to appropriately reflect each faculty member's research productivity, mentoring efforts, administrative duties, type of courses taught, etc.
- Supervision of postdocs counts toward a faculty member's research activities. Supervision of M.S. and Ph.D. students doing research counts toward research; supervision of non-thesis graduate students counts toward teaching. Membership on student graduate committees at FAU or elsewhere is counted as service to the

profession. Supervision of undergraduate student research projects counts toward a faculty member's teaching activities (see above).

- In exceptional circumstances, a Chair may provide course release without a corresponding buyout, provided the request is well justified and approved by the Dean ahead of time.
- Multiple concurrent sections of a course - Courses with an additional honors section or graduate section should be counted as one course with the enrollments for both sections added together.
- In keeping with FAU policy, guidelines for minimum course section sizes are as follows:
  - For multi-section courses:
    - 19 for undergraduate classes
    - 12 for graduate classes
  - For single-section courses:
    - 10 for undergraduate classes
    - 10 for graduate classes
    - 8 for masters-level seminars
    - 5 for doctoral-level seminars (lower enrollment for doctoral-level seminars only requires the dean's approval, not the provost)

*\*Exceptions to minimums require approval by both the dean and the provost.*

- These guidelines will be reviewed on a regular basis and adjusted as needed.