

Family Social Science Workload Policy

Introduction

The goal of the FSoS Workload Policy is to establish an accountable, equitable, and workable policy for faculty, instructional, and research employees' workload primarily for teaching and learning in relation to other aspects of work including research and discovery, outreach and public service, and unit service and leadership (and administration when applicable). This includes tenure and tenure track faculty (TTTF), contract faculty (CF), and P&A staff who have teaching or research responsibilities.

1. The FSoS Workload Policy used the [CEHD Workload Policy](#) as a guideline. All definitions and guidelines are consistent with the existing CEHD Workload Policy.
2. The FSoS Workload Policy applies to faculty and instructional P&As who hold $\geq 75\%$ appointment (including those on phased retirement if original appointment was $\geq 75\%$) in FSoS, consistent with the CEHD Workload Policy.
3. The FSoS Workload Policy is adopted on a trial basis for one year (2023-24) at which time the leadership team (with input from faculty) may make necessary adjustments or revisions prior to full implementation.
4. The FSoS Workload Policy should be used in conjunction with the Annual Review of Performance Policy (ARPP) to evaluate each aspect of the faculty and P&A members' job duties to determine the annual performance appraisal and subsequently merit review.

General workload requirements:

1. All TTTF, CF, and P&A must meet minimum standards for research and discovery, teaching and learning, advising, outreach and public service, and unit service and leadership as defined in the 7.12 statement for Faculty Review, Promotion, and Tenure (for TTTF) and individual position descriptions, as appropriate. Excellence in each area should be recognized via merit pay increases, when available.
2. The percentage of time devoted to research and discovery, teaching and learning, outreach and public service, and unit service and leadership must be congruent with the job description for the individual who is hired, the scholarship or teaching that is being produced, and the source of funding for the position. This agreed-upon percentage must consider departmental and disciplinary needs, developmental opportunities, leadership opportunities, and department and college budgets. Efforts that advance diversity, equity, and inclusion; community outreach/engagement; and interdisciplinary scholarship are valued and these efforts should be recognized as part of research, teaching, and/or service in determining percentage of effort, depending on individual job descriptions.
3. Faculty members on approved phased retirement plans must continue their research, teaching, advising, and service-leadership across the years of their phased

retirement as outlined in [CEHD's Phased Retirement Policy and their respective Work Plan Agreement](#).

Tenure/Tenure-track Faculty

For minimum expectations for research, teaching, and service, please review the minimum performance standards in the [FSoS annual performance review guidelines](#).

Most TTTF have 9-month academic year appointments.

1. All TTTF members are assigned to teach four courses per academic year (2 each fall and spring semesters). Each semester's teaching load could vary depending on instructional needs and research demand, and approved by the department head. This teaching load reflects approximately 40% of the TTTF workload.
2. The general expectation is that TTTF members teach between at least 180 and 300 student credit hours (SCH) per year (12 credits). TTTF teaching load is based on curricular needs and determined by the department head, which could occur at both the undergraduate and graduate levels. The SCH requirement is primarily assessed at the department level (not the individual level) and if there are considerable deviations, adjustments may be made by the head in consultation with the faculty member.
3. All TTTF should supervise directed research credits for graduate students annually. This work is considered a part of the teaching workload and the credits count toward SCH. Annual review consideration for merit may be given for faculty who supervise higher than normal loads of directed research (see ARPP for more information).
4. TTTF are encouraged to supervise undergraduate research credits. Annual review consideration for merit may be given for faculty who supervise undergraduate research (see ARPP for more information).
5. For TA assignments, refer to the course enrollment and TA assignment policy.
6. When TTTF members team-teach a course, the workload credits are determined by the nature of the course and work and divided according to the faculty members relative contributions.
7. New course preparation is considered to be part of any faculty member's teaching workload. In unique circumstances, if a faculty member is asked to do extensive course preparations, consideration for merit may be given during the annual review process.
8. All TTTF members are expected to mentor graduate students. A typical advising load is between 2 and 4 MA, MA/PhD, and/or PhD advisees. This effort is considered to be part of the teaching percentage of TTTF workload. With a substantial increase in advising beyond the typical advising load, the faculty member can make a request to the head for a possible course reduction in teaching load to accommodate the additional workload of having a sustained large number of advisees.
9. All TTTF members are expected to conduct research and scholarly work. Seeking funding is a part of a TTTF member's research responsibility (see ARPP for more information). Research effort is considered to be 40% of a TTTF member's workload.

