University of North Florida

Guidelines for Completing Faculty Activity Reports

Tenured and tenure-track faculty members at UNF are normally expected to participate in the three areas of teaching (Categories 1, 2, and 3 below), research (Categories 4 and 5 below), and public service / university governance (Categories 6 and 7 below), with the balance among these categories occasionally adjusted for individual variations and special assignments. Non-tenure track faculty members are normally expected to participate in teaching and university governance.

For classroom instruction (Category 1a below), \textbf{25\%} of effort per three-credit-hour course is standard, reflecting Florida Statute 240.243.2 (the so-called 12-contact-hour rule); unless otherwise noted herein, a credit hour is assumed to be equivalent to a contact hour, and each represents at least 50 minutes of class time per week.

To reflect differences in the typical time investment by faculty for graduate and undergraduate courses, UNF will assume a standard effort allocation of \textbf{30\%} for a 3-credit-hour graduate course, and \textbf{20\%} for repeat 3-credit-hour non-Gordon-Rule undergraduate courses with less than 50 students or with 50+ students and a teaching assistant. If using these values along with the other standard effort allocations reported herein cause the total of all effort to sum to something other than 1.00 (i.e., 100\%), then all individual activity effort allocations will be proportionally adjusted so that the total becomes 1.00.

The percentage for externally funded research (Category 5 below) is determined by the terms of the research grant or contract. The percentages of effort to report in the other categories are matters of estimates. As a general guideline and within the boundaries described herein, activities should be allocated 1\% of effort for every 8 hours worked on the activity. (A regular term is 19.5 weeks x 40 hours/week = 780 hours, meaning 1\% of effort represents 7.8 hours assuming a 40-hour work week.) However, effort percentages should represent the percentage of total effort expended, however many hours that total effort may require. Thus, if a faculty member / administrator works more than 40 hours per week in a given term, 1\% of effort may very well represent more than 8 hours worked.

However, for tenured and tenure-track faculty without course load reductions, the standard effort allocations will be assumed to be 20\% for research, 3\% for university governance, and 2\% for public service. For non-tenure-track faculty (e.g., instructors and lecturers), the standard effort allocation will be assumed to be 4\% for university governance.

The next page provides a summary of the allowed ranges for each activity report category, as well as the typical assignment in each.

To the greatest extent possible, the Office of Institutional Research and Assessment (OIRA) will preload the Faculty Activity Reports for each faculty member / administrator based on the guidelines described above and on the next page. See the third and fourth pages for examples of default allocations that will be used by OIRA. However, the faculty member in working with his/her chair or director may adjust the effort percentages if deemed appropriate, but the percentages must stay within the allowed ranges below unless authorized by the Provost. When determining appropriate effort percentages to report, the detailed guidelines on pages 5 through 11 should apply.
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<td>50-75 percent for tenure-track faculty (reflecting a two- or three-course load, respectively), and 96 percent for non-tenure track faculty,</td>
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EXAMPLES OF DEFAULT EFFORT ALLOCATIONS,
PRE-LOADED BY OFFICE OF INSTITUTIONAL RESEARCH & ASSESSMENT

- Tenured or tenure-track faculty member teaching three large 3-credit-hour undergraduate course sections: 75% classroom instruction (25% per course), 20% departmental research, 3% university governance, 2% public service

- Tenured or tenure-track faculty member teaching three 3-credit-hour graduate course sections (once proration is completed to bring total effort to 1.00): 78.26% classroom instruction (26.09% per course), 17.39% departmental research, 2.61% university governance, 1.74% public service

- Tenured or tenure-track faculty member teaching three small 3-credit-hour undergraduate course sections (once proration is completed to bring total effort to 1.00): 70.59% classroom instruction (23.53% per course), 23.53% departmental research, 3.53% university governance, 2.35% public service

- Tenured or tenure-track faculty member teaching one large 3-credit-hour undergraduate course section and two graduate course sections (once proration is completed to bring total effort to 1.00): 77.27% classroom instruction (22.73% for the undergraduate course and 27.27% for each graduate course), 18.18% departmental research, 2.73% university governance, 1.82% public service

- Tenured or tenure-track faculty member teaching two Gordon Rule 3-credit-hour undergraduate course sections and one 3-credit-hour graduate section (once proration is completed to bring total effort to 1.00): 76.19% classroom instruction (23.81% per undergraduate course and 28.57% per graduate course), 19.05% departmental research, 2.86% university governance, 1.9% public service

