

# Assigned Faculty Duties

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## Preface

The Department of Child and Family Studies (CFS) is committed to improving the well-being of individuals, children, and families within communities across the country by promoting respect, inclusion, development, achievement, mental health, and an optimum quality of life. We focus on research, teaching, service, technical assistance, evaluation, policy analysis, and information dissemination to achieve our mission of:

- Generating hope and solutions for the complex issues confronting individuals, children, families and communities through leadership in research and evaluation, theory, policy, and practice innovation;
- Supporting the development of new knowledge and innovative practices through research;
- Advancing the effective application of the best available practices in communities and agencies through education, training, dissemination, consultation, evaluation, advocacy, and collaboration;
- Demonstrating a sensitivity to and understanding of the cultural, economic, and social diversity of our society through the manner in which we conduct our work, and the outcomes of the work;
- Promoting accountability and improvement of services through supporting and influencing local, state, and federal policy-making bodies, funding agencies, communities and neighborhoods, and other organizations that support individuals and families.

This document describes the CFS policies and procedures for developing Assigned Faculty Duties (AFDs). These policies and procedures are based on our vision, mission, and values as a department. They are designed to promote an open and equitable process for determining AFDs that will help advance CFS in its efforts to achieve its mission, build on the strengths and interests of our faculty, help support individual faculty and the overall department in their growth and development, and support the University of South Florida and the College of Behavioral and Community Sciences in the achievement of their strategic goals.

This document strives to align the AFD process with annual evaluation procedures, and with promotion and tenure procedures. This is done in a belief that an annual evaluation should be informed by an individual faculty member's accomplishments in relation to his/her AFDs. Similarly, promotion and tenure decisions should be informed by outstanding achievements beyond the assigned duties (i.e., met and exceeded expectations as designated on the assigned faculty duties).

CFS, as a large academic department with significant external funding, has three career paths for faculty:

- Tenure-earning (Assistant Professor, Associate Professor, Professor)
- Ranked non-tenure earning (Research Assistant Professor, Research Associate Professor, Research Professor)
- Non-ranked, non-tenure earning

- » Assistant In Research, Associate In Research, Research Associate
- » Assistant In Technical Assistance, Associate In Technical Assistance, Technical Assistance Associate

*Tenure & Tenure-earning and Ranked groups must demonstrate achievements related to their assigned faculty duties as well as increasing independence in their research.*

*The non-ranked groups must demonstrate achievements related to their assigned faculty duties alone.*

The process of developing AFDs is the same interactive, collaborative process for all three groups. These groups differ in the scope of assigned activities.

This document is organized by a description of procedures and practices that are common for all career paths. Differences with respect to requirements for each group are subsequently described.

## **Procedures for developing Assigned Faculty Duties (AFD) and Annual Faculty Evaluations**

As noted above, development of AFDs should closely align with the following:

- Vision, mission, values, and goals of CFS, FMHI, BCS, and USF
- Promotion and tenure guidelines
- Faculty members' focus area, contribution to the field, and discipline in relation to their yearly goals and objectives
- Annual faculty evaluation
- Contract/grant project mandates/deliverables (if applicable)

### **Process and Timelines**

Each Fall, (ideally between October 15 and November 15), every faculty member will meet with his/her supervisor to discuss assigned faculty duties for the following calendar year. While it is recognized that it is the supervisor's responsibility to initiate and ensure completion of assigned faculty duties, the process should be collaborative and should seek to build on the strengths, talents, and interests of each faculty member, the deliverables as stated on the grants and/or contracts (if applicable), as well as the needs and mission of the department. For individuals who are hired during the year, the process of developing assigned faculty duties should be initiated immediately after his/her appointment. For all subsequent years, annual assignment is for the calendar year, beginning January 1.

Assigned faculty duties may change during the course of a year based both upon predictable and unpredictable events. For example, course loads may change, new grant opportunities may materialize, faculty may be appointed to a new committee or be assigned administrative duties. If this is the case, the faculty member and his/her supervisor should communicate and agree to make the necessary modifications in distribution of time within the assigned duties and adjust the percentages of time allocated within the AFDs accordingly. The process of establishing and reviewing AFDs should support such flexibility. If changes are requested, it is the responsibility of the individual faculty member to consult with his/her supervisor regarding the AFD and any subsequent changes to the AFD.

