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DEPARTMENT OF BIOLOGICAL SCIENCES

UNIVERSITY OF DELAWARE

FACULTY WORKLOAD POLICY

**Approved by Biological Sciences Faculty
September 20, 2004**

**Department of Biological Sciences
University of Delaware
Faculty Workload Policy**

I. Overview

The Department of Biological Sciences has a commitment to a standard of research excellence, excellence in undergraduate and graduate education and, to a lesser extent, University and professional service. In recent years, the department has placed great emphasis on developing a nationally recognized research program while maintaining its established record of excellence in undergraduate education. This transition has required a carefully measured approach to recognizing and encouraging the efforts of all faculty members while simultaneously elevating performance and expectations for research accomplishments. Currently, we expect our contributions in teaching, research and service to be at least on a par with biology programs at peer institutions such as Clemson, North Carolina State and Virginia Tech. We strive to elevate our performance to be on a par with biology programs ranked among the top 25 nationally by the 2002 U.S. News and World Report including programs at the University of California at San Diego, the University of Pennsylvania and the University of North Carolina at Chapel Hill. In this regard, the current policy is intended to support the success of the department to achieve these goals of excellence in both research and education. This policy presents a quantitative definition of effort distribution in teaching, research/scholarship, and service and establishes the operating principles upon which both administered load and annual merit increments are calculated. Modifications to this workload policy must be approved by a majority vote of the faculty in accordance with the departmental by-laws, the Dean, the AAUP and the Provost. This document will be provided to all new faculty members upon their appointment. Faculty workload assignments in teaching, research and service will be communicated to the individual faculty member at the time of annual evaluation. Each faculty member also is expected to undertake such other activities as are normally expected of faculty members at a major American university, such as attendance at department functions, participation in curricular planning, student recruitment, safety training.

II. Faculty workload assignments and expectations

The typical workload described in detail below includes an assigned teaching responsibility of 3 to 5.5 credit-contact hours per week per semester. This range reflects the typical teaching contributions of a majority of the faculty. The typical distribution of workload for tenured and tenure track faculty in the Department of Biological Sciences is 25%-46% teaching, 44%-65% research; and 10% service. The details of this typical workload are described below under item A, followed by descriptions and expectations for adjustments of workload under items B and C.

A. Typical Workload assignment

Teaching expectations. Consistent with the percentage effort allocated in this category and Collective Bargaining Agreement*, a typical assigned teaching load is 3 credit-contact hours per

week per semester of scheduled instruction, 0.5 credit-contact hours per week per semester for undergraduate advisement and additional scheduled responsibilities for laboratory instruction as well as unscheduled instruction in special problems, thesis supervision, and undergraduate research advisement. A faculty member's teaching load may include scheduled laboratory instruction and unscheduled instructional responsibilities of 2 or more credit-contact hours per week per semester. Teaching efforts for the year may be distributed differentially between the fall and spring semesters to generate the average teaching load of 5.5 credit-contact hours per semester.

Research expectations. Typical faculty members demonstrate a consistent record of significant extramural grant funding, remain involved with chairing graduate theses/dissertations, and publish an average of at least four primary scholarly papers per three year period. It is recognized that some papers represent more work or higher impact than others. It also is recognized that some journals carry higher impact or prestige than others. To accommodate the vicissitudes of the research process, the publication expectation will be viewed as a three-year average. For some faculty members, e.g., those in the field of Science Education, evidence of research productivity may more often come in the form of published abstracts or publication of books or book chapters. Faculty assigned a typical workload are expected to maintain a level of research productivity in publications and funding that is at or above the median of faculty at the Department's designated peer institutions.

Service expectations. Biological Sciences faculty members are expected to provide service to the Department and/or University. Formal service commitments include membership in standing or ad hoc Departmental, College of Arts and Sciences or University committees. Every faculty member is expected to contribute on committees at one or more of these levels. It is recognized that chairing such committees usually requires additional effort on the faculty member's part and this will be considered when determining how many committees in which a faculty member will be assigned. Service to local and state governments as well as professional service commitments (study sections, editorial duties, holding office in professional organizations, etc.) also are service components and will be weighed in when considering service assignments. Service does not include activities expected of all faculty members as described at the end of section I. of this document.

