

**UNIVERSITY OF DELAWARE
DEPARTMENT OF
BEHAVIORAL HEALTH AND NUTRITION FACULTY
WORKLOAD POLICY**

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Standard Expectations of Tenure-Track Faculty

All full-time tenured and tenure-track faculty are expected to engage in teaching, scholarship and service. Although members of the faculty are normally required to teach only during the spring and fall semesters, as stated in the Faculty Handbook (Section 4. Personnel Policies for Faculty: Workload and Evaluation, <http://www.udel.edu/provost/fachb/IV-C-workload.html>), the responsibilities of each faculty member do not cease at other times during the year. In particular, it is expected that the summer months will be used “for reading, study, research, and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation.”

Teaching Expectations

The typical teaching workload for tenured and tenure-track faculty is 6 credit contact hours per week per semester, which constitutes a workload of 50 percent allocated to teaching. The average teaching and advisement portion of each individual’s workload will not be in excess of 12 credit hours or in excess of 18 teaching contact hours per week per semester of the academic year. In situations where courses are team-taught or teaching assistants are available, credit/contact allocations can vary from those credits assigned to the course. Each faculty member is expected to advise students and be available as required for this purpose. Faculty members are also expected to participate in other teaching-related activities, such as curricular planning, student recruitment events, and safety training.

Scholarship Expectations

The Typical assignment for tenured and tenure-track faculty in the area of scholarship is 40 percent of the total workload. We define scholarship broadly as the discovery and dissemination of new knowledge of creative endeavors that contribute to the faculty member’s discipline or professional field. The Department is composed of faculty members who have backgrounds and training that may emanate from nutritional sciences, education, health promotion, health care, or recreation. Given this, the nature of scholarly contributions is expected to be different based on the candidate’s area of expertise. However, the typical expectation is for faculty to have a focused research program with regular production of original research contributions published in peer-review journals. In fields of study where external grant funding is available, faculty are expected to support their research program primarily by external funding. Other forms of recognized scholarship include publication of books, chapters, and reviews, and delivery of presentations at professional conferences and invited seminars. Elected memberships and fellowships in professional organizations, recognition in the form of research-related awards or major editorial assignments, and the achievement of special certifications, serve as additional documentation of success in scholarship.

Service Expectations

The Typical assignment for tenured and tenure-track faculty in the area of service is 10 percent of the total workload. All faculty are expected to participate in ongoing development and conduct of the Department’s academic programs, and, as appropriate, in faculty governance. Additional service to the Department, College, University, and professional community should occur in ways best suited to each individual’s talents. Service activities within the university include university committee memberships, administrative roles within the department such as the directorship of an academic program, participation in student recruitment or student affairs related activities, service as an external reviewer for an academic program, and service

maintaining specialized laboratory equipment. Professional service includes committee service and leadership roles in professional organizations and service as an editorial board member or reviewer for a journal, publishing company, professional organization, or granting agency. Community service includes memberships, consultantships, and leadership roles with community, civic, or government entities and presentations, speeches, or workshops delivered to such groups. Awards received in recognition of service activities serve as additional evidence of the quality of effort.

Workload Variations for Tenured/Tenure-Track Faculty

The Chairperson may approve requests for “administered” workloads that are at variance with the typical workload for tenured and tenure-track faculty, given that such workloads are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures. Examples of such nonstandard workloads for tenure-track faculty are summarized below.

Emphasis on Scholarship

By mutual agreement of a tenured or tenure-track faculty member and the Chairperson, the scholarship component of workload can be increased. This would normally be related to time commitments on externally funded research grants, although in unusual circumstances additional scholarship time can be allocated when there is a plan to launch a significant new project.

Emphasis on Teaching

By mutual agreement of a tenured or tenure-track faculty member and the Chairperson, a faculty member may volunteer to teach one or more additional courses per year beyond the typical program teaching workload, with his or her teaching workload percentage increased accordingly.

Low Productivity in Scholarship

The Chairperson may increase teaching workload above the typical teaching workload for faculty members whose scholarship productivity has been low, i.e., faculty members who are not actively engaged in scholarship and publication or who have not successfully obtained extramural funding.

Extraordinary Service

With prior approval of the Chairperson, a faculty member who undertakes an extraordinary service role, (e.g. President of the UD Faculty Senate, President of a national professional organization) may request an increased service workload percentage, with a concomitant reduction in teaching and/or scholarship workload component(s).

Other Modifications

Within the stipulations set forth in the Collective Bargaining Agreement and University policies and procedures, the Chairperson retains the flexibility to average workloads over semester or years. This may occur when program requirements are in transition, when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave. In no case will the Chairperson assign a workload that exceeds the limitations specified by the collective bargaining Agreement without the informed written consent of the faculty member. If a teaching assignment results in an overload, extra compensation will be provided at the prevailing rate.

Standard Expectations of Non-Tenure-Track Faculty

The standard workload for continuing non-tenure-track faculty in the Department of Behavioral Health and Nutrition is normally comprised entirely of teaching and teaching-related activities and will be governed by the duties defined in the letter of appointment and any amendment thereto and attached to the first and subsequent annual evaluations. Continuing non-tenure-track faculty will normally be assigned 12 credits or 18 teaching contact hours each fall and spring semester, with courses deemed necessary by the Chairperson. The average teaching and advisement portion of each individual's workload will not be in excess of 12 credit hours or in excess of 18 teaching contact hours per week per semester of the academic year. In situations where courses are team-taught or teaching assistants are available, credit/contact allocations can vary from those credits assigned to the course. Each faculty member is also expected to advise students and be available as required for this purpose. Faculty members are also expected to participate in other teaching-related activities, such as curricular planning, student recruitment events, safety training, and so forth.