## Assigned Faculty Duties Categories

There are five potential areas of responsibility on the faculty self-rating and evaluation form. Not all faculty will have assignments in all areas (e.g., faculty who are 100% funded on contracts and grants will have assignments that only fall in the funded-research category)

### 1. Teaching

- » Undergraduate Organized Sections
- » Graduate Organized Sections
- » Undergraduate Individual Instruction
- » Graduate Individual Instruction

### 2. Instruction-Related

- » Academic Advising (including graduate thesis and dissertation committees)
- » Other Instructional Effort
- » Supervision of Cooperative Education
- » Clinical Instruction of Medical Residents

### 3. Research, Scholarship and Creative Activity

- » Department/Unfunded Research
- » Funded Research

### 4. Service

- » State Mandated Public Service
- » Professional and Other Public Service
- » Clinical Service (non-reimbursable)

### 5. Other Assigned Duties

- » University governance
- » Academic Administration
- » Leave of Absence with Pay
- » Paid Patient Care
- » Auxiliary Effort
- » Release Time

## Considerations in Negotiating and Completing AFDs

Beyond the current deliverables required for related contracts and/or grants, both faculty and supervisors share the responsibility for faculty members' professional growth and development. Faculty should express their preferences, goals and interests, and supervisors should make employees aware of the criteria for tenure and/or promotion and support the faculty member in identifying activities related to advancement in their career path. While the ultimate responsibility for assigning duties for faculty resides with the immediate supervisor, the development of these assignments should be done collaboratively with all supervising Principle investigators (PIs) with whom the faculty member works, even though they may not be the supervisor of record.

An array of activities are appropriate assignments for faculty seeking to advance professionally within various career paths. Examples include, but are not limited to, publications as authors, co-authors, editors, or co-editors of peer reviewed journals, books, book chapters; presentations at regional, state and national conferences; training, teaching, technical assistance, credit-generating instruction or other knowledge dissemination activities; and being Co-PI or PI on funded contracts/grants.

In addition, supervisors, with guidance from the Division Directors and the Chair, should work to explore avenues for supporting activities and identifying resources (fiscal and other supports) that may contribute to a faculty member's professional growth, when such activities cannot be supported by that faculty member's respective contracts or grants.

## Guidelines for Assigned Faculty Duties

This section describes policies and procedures for developing assigned faculty duties for all CFS faculty members. Assigned faculty duties are expected to align with evaluation categories. This section offers definitions of each category as well as guidelines for FTE assignment. Percentages included within this document are intended to be used as a *guide* for faculty members and supervisors. *As stated previously in this document, FTE assignments are to be determined in consultation with the faculty member's supervisor.*

To complete annual plans that delineate assigned faculty duties for the calendar year, faculty members will need information such as the percentage planned for tasks in each category, planned activities and project detail, anticipated outcomes/products, and any needed comments or clarifications concerning the planned activities.

### 1. Teaching

This category is also known as "Course Activity."

Principles:

- ◀ CFS faculty promote academic excellence by providing leadership and opportunities that enhance human resource development and personal growth in a fully engaged learner-centered environment.
- ◀ In identifying teaching assignments, a high priority should be given to matching a faculty member's specialty field and skills as they relate to the mission and vision of the Department, the needs of academic programs, and the strategic goals of the University.

Instruction and Instruction-Related Activities may include: classroom-based, laboratory and distance learning, mentoring students in research, serving as major professors for undergraduate, masters' or doctoral level students, mentoring pre- and postdoctoral fellows, independent study, directed reading, supervising independent study, supervision of practica, field placements and interns, and by providing special expertise (e.g., statistics, content, methodology) as thesis/dissertation committee members.

This category is further sub-divided into the following categories that reflect the student's level (undergraduate or graduate) and whether instruction occurs in groups or on an individual basis.

- ◀ Undergraduate Organized Sections
- ◀ Graduate Organized Sections
- ◀ Undergraduate Individual Instruction
- ◀ Graduate Individual Instruction

For courses being taught during the year, a list of the course titles, numbers, departments, and semester in which the course will be taught should be included in the AFD Supporting Documentation.

***Definition:*** Credit-generating courses taught at a USF campus or through USF authorized distance learning courses for which you are listed as an instructor in the Banner system.

***Guidelines for FTE assignment for teaching various Credit Courses:*** When preparing faculty assignments, the following are offered as guidelines for consideration. The actual percentages assigned to an activity are to result from negotiation between a faculty member and his/her

supervisor. Instructors should receive teaching assignments proportional to the credit hours being taught, number of students in the course, and contractual obligations. For distance learning courses, narrated presentation and on-line discussion serve as contact hours.

Per-semester allocation for a 3 credit course (3 contact hours or its equivalent)<sup>1,2</sup> for which you are the primary instructor.

◀ 10-25%

New course preparation or significant revisions to a course in the semester it is being taught. For example, migrating a course from in-class to on-line or vice versa would be included here.