B. Criteria for increasing teaching workload assignment.

In discussion with the Department Chair, teaching workload may be increased from the typical assignment described above in accordance with the percentage effort allocated in this category and Collective Bargaining Agreement'. Faculty members typically can have their teaching workload increased to 8.5 credit-contact hours per week per semester or higher. A typical assigned load of 8.5 credit-contact hours per week per semester would result from 7.5 credit-contact hours of scheduled classroom instruction and a combination of 0.5-1.0 credit contact hours of laboratory instruction, 1.0 credit-contact hour of independent study or 0.5 credit-contact hour of undergraduate advisement equaling 1 credit-contact hour per week per semester. Teaching efforts for the year may be distributed differentially between the fall and spring semesters to generate the average teaching load of 8.5 credit-contact hours per semester.

Increased teaching workload would be assigned in cases where faculty members typically have little or intermittent extramural grant funding, do not necessarily participate in chairing graduate theses/dissertations, and publish less than one primary scholarly paper per three year period. Peer-reviewed publications or invited teaching workshops related to teaching can be considered as scholarship in this area. Thus, to maintain even a low percentage of effort in this category, faculty members must be able to demonstrate that they remain research-active by continuing to participate in extramural grant preparation and submission as well as through publication. For some faculty members, e.g., those in the field of Science Education, evidence of research productivity may more often come in the form of published abstracts or publication of books or book chapters. To accommodate the vicissitudes of the research process, the publication expectation will be viewed as a three-year average. Realizing the extreme difficulty in maintaining an active research program with little effort in this area, publications would typically result from collaborations with the faculty member probably being a co-author, rather than a corresponding author. An increased teaching assignment will be made for faculty who do not maintain a level of research productivity in publications and funding that is at or above the median of the faculty at the Department's designated peer institutions.

C. *Criteria for decreasing teaching workload assignment.*

In discussion with the Department Chair, teaching workload may be decreased from the typical assignment described above in accordance with the percentage effort allocated in this category and Collective Bargaining Agreement*. Faculty members can have their typical assigned teaching load decreased to as little as three credit-contact hours per week per semester. Members of the faculty who wish to devote additional time to research may buyout this time from research grant funds in accordance with the College buy-out policy. A typical assigned load of 3.0 credit-contact hours per week per semester would result from an accumulation of 3.0 credit-contact hours of scheduled classroom instruction in one semester, and a combination of 1-2 credit-contact hours per week per semester of classroom instruction, 1.0-2.0 credit-contact hours of laboratory instruction, special problems, or thesis supervision, and 0.5 credit-contact hours of undergraduate advisement totaling 3 credit-contact hours per week per semester in the other semester. Teaching efforts for the year may be distributed differentially between the fall and spring semesters to generate the teaching load. Assistant professors typically would not be expected to teach in their first year to provide time to establish their research laboratories and apply for extramural grants. A decreased teaching assignment will be made for faculty who maintain a level of research productivity in publications and funding that is at or above the median of the faculty at the Department's designated target peer institutions.

Decreased teaching workload typically would be assigned in cases where faculty members have a demonstrated record of research excellence consistent with that of premier Biological Sciences programs in the United States or assistant professors with the potential to achieve this level of excellence. For most disciplines in biology, faculty members in this category typically have one or more active large grants or multiple grant awards, remain involved with chairing graduate theses/dissertations, and publish at least six scholarly, peer-reviewed papers per three year period in which the faculty member is the corresponding or senior author. It is recognized that some papers represent more work or higher impact than others. It also is recognized that some

journals carry higher impact or prestige than others. To accommodate the vicissitudes of the research process, the publication expectation will be viewed as a three-year average. For some faculty members, e.g., those in the field of Science Education, evidence of research productivity may more often come in the form of published abstracts or publication of books or book chapters. In addition to the above, it also is expected that tenured faculty members in this category would demonstrate tangible evidence of peer recognition, typically reflected by routine invitations to speak at national/international meetings and other institutions, participation on editorial boards and/or membership on major extramural grant review panels. New assistant professors usually require several years to establish both their funding bases and research programs. Therefore, the research expectations for publication productivity will be lower for their initial few years, but the level of research productivity described above as well as evidence of peer recognition should be achieved by the fourth year.

