

SUBJECT: Faculty Effort Allocation (Differential Appointments)

DATE: July 2018

PURPOSE: To provide a guidance regarding faculty effort allocation and options for differential appointments in the College of Human Sciences. Related OPs: [32.01](#); [32.06](#); [32.08](#); [32.18](#).

REVIEW: The policy will be reviewed when changes are made to the process or related OPs.

PROCEDURE:

When considering the faculty effort allocation of new or current faculty members, the following information will provide guidance. This policy covers tenured or tenure-track faculty members paid full-time from instructional funds and excludes part-time, research, and other non-tenure track faculty members.

Note: Effort allocation is not to be confused with workload. Effort allocation is the percent of time a faculty member is expected/assigned to devote to each of the segments of their appointment, typically teaching/research/service ([OP 32.08](#)) but might be other specialized areas. Workload is a term used at Texas Tech that covers only teaching and is related to student credit hour generation. The term differential appointment refers to faculty appointments that might vary from person to person, not in total effort but instead the areas in which effort expended.

Background

Faculty members are paid 100% from funds appropriated for instructional purposes. Exceptions to this involve temporary time buy-outs from research grants or administrative appointments. In these cases, faculty members are paid proportionally from funds other than those appropriated for instructional purposes.

Texas Tech University is a publicly supported institution that is obligated to provide instruction in higher education, to advance knowledge through scholarship and research, and to provide related services to the community, the state, and the nation. The responsibilities of the university dictate, to a major extent, the responsibilities of the individual faculty member. The faculty member is properly concerned with the whole process of education and is aware of the responsibilities of the university in a free society. Responsibility is typically assumed for performing several essential functions: teaching, research, creative activity, university service, professional service, and community service/outreach ([OP 32.06](#)). While the traditional teaching/research/service appointment is by far the most common, under appropriate circumstances, faculty tasks may reflect a different assignment pattern based on unique faculty skills and program needs.

Process

New faculty – The request for a faculty appointment is initiated by the department chairperson/area coordinator, recommended by the dean of the instructional unit, and reviewed by the PSVP, who considers the recommendation of the dean of the instructional school or college involved ([OP 32.18](#)). As noted in [OP 32.01](#), the terms and conditions of every full-time tenure-track faculty appointment shall be stated in the faculty member's letter of appointment and should be in the possession of both the university and the faculty member at the time of initial employment. The terms and conditions in that

letter of appointment then serve as the framework for annual reviews, third-year review, and promotion and tenure along with merit increases.

If faculty credentials and interest are appropriate to meet specific unique program needs, the faculty appointment letter may vary from the typical appointment in terms of designated assignments and performance expectations for that particular appointment pattern. For example, if a department is hiring two faculty members, one could be 80% teaching and 20% research while the other might be 90% research and 10% teaching. Though both of these faculty members are not assigned in the same way, the balance of the two allows the department to meet its instructional obligations and generate research funding by taking advantage of the different talents of each faculty member. Rather than have these faculty members spend a portion of their time working in an area that is not their strength, a differential appointment allows both to work in the area that will likely bring the highest return. As another instance, a faculty member might have a particular skill or ability that is not within the traditional teaching/research/service area such as special access to donors, a talent for establishing relationships and fundraising, government/legislative involvement, etc. That unique individual might be appointed a portion of time in their particular activity instead of a portion of a typical assignment and consequently would be evaluated on their success in that area.

Current faculty – If a current faculty member who holds a traditional appointment has the interest and ability to excel in one area, it is possible to change that faculty member's appointment related evaluation expectations. If the faculty member, the chairperson, and the dean agree that a change is in the best interest of all, an addendum must be added to the faculty member's letter of initial appointment spelling out specifically the details of the new appointment in the same manner that was included in the original letter. The addendum then serves as the basis for further evaluation decisions.

All requests for differential appointments must be approved by the dean and approved by the provost based on the chairperson's strategic reasoning for the request.

DOCUMENTS INCLUDED

[OP 32.01 Promotion and Tenure Standards and Procedures](#)

[OP 32.06 Faculty Responsibility](#)

[OP 32.08 Faculty Salary Increases](#)

[OP 32.18 Academic Workload Calculation](#)