» Repeated courses with 50 or more students and no TA

» Gordon rule course

◀ 10-20%

Repeated courses with less than 50 students and no TA and repeated courses with 50 or more student and a TA<sup>3</sup>

◀ 5-15%

Courses with co-instructors

◀ Up to 5%

Independent study, Chair of a dissertation or thesis committee, Chair of an honors college thesis

◀ Up to 2%

Member of a dissertation or thesis committee if instructor of record

## 2. Instruction Related Activities

### Academic Advising:

**Definition:** "Formal counseling with students on academic course or program selection, scheduling, and career counseling. Activity Reports should indicate the number of students formally advised by the faculty member, hours specifically designated for advising purposes, and other appropriate indicators of advising activity" (University of South Florida, n.d.).

**Examples:** Discussions with students on course selection for a particular specialty.

**Guidelines for FTE assignment:** 1-10% depending on the number of students you are advising, support staff that might be assigned, etc.

### Other Instructional Effort:

**Definition:** Non-credit generating performance of instructional-related activities that are *not* directly tied to specific credit courses being taught in the current semester. "This includes the development of new delivery approaches, improvement/revision of materials for credit courses" and "participation in the planning, development and/or evaluation of total curricula program services" (University of South Florida, n.d.). In general, this category will range from 1-10% FTE. Preparation of new and maintenance of existing degree-granting and certificate programs, would be a case in which FTE in this category might reasonably exceed 10% to account for administration and development.

**Examples:** Development or updating a course syllabus; development of new course; review/selection of text books for upcoming course; preparation for a course to be delivered during future semester; FMHI clinical intern policy mentor; Thesis or Dissertation committee member who is not

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1 These percentages represent semester percentages which must be annualized for 12 month AFD documents.

2 These percentages may be adjusted based upon a course's credit hours.

3 8.33% per credit hour

the instructor of record; mentoring students who are not enrolled in a credit-generating course during this semester; guest lectures, invited lectures or trainings at University or other professional functions.

#### **Supervision of Cooperative Education**

“Coordinating the placement of Cooperative Education students into supervised work experiences, evaluating student progress, and counseling and conducting seminars for Cooperative Education students” (University of South Florida, n.d.).

#### **Clinical Instruction of Medical Residents**

This sub-category does not apply to FMHI faculty.

### **3. Research, Scholarship and Creative Activity**

Research, scholarship and creative activity, whether funded or unfunded, may include:

- ◀ Preparation, planning, and implementation of research, technical assistance, consulting, training, service and/or dissemination activities,
- ◀ Preparation of grants and contracts,
- ◀ Pilot and feasibility testing, including data collection and analysis,
- ◀ Publication as author or editor of books, chapters, manuscripts, or reports and dissemination of results,
- ◀ Publication of peer-reviewed journal articles, (including articles in preparation, under review and in press),
- ◀ Presentations (international, national, state, local, advance preparation),
- ◀ Development of funding proposals.

The Research, Scholarship and Creative Activity category is sub-divided according to whether or not activities performed were tied to a funded project in the AFD reporting period.

#### **Funded Research**

This is also known as Sponsored Research and includes all grants and contract funded activities.

***Definition:*** Separately budgeted and accounted for research and technical assistance; all activities that are sponsored by federal, state, local government and private organizations. Includes all externally funded projects, whether the work involves research, training, technical assistance, consultation, or service.

#### **Unfunded Research**

***Definition:*** Unfunded Research is also known as Departmental Research and is activity not supported by current grants or contracts. “Research and development ordinarily managed within academic departments. Such activities usually have stated goals or purposes and projected outcomes, and may be created for specific periods as an allocation of institutional or system resources” (Reed, 1994). A component of research and development is the eventual dissemination of research results.

#### **Guidelines for FTE Assignment: Funded or Unfunded Research, Scholarship and Creative Activity**

For funded research, FTE assignment is determined by assigned percentage on each funded project and is dependent upon roles and tasks on the project. This should be determined in consultation with the faculty member’s supervisor and the project PI. In addition to carrying out grant/contract related activities, faculty may engage in the following activities:

- ◀ New grant/contract proposal submission with primary responsibility: up to 20%

- ◀ Contract/grant proposal resubmission with primary responsibility; collaborator on a grant proposal submission; USF internal grants programs: 5-15%
- ◀ New article, book chapter, or report: 5-10%
- ◀ Revision of an article or book chapter: 1-5%
- ◀ Conference presentation, training workshop, or professional development activity depending upon role and venue (not funded by contract/grant): 1-5%

Note: The FTE % should be consistent with those reported for Federal Effort Reporting (PERT). Requires reporting of both effort paid directly by the contract/grant and cost-share provided. Each current and expected contract or grant should be listed separately in AFD Supporting Documentation.