- Tenured or tenure-track faculty member teaching one new preparation 3-credit-hour undergraduate course sections and two 3-credit-hour graduate sections: 77.27% classroom instruction (22.73% for the undergraduate course and 27.27% per graduate course), 18.18% departmental research, 2.73% university governance, 1.82% public service

- Non-tenure-track faculty member teaching four small 3-credit hour course sections (after proration is completed to bring total effort to 1.00): 95.24% classroom instruction (23.81% per course), 4.76% university governance

- Non-tenure-track faculty member teaching four large 3-credit hour course sections, or with fewer than four preparations, or with small class sizes: 96.16% classroom instruction (24.04% per course), 3.84% university governance

- Non-tenure-track faculty member teaching five 1-credit-hour lab sections: 96.16% classroom instruction (19.23% per course), 3.84% university governance

- Senior-level administrator holding faculty rank—e.g., Provost, Associate Provost, Associate Vice-President, or Dean—with no teaching assignment: 95% academic administration, 3% university governance, 2% public service
• Associate Dean or Department Chair teaching one large 3-credit-hour course section: 25% classroom instruction, 50% academic administration, 20% departmental research, 3% university governance, 2% public service

• Associate Dean or Department Chair teaching two Gordon Rule 3-credit hour course sections: 50% classroom instruction (25% per course), 25% academic administration, 20% departmental research, 3% university governance, 2% public service

• Tenured or tenure-track faculty member teaching two large 3-credit-hour course sections with an accompanying course release: 50% classroom instruction (25% per course), 25% other instructional effort, 20% departmental research, 3% university governance, 2% public service

• Tenure-track (but pre-tenure) faculty member teaching two new preparation 3-credit-hour sections, with a course release for research development: 50% classroom instruction (25% per course), 45% departmental research, 3% university governance, 2% public service
DETAILED GUIDELINES BY CATEGORY

Adjustments to the values shown may be required to account for courses with standard allocations other than 0.25 and/or when total effort would otherwise not equal 1.00

1. Instruction

Allowed Range: 0-75 percent for tenure-track faculty, 95-100 percent for non-tenure-track faculty

Typical Assignment: 50-75 percent for tenure-track faculty (reflecting a two- or three-course load, respectively), and 96 percent for non-tenure track faculty

A. Classroom Instruction

This represents teaching of regular types of organized courses and labs (sections with types C, D, L, O, P, and M in the Board of Governors and Institutional Research coding scheme) at any level (lower, upper, graduate I, or graduate II).

The standard effort allocation per three-credit course is 25%. Moreover, the effort allocated to a course should not be a function of whether it is taught by regular faculty, adjunct faculty, or graduate teaching assistant (GTA). For regular course sections that are something other than three credit hours, a proportionate percentage of effort will be the standard; e.g., 8.33% per 1-hour class, 16.67% per 2-hour class, 33.33% per 4-hour class, 41.67% per 5-hour class, etc. An exception is made for one-credit-hour lab sections taught by non-GTA faculty, which are assumed to represent 20% of effort. (GTA’s teaching lab sections and getting waivers may be assigned more than 20%.)

However, the size and level of a 3-credit-hour course does affect its standard effort allocation of 25%, as follows:

- Graduate courses:
  - Standard effort allocation for a 3-credit-hour course will be 30%

- Undergraduate courses:
  - New 3-credit-hour courses taught, repeat courses with 50+ students and no teaching assistant, and Gordon Rule courses will receive the standard allocation of 25%
  - Repeat 3-credit-hour courses with less than 50 students, and repeat 3-credit courses with 50+ students and a teaching assistant, will receive a standard allocation of 20%.

Cases in which it is acceptable to deviate upward from the standard effort percentages include the following (regardless, the percentage for a 3-credit-hour section should not exceed 30%):

- Reasonable increases in the effort percentages for any or all courses as long as the total instructional effort does not exceed the allowed range for the total instructional effort for the faculty member (e.g., 75% for a tenured or tenure-track faculty member); as an example:
If a tenured or tenure-track faculty member is teaching three small undergraduate course sections that each have a standard 20% weight, increasing the effort percentages for any or all courses to raise the total instructional effort from 60% to as high as 75% is acceptable;

- A large lecture section for which a course release has not been provided, particularly when teaching assistant support has also not been provided. In cases in which a course release is given to compensate for teaching large lecture sections, the standard 25% of effort should be assigned to Other Instructional Activities (Category 2 below) per released course.