Workload Variations for Non-Tenure-Track Faculty

In unusual circumstances, the Chairperson may approve requests for nonstandard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. A continuing non-tenure-track faculty member might, for instance, at the Chairperson's discretion, be granted a course reduction for undertaking a service responsibility or research activity that is particularly burdensome or that falls outside the envelope of teaching-related activities.

Election of the Summer Research Option

Tenure-track and non-tenure-track faculty on 9-month academic appointments may request that performance in a summer program of sponsored or un-sponsored 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 Chairperson on an annual basis during the workload planning process. The chairperson may turn down 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 of 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 the scholarship and research, and 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 faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program.

Reassignment of Workload

When any faculty member, whether tenure-track or non-tenure-track, fails to perform work that has been assigned during the annual planning process, the Chairperson is responsible for assigning alternative work that in his or her judgment is appropriate to ensure that the faculty member meets his or her full obligation to the Department. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students. The Chairperson might, in these circumstances, assign the faculty member to teach a new section of an oversubscribed course for which he or she is qualified to assign the faculty member additional teaching in a subsequent semester. Reassignment to alternative work can occur whenever it becomes clear to the Chairperson that a faculty member has failed to fulfill any element- teaching, scholarship or service- of the original workload plan and there has been consultation with the faculty member regarding his/her failure to meet workload expectations.

Criteria for Faculty Appraisal Evaluations

Teaching will be evaluated as follows:

- i. For satisfactory performance, or a rating of 5 on the annual faculty appraisal form. Student comments and/or quantitative ratings from the on-line course evaluations should support that the instructor is:
 - knowledgeable about course content (QID*1567)
 - prepared and organized for class meetings (QID1559)
 - able to hold student interest (QID3208)
 - appropriately respectful of students (QID1561)
 - fair, clear, and consistent with evaluation procedures (QID1563)
 - timely with feedback in returning assignments and exams within two weeks (QID1565)
 - makes an effort to involve students (written comments from on-line evaluation)

*Indicates question within on-line evaluation form

- ii. Other optional evidential material submitted in support of teaching effectiveness will be considered in evaluation of overall teaching effectiveness. Additional points are indicated:
 - Any written peer reviews of teaching.
 - Any proposals for grants received in support of university instructional projects or instructional development.
 - Documentation supporting the development of any new instructional methods or content, courses, curricula, or programs.

- A list of supervision or committee service for any honors theses, master's theses, and doctoral dissertations.
- Documentation of any involvement with external accreditation of an academic program.
- Documentation of any consultation related to teaching, curriculum development, and other similar activities for external constituencies.
- A descriptive list of any invited guest lectures in university courses or at university student recruitment events.
- A description of any teaching or advising awards received.
- A description of any teaching or advising award nominations received.
- A list of any Center for Teaching Effectiveness consultations.
- A list of attendance at any workshops or conferences related to teaching.

Scholarship will be evaluated as follows:

i. For satisfactory performance, or a rating of 5 on the annual faculty appraisal form, each 25% of workload allotted to scholarship shall require one original, refereed, data-based publication in a recognized scholarly journal, or the equivalent, with equivalency regarded approximately as:

- 2 non-data based original scholarly papers or chapters contributed to books, or
- 4 technical reports, book reviews, or professional newsletter contributions, or
- 1 newly written and submitted major external grant proposal that included pilot data, or
- 2 newly written and submitted external grant proposals, or
- 3 prepared and delivered refereed podium or poster presentations at national or international professional meetings, or
- 2 prepared and delivered professional workshops of 4 or more hours duration, or
- A commensurate combination of the above examples.

- ii. Published books may be counted as more or less than an original, refereed, data-based publication in a recognized scholarly journal, with evaluation based on the following criteria;
 - Whether the work is individually written or an edited volume with contributions from others;
 - Length,
 - Publisher, and
 - Estimated impact based on any published written reviews or specific, market-related information from the publisher.
- iii. Other forms of scholarly contribution not enumerated here shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to the achievement of one original, refereed, data-based publication in a recognized scholarly journal.
- iv. In cases of the co-authorship of a scholarly contribution, it is incumbent upon the faculty member to specify his/her individual contributions to the project, with the possibility that this co-authored contribution will count less than indicated due to the assistance of others.
- v. Because of publication and laboratory set-up lag time , etc., accomplishments in the area of scholarship will be averaged over a rolling window that includes the previous three years.

Service will be evaluated as follows:

- i. For satisfactory performance, or a rating of 5 on the annual faculty appraisal form, each 10% of workload allotted to service shall require quality service on 3 professional committees or boards, including university, community, and professional organization committees, or the equivalent, with equivalency regarded approximately as:
 - Serving as the chair of one committee and serving as a member of or a consultant to a second committee, or
 - Serving in a major elected position for a professional organization (during the term or actual service,) or
 - Serving as the organizer of a conference or a professional event, or
 - Supervising 2 community youth groups in a manner related to professional expertise, or
 - Presenting 4 speeches or workshops related to professional expertise to community groups, or

- Serving as a primary consultant (unpaid) to three community, civic, or government entities, or
 - A commensurate combination of the above examples.
- ii. Administrative assignments regarded as service to the Department shall be evaluated as a function of the quality of service provided for the number of assigned workload credit hours. Faculty assigned such responsibilities should be in sufficiently close communication with the Department Chair that the quality of service is apparent.
- iii. Other forms of service contribution not enumerated here shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to quality service on 3 professional committees or boards, as described above.