#### 4. Service

***Definition:*** This category includes training, education, consultation, technical assistance, and other activities provided to individuals, organizations, communities, states or nations at no cost to the recipient. Service assignments must align with the missions of CFS, FMHI, BCS, and USF.

***Guidelines for FTE assignment for all types of service:*** Total of 1-5% for the category divided as appropriate between the sub-categories State Mandated Public Service and Professional and other Public Service.

##### **State Mandated Public Service**

***Definition:*** "Includes public service activities required by rule or statute to be performed by state universities. This category is also to be used for reporting education service effort of faculty and other professional employees involved in the performance of public service activities in the K-12 system that have been assigned by the unit administrator. It also applies to the state-mandated training of mental health counselors at the Louis de la Parte Florida Mental Health Institute" (University of South Florida, n.d.).

***Examples:*** Assisting a non-profit organization to develop a grant proposal; provision of training or consultation to a state or non-profit organization or other government agency that is not associated with a current contract or grant; serving on a state agency or governor's task force or committee.

##### **Professional and Other Public Service**

***Definition:*** "Public service extends the professional services of individuals to the community, state or nation. This includes service in professional organizations and academic or professional student organizations. The primary intent is to provide professional services, other than instruction, that are beneficial to groups and individuals" (University of South Florida, n.d.).

***Examples:*** Service with professional organizations, including offices held; presentations to the public or schools; editor or editorial board member of a leading journal; reviewer for grants, journals, conference abstracts; organizing conference related activities; participation as a member of a national working group; participation on panels for funding agencies such as NIH, SAMHSA, CDC, DOE; testimony or briefings to congress; providing volunteer services or serving on boards or committees that are related to research or the mission of CFS, FMHI, BCS, or USF. Activities within this category are unrelated to funded research responsibilities.

***Guidelines for FTE assignment:*** Total of 1-5%

##### **Clinical Service (Non-reimbursable)**

This sub-category does not apply to FMHI and should not be used.

## 5. Other Assigned Duties

### University Governance

USF, BCS, and FMHI service (including committee work)

**Definition:** This sub-category includes “activities that provide advisory support to the general governance of the unit or institution” (University of South Florida, n.d.) which includes CFS, FMHI, BCS and the University. It also includes special assignments such as consultation service to the university offices and units.

**Examples:** CFS Governance Council; Faculty Senate; FMHI Curriculum Committee; search committees; university-wide committees.

**Guidelines for FTE assignment:** 1-10%

### Academic Administration

This is defined as administration that is unrelated to the direction of specific research, training, consulting, service, technical assistance and dissemination activities; such as the responsibilities of the Department Chair, Division Directors, or other supervision not directly related to a project.

**Definition:** “Supervisory, management or staff activities related to the administration of an academic program, division, department, college, university or the SUS. This activity provides administrative support and management direction to the instructional, research and public service programs. Assignments customarily and regularly require the incumbent to exercise discretion and independent judgment and include service on inter-institutional SUS committees. Effort in this activity shall show the administrative duties that were assigned to the individual” (University of South Florida, n.d.). This category also includes faculty in a supervisory role beyond requirements related to contracts/grants.

NOTE: This category does not include direct administrative effort related to a specific course which should be reflected in the appropriate Instruction category. Direct administrative effort related to a specific project funded by the sponsored research should be reflected in the Research category.

**Guidelines for FTE assignment:** This percentage is to be determined in consultation with the Director or Chair’s supervisor. Average FTE assignment for administration of a division is 15-20%. Up to 5% for faculty in a supervisory role beyond grant/contract requirements.

### Leave of Absence with Pay

**Definition:** An authorized leave of absence granted to an employee by the University.

**Examples:** Sabbatical; professional development leave; FMLA

The category “Other Assigned Duties” includes three additional sub-categories, “Paid Patient Care,” “Auxiliary Effort” and “Release Time.” The first two of these sub-categories do not apply to FMHI. The third should not be used except in consultation with a division or departmental administrator.

## References

Reed, C. B. (1994, July 21). Standard practice for I&R data file and 12 hour law [Chancellor’s memorandum]. Tallahassee, FL: State University System of Florida.

University of South Florida. (n.d.). *Detailed online training for the faculty academic information reporting. Stage 3: Completion of faculty activity report*. Retrieved February 9, 2009 from <https://usfweb2.usf.edu/fair/OnlineTutorial/stage3/afdfar.htm>