Cases in which it is acceptable to deviate downward from the standard effort percentages include (regardless, the percentage for a 3-credit-hour section should not be below 20%):

- Courses with very low enrollments;
- Teaching multiple sections of the same course;
- Reasonable reductions of the effort percentages for any or all courses such that the total instructional effort does not exceed the typical total instructional effort for the faculty member (e.g., 75% for a tenured or tenure-track faculty member); as examples:
  - If a faculty member is teaching three regular course sections that each have a standard 25% weight, along with some DIS and/or thesis/dissertation supervision (see below), reducing the effort percentages for any or all courses to keep total instructional effort within 75% is acceptable (e.g., 23.33% for each regular course section, and 5% for DIS/thesis/dissertation supervision);
  - If a faculty member is teaching two undergraduate sections, each with a 25% weight, along with one graduate section (with a 30% allocation), the effort may be decreased for each undergraduate course (e.g., 22.5%).

Cross-listed sections representing a single course (where the sections share an instructor and/or space) should be assigned a collective percentage that represents the same effort as a comparable non-cross-listed course (e.g., 25% for a 3-credit-hour course). If graduate students enrolled in a cross-listed course are given additional attention and time by the faculty member teaching that course, then that additional effort should be reported for the graduate portion of the course at approximately 0.5% per student per three-credit-hour course.

If a GTA is sharing a course with a faculty member, then the GTA’s proportionate amount of the total effort for that course—which includes classroom instruction as well as the development / grading of class notes, presentations, assignments, and exams, etc.—should be assigned to the GTA and deducted from the faculty member’s effort. Any course assistant or content deliverer (Category 1f below) or course grader (Category 1g below) should receive at least 0.01 of the overall effort associated with each section assisted, with the commensurate amount deducted from the faculty member’s effort for the same course. For example, if the overall reported effort is 25% for the section, the portion assigned to the course assistant / grader should be at least 0.25%, with the remaining 24.75% (or less) assigned to the faculty member.

If a faculty member is a lab coordinator for multiple sections, a portion of that faculty member’s effort should be reported for each of sections s/he helps to deliver; i.e., such lab coordination
should not be reported under Other Instructional Activities (Category 2) because it is indeed for credit.

B. Thesis / Dissertation Supervision (section types T and G, respectively)

- Chairing a dissertation committee receives a standard effort percentage of 6.25%.
- Chairing a thesis committee of doctoral project receives a standard percentage of 3.75%.
- Serving on a doctoral, masters, or doctoral project committee receives a standard percentage of 1.25% (i.e., one-third of that accorded the committee chair).

These standard effort percentages are proportionally adjusted for any course other than three credit hours. Moreover, each standard effort percentage above is also a maximum; i.e., the effort percentages reported by the faculty member for each of these activities may be smaller than the values shown above, but cannot be larger.

C. Directed Independent Studies and Honors Theses (section types Z)

- Directing a three-credit-hour Honors Thesis course receives a standard percentage of 1.25%.
- Directing a three-credit-hour Directed Independent Study (DIS) course with one student receives a standard effort percentage of 1.25%.
- Directing a three-credit-hour DIS course with more than one student receives a standard effort percentage of 0.9375% per student, up to a maximum of 3.75% for the course.
- Directing a three-credit-hour Directed Independent Study (DIS) with one student, where the DIS assists the faculty with their own research or assists the faculty with their class or lab, receives a standard effort percentage of 0.50%.

These maximum standard effort percentages are proportionally adjusted for any course other than three credit hours. Moreover, each standard effort percentage above is also a maximum; i.e., the effort percentages reported by the faculty member for each of these activities may be smaller than the values shown above, but cannot be larger.

D. Supervision of Student Internships (section type I)

Supervision of student interns receives a standard effort percentage of 2.00% per student intern supervised for credit. The effort percentage reported for this activity may be smaller than 2.00%, but cannot be larger (i.e., 2.00% is the maximum as well as the standard).

