

**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.

May, 2003

Department of Human Development and Family Sciences
Assignment of Evaluation and Merit Scores
Approved by Department Faculty December 2024

The Department of Human Development and Family Sciences at the University of Delaware recognizes and values a diverse range of activities and accomplishments in Scholarship, Teaching, and Service. We respect the interdisciplinarity of the faculty and acknowledge that excellence takes many forms and can be achieved through multiple pathways.

The Department values the integration of scholarship, teaching, and service. Many activities, such as publishing with students, overlap in categories. Faculty have the option to choose where the activity best fits. Responsibilities of the faculty member in submitting their evaluation materials include describing their contribution to products and the value of the products in the context of their field/subfield. We recognize that not all courses are the same; when course workloads for faculty exceed the typical norms of a university course, faculty should describe the additional teaching activities.

The following merit point values and ranges will serve as guidelines for the Chair. The Chair will sum these values to calculate the ratings for Scholarship, Teaching, and Service. The quality and importance of the contribution, as well as the amount of time the faculty member devotes to the activity, may be considered in allocating merit points within the specified ranges. However, the Chair may choose to assign a point value higher than what is specified, especially in consideration of workload and career stage.

This merit metric was developed by Department faculty and ratified by a majority vote of the faculty, including both continuing track and tenure track faculty. Changes to this merit metric may be initiated at any time by members of the Department faculty in accordance with the Collective Bargaining Agreement. The modified policy shall not take effect unless it has been ratified by a majority vote of the faculty in a secret ballot at a duly called faculty meeting. Following ratification, the revised policy will be submitted to the Department Chair and the Dean for approval. Accordingly, the revised workload document should include an explicit statement that the changes were developed by the unit's faculty and ratified by a majority vote of the faculty, and the date of ratification should be stated.

We anticipate that faculty members can attain 9 points during a successful year in all areas and acknowledge that many faculty members will supersede these scores. Because the University has determined that a merit score of 9 (on the webform) denotes a score of Excellence, we also view this as a score of Excellence.

		Assignment of Evaluation and Merit Scores	
SCHOLARSHIP (RESEARCH)			
ACTIVITY	DETAILS		POINTS
Writing			
Scholarly Book	Manuscript submitted/revised/in press		5-9
Scholarly Book	Book contract obtained		2-5
Scholarly Book	Substantial writing on manuscript		2-5
Edited Book	Manuscript submitted/revised/in press		5-9
Edited Book	Book contract obtained		2-5
Edited Book	Substantial writing on manuscript		2-5
Book Chapter	Manuscript submitted/revised/in press		2-4
Peer-Reviewed Journal Article	Submitted/revised/in press at journal; points depend on role (solo, 1st author, senior/mentor author, co-author), status of piece, and quality of journal		2-4
Non-Peer Reviewed Journal Article	Submitted/revised/in press at journal; points depend on role (solo, 1st author, senior/mentor author, co-author)		2-3
Report	Report submitted/revised/in press/published		1-3
Grant Submission	Grant application submitted - points depend on size of grant, funding source (federal, state, foundation, internal), and role (PI, Co-I, consultant)		5-8
Op Ed or Letter to Editor	Op ed submitted/revised/in press		1-2
Other Writing	Describe writing		1-8

Presenting		
Invited Speaker: Academic	Plenary speaker at a national or international conference, or invited speaker at academic institution	2-4
Conference Speaker or Panelist	Conference presentation/poster; respondent; discussant; panelist	1-3
Conference Symposium or Panel Chair	Chairing a symposium or panel at a conference	1-3
Invited Speaker: Community / Practitioner	Speaker for practitioner or community group, includes webinars and community workshops	1-3
Other Media	Participated in podcast, documentary, or other form of media; points depend on role (host versus guest, engagement in production)	1-3
Other Speaking	Describe speaking	1-4
Research Activities		
Grant or Project Administration	Activities related to leading / participating in a scholarly project (e.g., data collection, analysis, other) - points depend on role (PI, Co-I, consultant) and scope of work. May include community-engaged research; May included unfunded research	2-4
Mentored Research Activity	Providing mentorship to graduate or undergraduate student(s), Includes mentorship in data collection, analysis, writing, and/or presenting	1-5
Other Scholarly Activities	Describe other activities	1-4

Awards and Prizes		
Award: Academic	Award from academic / professional organization	1-3
Award: Community	Award from community organization	1-3
Campus Award	College or university award in scholarship and creative activity	1-3
Fellowship	Fellowship in scholarly organization	1-3
Other Award or Prize	Describe other award	1-5
TEACHING		
Student Evaluations (points per course)		
Rating of 4.0-5.0		3
Rating of 3.0-4.0		2
Rating less than 3.0		1
Course Characteristics		
New course or major revision of course	New or substantially re-worked course (describe substantial re-working)	2-4
New course preparation	Taught existing course that was a new preparation for the faculty member	1-3
Large class size	Classes with more than 40 students and no TA, and classes of 90 or more with only 20 hours/week of TA support	1-3
Complex class	Writing-intensive class, labs (describe)	1
Community engagement or student placement as part of course	Course includes significant time outside of class or with experts that the faculty member needs to help coordinate or manage. Likely includes student placements or shadowing experiences.	1-2
Supervising interns and/or student teachers		2-4
Innovative teaching	Evidence of innovation in techniques or technology in teaching	1
Honors section 'tagged on'	Taught extra Honors section of a course alongside a standard course with no additional support	1-2
Combined undergraduate/graduate section	Taught combined undergraduate and graduate section with no additional support	1-2
Guest lecture	Gave guest lecture or presentation	0.5-1
Study abroad	Led/Provided support for a Study Abroad effort	3-5
DEI, Belonging, Social Justice component	Evidence of significant DEI, belonging and/or social justice in the course	1-2

