

**UNIVERSITY OF DELAWARE
COLLEGE OF HUMAN SERVICES, EDUCATION, AND PUBLIC POLICY
DEPARTMENT OF INDIVIDUAL AND FAMILY STUDIES**

WORKLOAD GUIDELINES

I. TYPES OF FACULTY

The Department of Individual and Family Studies has three primary types of faculty. Each contributes to the goals and mission of the unit. They include: Tenured and Tenure Track Faculty, Continuing Non-tenure Track Faculty and Clinical Faculty.

Tenure Track and Tenured Faculty: Consistent with the University's Mission "to cultivate both learning and the free exchange of ideas... providing excellent undergraduate and graduate courses of study... (with) a strong tradition of distinguished scholarship, research and teaching, which is grounded in a commitment to increase scientific, humanistic and social knowledge for the enrichment of the larger society" (Mission Statement of the University, Faculty Handbook), tenure-track and tenured faculty represent the majority of faculty members of the department and have a full workload that consists of regular teaching, research and service.

Faculty holding tenure-track positions are expected to perform the activities enumerated in the Department's Promotion and Tenure document. This document specifies the standard criteria for appointment of tenure-track faculty and promotion to Associate and Full Professor. Although the Department values the integration of teaching, research and service all tenure track and tenured faculty members of the Department of Individual and Family Studies are expected to contribute to each area (see General Rules below).

Continuing Non-tenure Track Faculty: A workload comprised entirely of teaching and teaching-related activities. Continuing non-tenure track faculty will normally be assigned four regular courses each fall and spring semester in areas deemed necessary by the Chair.

Clinical Faculty:

In the Department of Individual and Family Studies the term Clinical Faculty applies to both Early Childhood Teachers and other Clinical Faculty.

Clinical Faculty (Early Childhood Teachers)

Clinical Faculty Early Childhood Teachers are continuing members of the unit. They are expected to adhere to a regular schedule with respect to teaching and teaching-related activities. Their duties further encompass maintaining regular contact with children's families, developing outreach programs for families, participating in local, state, and regional teacher training programs, supervising students in laboratory preschool classrooms, and teaching one credit per semester of an IFST course or supervising off campus student teachers (see Section II below). Each Clinical Faculty Early Childhood Teacher also carries an advisement load of 10 undergraduate students. The principal workload configuration is 90% for Teaching in the

Laboratory School and for the 1 credit of University teaching or off-campus student teaching supervision mentioned above or other agreed-upon work. The remaining 10% of workload is for service to the Department, College, University and external areas.

Clinical Faculty

All other Clinical Faculty are defined as continuing non-tenure track faculty members who have a workload assignment that will be allocated as a percentage similar to tenure track faculty. For example, a 75% teaching load will equate to teaching three courses per semester. Percentage of remaining time dedicated to research, service, and administrative assignments will also be specifically defined through the yearly planning process (see Section III below). These faculty members include faculty members who teach and supervise clinical placements within the department.

II. General Rules

1. Faculty types and individual workloads vary and as such, the practice of administered workloads is fully expected. Administration of workload is a function of many factors including the requirements of different faculty positions (e.g. Tenure-track vs. Non-tenure track faculty), variations in workload due to such things as additional student supervision in the field and on thesis and dissertations, administrative assignments, buyouts for research, release time for other significant activities, and individual factors such as the faculty member's strengths and area of professional emphasis.

2. Administered workload is one in which the Department Chair in accordance with the Collective Bargaining Agreement, and, in consultation with the faculty member, make teaching assignments and arrangements for appropriate service/administrative activities, and/or directly or indirectly supports the scholarly effort of a faculty member such that the Department's mission is advanced and the individual faculty member meaningfully contributes to that mission. As such, the annual workload planning session between the Department Chair and each member of the faculty is a vital part to this process. It is fully expected, however, that the annual planning process can, and frequently may, be amended depending upon changing assignments and other circumstances in the unit. Such changes to workload should be agreed upon in writing.