E. Supervised Teaching / Research (section type S and R, respectively)

Supervision of teaching and/or research of graduate students (other than for thesis/dissertation or DIS) receives a standard effort percentage of 1.25% per graduate student (the student must be enrolled for credit for the particular teaching or research activity being supervised). The effort percentage reported for this activity may be smaller than 1.25%, but cannot be larger (i.e., 1.25% is the maximum as well as the standard).
F. Course Assistants (course-related instructional effort, credit-generating)

This category is usually for Graduate Assistants (GA’s) only, and should be allocated the portion of the total effort for a course that was the GA’s responsibility. Normally, this should be at least 0.01 of the overall effort associated with each section assisted (e.g., if the reported effort is 25% for the section, the portion assigned to the GA should be at least 0.25%), with this amount deducted from the faculty member’s reported effort for the course.

G. Course Graders (course-related instructional effort, non-credit-generating)

This category is also usually for GA’s only, and should be allocated the portion of the total effort for a course that was the GA’s responsibility. Normally, this should be at least 0.01 of the overall effort associated with each section assisted (e.g., if the reported effort is 25% for the section, the portion assigned to the GA should be at least 0.25%), with this amount deducted from the faculty member’s reported effort for the course.

H. Site Travel (course-related instructional effort, non-credit-generating)

At the approval of the dean, additional effort may be assigned for travel to a secondary instructional site that requires a round-trip travel time of at least two hours per course meeting. The additional effort assigned ordinarily should not exceed the greater of 10% or the standard effort typically allocated to the course section (e.g., 25% for a three-credit-hour course).

I. Supervised Cooperative Education (non-course-related instructional effort)

Supervision of cooperative education—the placement of cooperative education students into supervised work experiences, evaluating student progress, and counseling and conducting seminars for cooperative education students—receives a standard effort percentage of 2.00% per student supervised. The effort percentage reported for this activity may be smaller than 2.00%, but cannot be larger (i.e., 2.00% is the maximum).

J. Clinical Instruction (non-course-related instructional effort)

Instruction given to interns, residents, house officers, and postdoctoral trainees in clinical situations by faculty physicians in medicine, dentistry, or veterinary medicine. (This category is unlikely to be used at UNF, even within the Brooks College of Health.)

2. Other Instructional Activities (non-credit-generating)

Allowed Range: 0-30 percent
Typical Assignment: Varies, but often zero

This category should receive a percentage above zero (and usually 25%) when the faculty member / administrator has been given a course release to perform or facilitate the instructional activity involved. However, in cases of extraordinarily extensive effort on instructional activity in the absence of a course release, the appropriate percentage should be estimated based on the general guideline provided earlier (i.e., 1% of effort for each 8 hours worked).
Appropriate activities to place in this category include but are not necessarily limited to teaching mass lecture sections with very large enrollments (when a course release is provided, as noted under Category 1a above); program or area coordination / directorship (particularly when course release(s) is/are provided); area curriculum revision; and development of new programs or courses. Examples of faculty who should have a significant portion of their effort reported in this category include:

- the deans of undergraduate and graduate studies;
- graduate and undergraduate program directors;
- department chairs, associate deans, or deans involved in curriculum development (that portion of their effort should be reported here instead of under the more general Academic Administration);
- faculty significantly involved in IT support of academic course delivery and design;
- librarians significantly involved in supporting academic course delivery.

3. Academic Advisement

**Allowed Range:** 0-30 percent

**Typical Assignment:** 0-10 percent, and often zero

Undergraduate and graduate coordinator assignments should be listed under this heading if/when the chief task is formal academic advising, although any portion of the effort that is purely Academic Administration (Category 8) or University Governance (Category 7) may be assigned to those respective categories. The percentage assigned for being the graduate or undergraduate coordinator should vary by size of the department and program. As general guidelines, the effort percentage should be 25-30% for a large program, 15-25% for a midsize program, and 5-15% for a small program.

4. Departmental (or Organized) Research

**Allowed Range:** 5-25 percent for tenure-track faculty, unless course releases are involved

**Typical (and Default) Assignment:** 20 percent (for tenure-track faculty) and zero for non-tenure track faculty

This category is for research activities that are not externally funded or otherwise not separately budgeted. Typically, over the course of an academic year tenure-track faculty members should have some research assignment (minimum of 5%) under this category, under sponsored research (category 5), or both. A percentage above 25% is appropriate if the faculty member has been given an additional course release to support development of their research program (e.g., for tenure-track faculty in their first and fourth year), or if the faculty member has earned a course release via course banking. Each course release granted for these purposes should add 25 points to the faculty member’s departmental research percentage.