Collaboration across departments, units, or centers as a part of a course	Collaborative work to support curriculum and/or student experiences	1-2
Other reason for complicated or difficult course experience not described	Describe	1-2
Student Mentoring		
Chair: Honors or Masters Thesis/Projects (Ongoing and final year)	A faculty member who oversees and guides a student's research project at the undergraduate honors or master's level. The chair is responsible for ensuring the thesis/project meets academic standards, providing mentorship, and facilitating the defense process.	1-3
Committee Member: Honors or Masters Thesis/Project (Ongoing + Final Year)	A faculty member who serves on a panel that evaluates and provides feedback on an undergraduate honors or master's thesis/project. Committee members review the thesis/project, attend the defense, and contribute to the final assessment of the student's work.	0.5-2
Chair: Doctoral Committee (Ongoing + Final Year)	A faculty member who oversees and guides a student's research project at the doctoral level. The chair is responsible for ensuring the dissertation meets academic standards, providing mentorship, and facilitating the defense process.	1-4
Committee Member: Doctoral Committee (Ongoing + final year)	A faculty member who serves on a doctoral candidate's dissertation committee, providing expertise, feedback, and evaluation.	0.5-2
Independent Study (Graduate or undergraduate)	Provides a formal independent study learning opportunity where a student engages in self-directed study on a topic of interest under the supervision of the faculty member. The faculty advisor may help design the study or experiential learning plan, provides guidance, and evaluates the student's progress and outcomes.	1-3
Summer/Winter Scholar, McNair, UDRAW, Other	Faculty mentor supervises the research project, provides support and resources, and helps the student develop their research skills.	1-3
Other heavy advisor or student mentoring role not described		1-4
Advisement and Curriculum Development		
Student recruitment	Represents undergraduate or graduate programs at department, college, and university recruitment activities. Includes Saturday activities	0.25 - 2
Student advisement	Guides students through the academic program,	1-4

	including course selection and planning. Additional points for significant numbers of advisees and/or advisees across multiple programs	
Curriculum development and/or administration	Contributions to curriculum development. Includes proposing new course, modifying requirements, and curriculum alignment. Also includes modifying handbooks and related materials. Submitted and shepherded curriculum changes through the department, college, and university system	0.5-4
Supported Advising Abroad	Faculty member provides academic advising and support to students participating in study abroad programs. This includes helping students select appropriate courses, ensuring credits transfer back to their home institution, and offering guidance on cultural and academic adaptation.	1-2
Awards & Prizes		
Received teaching or mentoring UD or CEHD award		1-3
Received external professional award for teaching or mentoring		1-3
Professional Development		
Engaged in professional development to improve teaching	Describe (e.g., CTAL programming, taking course)	0.5-3
Teaching/instructional grant	UD or outside grant funding related to enhancing teaching (if research component count it under research grant)	1-2
Other professional development related to teaching	Describe	0.5-3
SERVICE		
ACTIVITY	DETAILS	POINTS
Leadership/Exceptional Service		
National/University/college/dept. service	Serving on one or more significant/demanding departmental committees or programs,	2-3
National/University/college/dept. leadership	Assumption of leadership (chair or co-chair of committee), officer of a professional organization	2-3
Chairing a search committee		2-3
Dept. service	Commitment to program improvement and development, often as, but not limited to chair or program coordinator	2-3
Editorial service	Journal Editor or Associate Editor	3-6

Editorial service	Edit special issue of journal	2-4
Professional service leadership	Meeting convener at regional or national level	3-6
Service award from UD, professional organization, or community organization	Service award at college/university level or from professional society or community group for mentorship or other service activities	1-3
National/University/College/Dept/Misc Service/Leadership	Other misc. service activities	1-6
Above Expectations		
University/dept. service	Serving on more time consuming committee (i.e. P&T, graduate committee, IRB, senate, search committee, etc.)	2-3
University/college/dept. service	Advisor for student group	1-2
Editorial review board	Editorial review board	1-2
College/Dept. service	Mentoring a junior faculty member	1
Professional service	Reviewer of book manuscripts, research/book proposals or awards	1-2
Professional service	Reviewer of external P & T	1
Professional/community service	Advisory or community board member	1
Professional/community service	Miscellaneous professional service activities of use and interest to community, mentorship, presentations, other activities (specify) contributing to the local professional community and/or the department, university, and/or field	1-3
University/College/Dept. service, misc	Other service capacity - describe	1-3
Expected of all faculty at all ranks		
University/College/Dept. Service	Regular service on committees (e.g., ECE, HMSV, HRA, assigned department typical service, etc.)	1-3
Ad hoc journal/conference reviewer		0.25 - 1
Letter of recommendation for students for graduate school, study abroad, employment, etc.		0.25 - 1