

# WORKLOAD POLICY

DEPARTMENT OF LINGUISTICS AND COGNITIVE SCIENCE

(REVISED AND FACULTY APPROVED 5/96, 5/03, 10/03, 11/03, 12/03, 12/2014)

## EXPECTATIONS OF FACULTY

The mission of the Department of Linguistics and Cognitive Science is threefold:

1. To create knowledge in the fields of linguistics and cognitive science by conducting nationally and internationally recognized and respected scholarly research;
2. To provide outstanding education and scholarly training to graduate students;
3. To provide outstanding undergraduate education.

In order to succeed in this mission and to maintain and improve the Department's status in the field, it is critical that the major focus of the faculty workload be placed on research and incorporating and extending this research through the teaching and advising of graduate and/or advanced undergraduate students. All faculty members are expected to be involved in directing graduate and/or undergraduate research, including but not limited to dissertations, papers, and research projects that lead to presentations or publications.

The workload policy recognizes that the proportion of effort devoted to the three traditional categories of research, teaching and service may vary on an individual basis and over time. While the Department recognizes that service to the university and the profession are important components in any faculty member's responsibilities, the nature of the Department necessitates that service, except in extraordinary cases (e.g., chairing of a particularly active University or College committee, or assuming the editorship of a major journal) not be accorded equal status with teaching and research when determining workload assignments. All workload assignment is in accordance with the Department's Promotion and Tenure document and its policy on merit increments, the University's Faculty Handbook, and the Collective Bargaining Agreement.

## RESEARCH

All tenured and tenure-track members of the Department of Linguistics and Cognitive Science are expected to engage in a vigorous research program that leads to the dissemination of the results of this research via the usual channels, including books, monographs, papers in refereed journals, presentations at national and international conferences, and colloquia at other universities as well as at the University of Delaware. Faculty members are also expected to seek and obtain external support for their research programs where appropriate.

These research responsibilities, taken together, typically constitute from 35% to 40% of a faculty member's total workload, per semester for the academic year.

## **TEACHING**

Teaching equity is an important principle in the Department of Linguistics and Cognitive Science. All faculty members are expected to contribute to the undergraduate and/or graduate programs through teaching. All faculty members will be expected to offer advanced courses for undergraduate and/or graduate students, and all faculty members will be given the opportunity to do so on a regular basis. All faculty members are also expected to advise students in research in ways that include but are not limited to: directing PhD dissertations and serving on dissertation committees; directing qualifying papers or serving as a reader for a qualifying paper; and advising and training undergraduate and/or graduate students to create knowledge through research. All of these activities are important components of the teaching workload.

Because of the nature of the Department of Linguistics and Cognitive Science, the typical teaching workload for research-active tenured and tenure-track faculty members is two three-credit-contact-hour courses per semester, which constitutes 50% of a faculty member's total workload, per semester for the academic year.

## **SERVICE**

Faculty members are expected to serve the Department, College, University and the broader community as outlined in the Faculty Handbook.

The service activities typically constitute from 10% to 15% of a faculty member's total workload, per semester for the academic year.

## **MODIFIED WORKLOADS**

If a faculty member does not engage in an appropriate research program, does not participate in the supervision of graduate and/or undergraduate research as outlined above, or if other circumstances prevent the faculty member from performing the workload that has been assigned, the Chair may, in consultation with the faculty member, adjust the workload appropriately.

Some examples of non-standard workload assignments are given below. This list is not exhaustive. All cases of modified workloads must be in accordance with the Collective Bargaining Agreement and require the consent of the Chair. The faculty member's workload percentages will be adjusted accordingly.

## **COURSE BUY-OUTS**

Teaching workload can be reduced through direct buy-out, as per the College of Arts and Science buy-out policy. Buy-outs can also be effected through the generation of funds equivalent to those required by the buy-out policy through the department's share of indirect costs generated by extramurally funded research grants.

## **EMPHASIS ON TEACHING**

A tenured faculty member may ask to emphasize teaching and de-emphasize research in his or her workload, and thereby ask to teach one or more additional courses during the year, beyond the typical assigned teaching workload.

### **LOW RESEARCH PRODUCTIVITY**

Continued failure to conduct research, disseminate research results, and sufficiently engage in the supervision of graduate and/or undergraduate research as outlined above will constitute cause for the Chair to increase the faculty member's workload in teaching and/or service. Although the Chair has discretion in making this determination, in general low research productivity is defined as either a peer review finding deficient research productivity or the failure to meet the criteria for research productivity in the department's merit and promotion and tenure documents in two consecutive annual reviews.

Faculty members who are engaged in large scale projects spanning a number of years (e.g., books and monographs), may request that their research performance be evaluated on an "averaged" or multi-year basis. The specifics of the averaging will be determined jointly by the Chair and the faculty member in question. It will be the responsibility of the faculty member to provide the Chair with evidence of reasonable progress in such projects.

### **EXTRAORDINARY SERVICE**

A faculty member who undertakes an extraordinary service role may request a teaching load or research effort reduction.

### **SUMMER RESEARCH OPTION**

A faculty member on a 9-month academic year appointment may request that performance in a summer program of sponsored or unsponsored scholarship and research be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Chair on an annual basis during the workload planning process. The Chair may deny the faculty member's proposal on substantive grounds related to the content of the proposal, the appropriateness of the proposed program as part of the workload for the faculty member, or the department's needs and priorities. If the request is granted, the agreement must be documented as part of the individual's workload plan for the subsequent year. Documentation must include a statement of the summer program of scholarship and research, and the expected products of that program, and it must stipulate the duration of the summer program up to three months. When it has been an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of workload. For example, a faculty member on a 9-month academic year appointment may have a workload distribution of 50% teaching, 40% 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 41% teaching, 51% research/scholarship, and 8% service. If a 3-month summer research program is approved, the revised workload distribution would be 37.5% teaching, 55% research/scholarship, and 7.5% service.

### **REVISIONS**

Any modification to this workload policy must be approved by a majority vote of the faculty, in accordance with the departmental Bylaws, and by the Dean, the AAUP, and the Provost.

**DISSEMINATION**

The Workload Policy will be provided to new faculty members upon their appointment.