10. A TTTF member may use grants, contracts, or gifts to buy-out their teaching. To buy out one 3 or 4 credit course, a **minimum** of 10% of a faculty member's salary is required. Faculty must teach at least one course per semester (and cannot buy out their full teaching load) unless a written proposal is submitted to and approved by the department head.
11. All TTTF members are expected to perform service to FSoS, CEHD, and the University, and engage in outreach and public service activities at the local, national, and international levels as appropriate. This effort is considered to be 20% of TTTF members' workload.
12. In particular circumstances, if the TTTF members' workload deviates substantially from the standard workload percentages for research (40%), teaching (40%), and service (20%), the faculty member, upon approval of the head, can alter the standard workload to better reflect the particular circumstances. Alterations must be documented using the [workload agreement form](#) and signed by both parties as early as possible in the academic year.

Tenure/Tenure-track Extension Faculty Workload

Most extension faculty have 12-month appointments.

1. Extension faculty members' workload is governed by their notification of appointment, for example 80% extension/20% research or 60% extension/40% research, with some responsibility for service.
2. Extension faculty members are expected to perform service to the FSoS, CEHD, and the University, and engage in outreach and public service activities at the local, national, and international levels as appropriate. The percentage effort toward service is determined by the faculty members' appointment.
3. Extension faculty members' extension workload is determined in conjunction with relevant stakeholders in the College of Extension and includes but is not limited to activities such as community education via in-person (workshops) or on-line (e.g., webinars) mechanisms, curriculum or program development, program evaluation, and/or applied research. The percentage effort toward extension is determined by the faculty members' appointment.
4. Extension faculty members are expected to mentor graduate students in addition to their extension workload. A typical advising load is between 2 and 4 MA, MA/PhD, or PhD advisees. This effort is considered to be part of the extension faculty members' extension workload. With a substantial increase in advising beyond the typical advising load, the faculty member can make a request to the head for a possible course reduction in teaching load to accommodate the additional workload of having a sustained large number of advisees.
5. Extension faculty members are expected to conduct research and scholarly work. Seeking funding is a part of a TTTF member's research responsibility (see ARPP for more information). The percentage effort toward research is determined by the faculty members' appointment.

6. Extension faculty members may use grants, contracts, or gifts to buy out a percentage of their extension appointment. The buy out percentage should be determined in collaboration with the department head and other relevant stakeholders and the buyout amount should be equal to the corresponding percentage of salary.

P&A Workload

1. All P&A are assigned to teach 6 courses per academic year (3 each fall and spring semesters). This teaching load reflects 80% of the P&A annual workload.
2. The general expectation is that P&A teach a minimum of between 270 and 330 student credit hours (SCH) per year (18 credits). P&A teaching assignments are determined by programmatic needs and may include teaching primarily undergraduate courses or a combination of undergraduate and graduate courses. The SCH requirement is primarily assessed at the department level (not the individual level) and if there are considerable deviations, adjustments may be made by the head in consultation with the instructor.
3. If P&A supervise directed research credits for graduate or undergraduate students, annual review consideration for merit may be given when available (see ARPP for more detail).
4. If a course enrollment exceeds a specified FSoS threshold (see course enrollment and TA assignment policy), a certain percentage of a graduate assistant workload may be assigned according to the nature and requirement of the course, and as determined by the department head.
5. When P&A team-teach a course, the workload credits are determined by the nature of the course and work and divided according to the relative contributions.
6. New course preparation is considered to be part of any instructors' teaching workload. In unique circumstances, if an instructor is asked to do more new course preparations than outlined above, consideration for merit may be given during the annual review process.
7. P&A are expected to provide academic support and service. This may include, but is not limited to, mentoring professional and undergraduate students, supervising student field experiences, and performing programmatic tasks. This effort is considered to be part of the teaching or service workload as warranted.
8. If P&A receive grants, contracts, or gifts to support research, scholarly, pedagogical, or curricular work, or take on a major administrative role, their teaching load may be reduced per approval of the department head. The policy for course buy-out from grants/contracts/gifts is 10% of salary per course.
9. All P&A are expected to perform service to the FSoS, CEHD, and the University, as well as engage in outreach and public service activities at the local, national, and international levels as appropriate. This effort should be about 20% of workload as aligned with [CEHD Work Scope Guidelines](#).

10. In particular circumstances, if the P&A instructors' workload deviates substantially from the standard workload percentages for teaching (80%) and service (20%), the instructor, in conjunction with the head, can alter the standard workload to better reflect the particular circumstances. Alterations must be documented using the [workload agreement form](#) and signed by both parties as early as possible in the academic year.