Teaching workload also may be reduced in cases where the faculty member provides exceptional service to the department or university, e.g., Associate Chair, Graduate Program Director, Undergraduate Program Director, Associate Dean, etc.

D. Continuing non-tenure track faculty.

Continuing non-tenure track faculty members are appointed for nine months with primary responsibility to teach. Thus, the typical workload for non-tenure track faculty members would consist of 12 credit-contact hours per week per semester in teaching (100% workload) with permitted reductions for research and/or service not ordinarily to exceed 10%. Continuing non-tenure track faculty members normally participate in teaching-related service activities; however, only with the approval of the Chair would this effort exceed 10% of the workload. Service does not include activities expected of all faculty members as described at the end of section I. of this document.

III. Workload Assignment

Faculty member workload assignments will be determined annually in discussion with the department Chair. As faculty member careers, interests and departmental needs evolve, faculty member workload assignments may transition. In addition, in discussion with the Chair, faculty members may be assigned teaching workload distributions that are outside of the typical limits discussed above to better address departmental needs. For example, tenured faculty members who neither maintain active research programs nor provide significant service may be assigned more than 8.5 credit-contact hours per week per semester up 12 credit-contact hours per semester in accordance with the Collective Bargaining Agreement*. Criteria for research activity will be as defined above, i.e., a consistent record of research funding, publications and chairing of theses/dissertations. Research intensive faculty members who wish to reduce their teaching efforts below 25% may do so by buying out their teaching effort according to the College course buy-out policy. If a faculty member's research productivity falters, i.e., extramural funding lapses or three-year publication productivity falls below the thresholds described above, the faculty member will be given no more than two years to restore these levels of productivity before being assigned a higher teaching workload.

When a faculty member's administered workload assignment does not comport with his/her actual research and scholarly contributions, the Chair may adjust the teaching or service components of the faculty member's workload. In such an instance, the faculty member may request a review of his/her research quality and productivity and the Chair will appoint an *ad hoc* committee for that purpose. The review committee composition will be set by the Chair and its recommendation will be advisory. Alternatively, the Chair may appoint such a committee, in the absence of any request from the faculty member. In all cases, the faculty member will have the opportunity to submit any evidence deemed appropriate to the committee's tasks. The recommendation(s) of the ad hoc committee are advisory. The department Chair has final responsibility for any change in a faculty member's workload.

In extraordinary circumstances, such as a faculty member's appointment to an administrative office, the percent effort in service may reach or exceed 20%. In these cases, the balance of effort between research and teaching will be determined in discussion with the Chair. Demonstrated faculty research productivity will be a primary factor in making this determination.

V. Summer scholarship

When it is a part of the individual's annual workload plan, a summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program up to three months. For those with an approved summer program, the computed overall distribution of faculty effort must be accorded appropriate weight in the annual evaluation and in the application of the department's approved metric for merit allocation.

Consider, for example, a faculty member on a nine-month academic year appointment with a workload distribution of 25% teaching, 65% research/scholarship, and 10% service. If the faculty member's request for a 2-month summer research program is approved and included in the workload plan, the revised workload distribution for purposes of evaluation would be 21% teaching, 71% research/scholarship, and 8% service.

* From Article 11.9, footnote 3 of the current Collective Bargaining Agreement: *Each hour spent in scheduled classroom teaching counts as 1 credit-contact hour. Each hour spent in scheduled laboratory, field or clinical instruction and individual instruction counts as _ credit-contact hour. Scheduled individual special problems and theses count as 1 credit-contact hour, and dissertations count as 2-credit-contact hours. For individual instruction, individual special problems, theses and dissertations, the faculty only receive credit in the semester that the student completes the project or special problem, and defends his/her thesis or dissertation. Thirty full-time undergraduate advisees are equivalent to _ credit-contact hour.*

Each hour spent in scheduled individual laboratory, field, studio, or clinical instruction which requires the constant attendance of the faculty member for the entire scheduled hours of instruction, and which does not involve the participation of teaching assistants, counts as one teaching contact hour per week.