5. Sponsored Research

**Allowed Range:** 0-100 percent

**Typical Assignment:** Varies, reflecting extent of externally funded research and contractual requirements, but often zero
6. **Public Service**

**Allowed Range:** 0-8 percent  
**Typical (and Default) Assignment:** 2 percent for tenure-track faculty

This service includes service to students unrelated to credit instruction such as writing letters of reference; service to the profession such as being a journal editor, reviewer, conference organizer, conference session chair, or conference discussant; service to the community, state, or nation such as work with public schools, technical assistance to government agencies, or serving on national public advisory boards, etc. Work that involves any remuneration from third parties is not considered public service. Moreover, the service must be professional and/or discipline-related, and must benefit groups, organizations, or individuals. The upper limit of this range may be exceeded in circumstances such as when a faculty member is president of a national professional association, is editor of a leading journal in his/her discipline, is a member of a Presidential Commission, or otherwise has an especially heavy commitment in public service.

7. **University Governance**

**Allowed Range:** 0-5 percent  
**Typical (and Default) Assignment:** 3 percent for tenure-track and 4 percent for non-tenure-track

Minor committees and those requiring low investments of time should not be considered as university governance. Major short-term committee assignments such as heading up a department self-study, chairing a major committee, or serving on a search committee or a college or university task force may justify exceeding the upper limit. Total percentage effort for Public Service (Category 6) and University Governance (Category 7) should not exceed 10% unless approved by the respective college dean.

8. **Academic Administration**

**Allowed Range:** 0-100 percent  
**Typical Assignment:** Varies by unit size and complexity, as reflected in course releases granted

For department chairs, associate deans, and higher-level administrators, typically this assignment will reflect the number of course releases granted in order to do the administrative work, at 25% per release given. However, the percentage may be adjusted to reflect the number of hours worked per week and/or non-teaching activities such as research and public service. As examples:

- A department chair with no teaching assignment in a given term would claim 75% for academic administration, if s/he has 25% combined effort in categories not involving instruction (i.e., in research, public service, etc.);
- A dean working 40 hours per week on academic administration and 10 hours per week on public service would claim 80% for academic administration and 20% for public service.

For academic administration that doesn’t necessarily involve course release(s), such as for some program or center directors, the usual percentage of effort should be 5-10 percent.
Faculty administrators engaging in curriculum planning should have that portion of their work reflected in other instructional activities (Category 2 above), as opposed to having such efforts included in academic administration (Category 8).

9. **Clinical Service**

   **Typical Assignment:** Varies, but often zero

   Non-reimbursable activities in a clinical environment in medicine, nursing, speech / language / hearing clinics, psychological and university counseling centers, and student health care.

10. **State-Mandated Service**

    **Typical Assignment:** Varies, but often zero

    This is service activity provided by rule or statute, or educational service in the K-12 system.

11. **Paid Patient Care**

    **Typical Assignment:** Varies, but often zero

    This category is used for employees paid from foundation who are involved in compensated clinical activities in a health setting, where the salary is received from non-university accounts.

12. **Auxiliary Effort**

    **Typical Assignment:** Varies, but often zero

    These are activities paid for in the auxiliary budget that are not specifically assigned to other categories.

13. **Release Time**

    **Typical Assignment:** Varies, but often zero (rarely > 25%)

    Activities in this category would normally include reductions in course load (for instruction) or hours of work (for non-instruction) for purposes of carrying out union activities in employee representation and contract administration. (Note that course release time given for research or due to course banking should fall under Departmental Research (Category 4), not Release Time.)

14. **Leave of Absence With / Without Pay**

    **Typical Assignment:** Varies, but often zero

    Leave of absence with pay would normally include professional development leave, sabbaticals, disability leave, and annual/sick leave when the leave exceeds 20 work days (the percentage is
determined by multiplying the FTE appointment (e.g., 1.0) by the number of days on leave and dividing by the total number of work days in the term).

15. **Total Percent Employed**

**Typical Assignment:** Should always equal 100 percent

The percentages for all activities **must** total 100% (regardless of the total hours worked) for a 1.00 FTE appointment, or the appropriate total percent for appointments of less than 1.00 FTE.