Contract Faculty

Contract Teaching Faculty (CT)

1. All CT faculty members are assigned to teach six courses per academic year (3 each fall and spring semesters). Each semester's teaching load could vary depending on instructional needs and research demand, and is approved by the department head. This teaching load reflects 80% of the contract teaching faculty member's annual workload.
2. The general expectation is that CT faculty members teach between 270 and 330 student credit hours (SCH) per year (18 credits). CT faculty teaching assignments are determined by programmatic needs and may include teaching primarily undergraduate courses or a combination of undergraduate and graduate courses. The SCH requirement is primarily assessed at the department level (not the individual level) and if there are considerable deviations, adjustments may be made by the head in consultation with the faculty member.
3. If CT faculty supervise directed research credits for graduate or undergraduate students, annual review consideration for merit may be given (see ARPP for more detail).
4. If a course enrollment exceeds a specified FSoS threshold (see course enrollment and TA assignment policy), a certain percentage of a graduate assistant workload may be assigned according to the nature and requirement of the course, and as determined by the department head.
5. When CT faculty members team-teach a course, the workload credits are determined by the nature of the course and work and are divided according to the faculty members' relative contributions.
6. New course preparation is considered to be part of any faculty members teaching workload. In unique circumstances, if a faculty member is asked to do more new course preparations than outlined above, consideration for merit may be given during the annual review process.
7. CT faculty are expected to provide curricular, pedagogical, and academic support and service. This may include, but is not limited to, mentoring graduate and undergraduate students, supervising student internships or field experiences, engaging in curricular revision work, mentoring others in teaching, and performing administrative tasks. This effort is considered to be part of the contract faculty members' teaching or service workload, as warranted.

8. If CT faculty members receive grants, contracts, or gifts to support research, scholarly, pedagogical, or curricular work, or take on a major administrative role, their teaching load may be reduced per approval of the department head. The policy for course buy-out from grants/contracts/gifts is 10% of the faculty members salary per course.
9. All CT faculty members are expected to perform service to FSoS, CEHD, and the University, as well as engage in outreach and public service activities at the local, national, and international levels as appropriate. This effort is considered 20% of contract teaching as aligned with [CEHD Work Scope Guidelines](#).
10. In particular circumstances, if the CT workload deviates substantially from the standard workload percentages for teaching (80%) and service (20%), the faculty member, with the approval of the head, can alter the standard workload to better reflect the particular circumstances. This must be documented using the [workload agreement form](#) and signed by both parties as early as possible in the academic year.

Contract Research Faculty (CR)

1. CR faculty primary responsibilities focus on the research mission of the department and college. This effort is considered 90 to 100% of CR's workload.
2. CR faculty are expected to secure funding that covers their appointment and focus their work on these funded research projects.
3. CR faculty may occasionally serve on a doctoral committee or teach a seminar, but this is optional and contingent on approval of the department head.
4. If CR faculty supervise directed research credits for graduate students, annual review consideration for merit may be given.
5. CR faculty may also perform service to FSoS, CEHD, and the University, as well as engage in outreach and public service activities at the local, national, and international levels as appropriate. This effort is considered 0 - 10% of contract faculty members' workload.
6. All CR faculty may teach one course each year which accounts for 10% of workload. The overall workload total must equal 100%.
7. In particular circumstances, if the CR faculty's workload deviates substantially from the standard workload percentages, the faculty member, with the approval of the head, can alter the standard workload to better reflect the particular circumstances. This must be documented using the [workload agreement form](#) and signed by both parties as early as possible in the academic year.

Unit Administrative Leadership Workload

1. The FSoS associate head, if TTTF with teaching responsibilities, will receive one teaching release (3 - 4 credits) per academic year and will receive an administrative stipend as determined by the head and approved by the Executive Committee and CEHD HR, in accordance with the [college compensation approval process](#).

2. The FSoS director of graduate students (DGS), director of the Couples and Families Therapy Specialization, and the director of research receives one course (3-4 credits) release per year, as well as an administrative stipend as determined by the head and approved by the Executive Committee and CEHD HR, in accordance with the college [compensation approval process](#).
3. The director of undergraduate studies (DUGS) receives 2 course (6-8 credits) releases per year as well as an administrative stipend as determined by the head and approved by the Executive Committee and CEHD HR, in accordance with the college [compensation approval process](#).
4. The Parent and Family Education Program director receives one course (3-4 credits) release per year and the Parent and Family Education License Program lead receives one course (3-4 credits) release per year. In addition, the program director receives an administrative stipend as determined by the head and approved by CEHD HR, in accordance with the college [compensation approval process](#).

Procedures:

- ["In-loading" Teaching Efforts to address Academic Needs](#)
- [CEHD Phased Retirement Policy & Work Plan Agreement](#)
- [Transfer of Duties within CEHD](#)
- [Transfer of Duties outside CEHD](#)

Forms / Instructions:

- [Workload Plan Form](#)

Appendices:

- [CEHD Academic Work Scope Guidelines](#)

FAQ:

- [CEHD Workload Policy Frequently Asked Questions](#)

History:

Approved by Family Social Science: April 24, 2023

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