3. Administered loads across two semesters and across years of service may be negotiated. Factors that affect the credit contact hour distribution, such as the assignment of additional student teaching supervision, additional courses, supervision of completed theses or dissertations can be used proactively or retroactively (provided the activity has never been counted before) in calculating workload assignments.

4. In addition to agreed-upon workload, all members of the Department, regardless of position or rank, must meet general University expectations for faculty. These expectations include participation in and contributions to: Regularly scheduled undergraduate and/or graduate instruction; Advisement, mentoring and academic supervision of students; Faculty governance and the development and effective conduct of the academic program as defined by departmental and college bylaws; Other responsibilities expected of all faculty on the basis of approved

departmental and college bylaws or as set forth by the College or University Faculty Senate or as otherwise stipulated in University Policy. The Administration and the AAUP will come to agreement on a unit-by-unit basis on the general University expectations that apply to faculty on non-administered workloads.

5. All FTE faculty members in the Department on basic 9-month contracts are normally expected to share in the teaching of both graduate and undergraduate courses. Nonetheless faculty teaching assignments are made with due consideration to each faculty member's overall workload, individual strengths and development. The general guidelines that apply are:

A. For Tenured and Tenure-track Faculty, a typical full workload shall be considered to be:

1. Teaching two **3-credit** courses or courses with 3-credit contact hours each semester
2. An active program of research, scholarship and professional organization involvement as well as publications and presentations at professional meetings and
3. Active engagement in undergraduate and graduate advisement and supervision of theses, dissertations, and if appropriate independent studies and special problems courses. Teaching usually constitutes approximately 50% of the workload, Research/Scholarship 30%, and Service 20%.
4. Faculty members may teach more than two courses, however, teaching loads will be determined after careful consideration of the needs of the department and individual work assignments. Except by mutual agreement the teaching and advisement portion of each faculty member's workload will not average in excess of 12 credit-contact hours or in excess of 18 teaching contact hours per week per semester for the academic year. (See article 11.9 of the Collective Bargaining Agreement, dated July 1, 2002).

B. For Non-tenured Continuing Faculty, a typical workload shall be considered to be:

1. Teaching four **3-credit** courses each semester or other agreed upon work
2. Active engagement in undergraduate and graduate advisement and, if appropriate, supervision of students.
3. Meeting the general requirements of all faculty of the University (see Section II-3).

C. For Clinical Faculty Early Childhood Teachers, a typical workload shall be as follows:

1. Regular teaching in the Laboratory School, and 1 credit of University teaching or off-campus student teaching supervision. This requirement is typically satisfied through teaching 1 credit of a regular University course or through Student Teaching Supervision of two – 9 week off-campus placements of undergraduate teacher education majors.
2. An advisement load of 10 undergraduate students.
3. The remaining 10% of workload is for service to the Department, College, University and external areas. These Faculty are on a 9+1 contract.
4. Meeting the general requirements of all faculty of the University (see Section II-3).

D. For Clinical Faculty, a typical workload shall be considered to be:

1. A workload assignment in Teaching and Service as allocated per the formula for Tenured and Tenure-track faculty (e.g. teaching three **3-credit** courses each semester equals 75% effort.)
 2. The Service allocation may constitute up to 25% effort and typically includes some administrative assignment (e.g. Graduate or Undergraduate Coordinator)
 3. Active engagement in undergraduate and graduate advisement and, if appropriate, supervision.
 4. Meeting the general requirements of all faculty of the University (see Section II-3).
6. All Faculty are expected to hold regularly scheduled office hours.
7. Assigned workload for student teaching supervision (ECDE) and FCS internships
- a. Assigned workload for this supervision shall be in compliance with the Collective Bargaining Agreement that states that “each hour spent in scheduled laboratory field or clinical supervision and individual instruction counts as ½ credit-contact hour.” (see Section 11.9 – footnote 3, Collective Bargaining Agreement, July 2002).
 - b. Supervision of a single 9-week off-campus student teaching placement constitutes ½ credit (approximately 40 hours). Two 9-week placements constitute 1 credit and fulfill the requirement for Clinical Faculty Early Childhood Teachers. Because the requirement for supervision extends beyond the regular semester, supervision of a maximum of 10 student teachers will be considered a full-time load.
 - c. Supervision of off-campus (400 hour) FCS Clinical/Field Interns consists of individualized placement, advisement, and clinical, reflective supervision. Supervision of one Intern constitutes ¼ credit contact hour.

III. Variations in Usual Teaching Loads

A. Course reductions may be made for a faculty member who:

1. has specific administrative or leadership responsibilities (e.g. the position of Undergraduate Coordinator comes with a one 3 credit course release per semester, the position of Graduate Coordinator comes with one 3 credit course release per academic year, other significant administrative positions can also result in release time and are identified and agreed upon through the annual workload planning process)
2. has his/her salary released through grants, contracts or other sources of external funding assuming the release money is made available to the department (see CHEP Buyout Policy)

3. has special administrative assignments or other appointments defined in his/her contract or through the workload planning process
 4. has time-limited, but significant assignments with course release funds from non-department sources
 5. has agreed to develop or revise materials and media, which require inordinate amounts of preparation time and constitutes an effort that substantially exceeds usual course revision
 6. is newly appointed as a Tenure-track Assistant Professor level or below or
 7. has administered workload in order to engage in service activities that significantly advance the Department's mission.
- B. As per the Collective Bargaining Agreement (section 11.9), Faculty members who engage in individualized instruction through special problems, theses and dissertations receive credit in the semester in which the student completes the project or defends the thesis or dissertation as follows:
1. Dissertation supervision = 2 credit contact hour
 2. Thesis supervision = 1 credit contact hour
 3. Special problem supervision = 1 credit contact hour
- Since the semester in which the student decides to finish is not always in control of either the faculty member or administration, this credit can be incorporated in the following workload agreement.
- C. Within the limits specified in the Collective Bargaining Agreement, a faculty member may, with approval of the Chairperson, voluntarily elect an increased teaching load with correspondingly decreased expectations regarding other portions of the workload.
- D. Within the limits specified in Section II-B and by mutual agreement, a faculty member may be assigned a temporarily increased teaching and advising load to ensure that students can meet curriculum requirements in a timely manner, with correspondingly decreased expectations regarding other portions of the workload (see Administered workload).
- E. Under conditions in which a Faculty member is consistently not fulfilling their expected workload obligations, other duties may be assigned and workload adjustments can be made. For example, if a faculty member's research activity falls below expectations on the annual faculty appraisal for three consecutive years, the faculty member may be assigned additional teaching or service tasks by the Department Chair (e.g. an increase from 2 to 3 courses per semester). Efforts will be made to capitalize on an individual faculty member's strengths in re-developing the workload assignment. This will be true for the areas of service and teaching as well as teaching. However, in no case will the adjustment exceed 25% of the total workload. Such changes can be instituted until the member's activity in a given areas is judged to meet expectations on the annual appraisal.

- F. Consistent with practices specified in the Faculty Handbook, Faculty may choose the summer research option. Faculty members on a 9-month academic year appointment have the opportunity to request that performance in a summer program of sponsored or unsponsored scholarship and research will be included in the annual faculty evaluation. The request must be made from the faculty member to the department chair on an annual basis during the workload planning process. If the request is granted, the agreement must be documented as part of the individual's workload plan for the subsequent year. If a faculty member's request for a summer research program is approved and included in the workload plan, the revised workload distribution will change increasing the research/scholarship area (see Handbook for Faculty –III. Personnel Policies for Faculty and the Agreement of the Provost and the AAUP Executive Committee dated 05/24/02.

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