

Workload Policy for the University of Delaware Department of Philosophy (Approved by Departmental Vote on 9/6/24)

1. A typical assigned workload for a full-time tenure-track faculty member includes teaching, research, and service as specified below.

As is clear from the *Faculty Handbook*, all full-time, tenure-track faculty members are expected to engage in teaching, scholarship and service, throughout the year. Although normal teaching on-load takes place in fall and spring semesters, responsibilities of faculty members do not cease at other times of the year. It is expected that summers will be used for “reading, study, research, and travel related to professional development as well as for a reasonable period of relaxation.”

The typical workload in philosophy is based upon the following standard expectations in teaching, research, and service.

A. Teaching

The typical administered teaching load for full-time tenured and tenure-track faculty is 3-2 (three three-credit contact hour courses one semester, and two three-credit contact hour courses the next...throughout all references to numbers of courses refers to three-credit courses unless otherwise specified). This teaching is on-load and takes place fall and spring semesters. Regular courses typically are three credit courses. Each faculty member is expected to advise students and to keep a minimum of three office hours per week for this purpose. Each faculty member is expected to undertake such other teaching-related activities normally expected of faculty members at major American universities. A 3-2 teaching load (fall and spring consecutively) constitutes 75% and 50 % workload, respectively or *62.5% for the year. (*This number can change, if one assigns a portion of one’s summer to on-load research.)

B. Scholarship

The production of original scholarship and its publication and/or presentation in books journals, proceedings and at conferences is a typical expectation of full-time tenured or tenure-track faculty, and is a significant component of faculty workload. Each faculty member is expected to engage in scholarly research that leads to publication on a regular basis. When possible, faculty members are encouraged to explore extramural funding as well. Typically, a faculty member may publish and/or present between one and three scholarly articles or chapters per year in academic presses, journals, and conference proceedings, conferences and invited lectures. Over the course of three years, a typical faculty member would publish and/or present between three and nine scholarly articles or chapters (above three would be considered above the norm and below three would be considered below the norm). Maintaining the typical scholarly output would normally constitute *27.5% of effort annually. (*This number may rise, if one assigns a portion of summer to on-load research.)

C. Service

Each full-time tenured or tenure-track member of the department is expected to serve the department, college, university, profession, and broader community in ways best suited to the faculty member's talents and the needs of these constituents. General service obligations include, but are not limited to, participation in faculty governance and in the development and effective conduct of academic program. In addition, it includes attendance and participation in important departmental, college, and university activities that may arise, such as special recruitment activities, special meetings, and other important academic events that require faculty participation. These activities typically constitute 10% of faculty standard workload. (*This number can change, if one assigns a portion of one's summer to on-load research.)

2. Modified tenured/tenure-track faculty workloads.

Administered workloads are not automatic but must accord with the actual contributions of the faculty members who are assigned such workloads. Thus, workload assignments to support research and scholarship must, over time, be reflected in research and scholarly productivity commensurate with that workload responsibility. The chair may approve non-standard workloads that are otherwise consistent with the Collective Bargaining Agreement, Faculty Handbook, University and Departmental Policies and Procedures.

Examples of specific circumstances that may warrant variation from a typical load include:

A. **Emphasis on Teaching:** A tenured faculty member may ask to emphasize teaching and de-emphasize research in his/her workload and thereby ask to teach one or more additional courses during the year beyond the typical assigned workload. If the chair accepts this proposal, the faculty member will be assigned additional courses and will have his or her teaching workload percentage adjusted accordingly.

B. **Low Research Productivity:** When a faculty member's administered workload assignment does not comport with his/her actual research and scholarly contributions, the chair may increase the teaching or service components of that 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 composition of the review committee will be decided by the chair and its recommendation will be advisory. Furthermore, at any time, upon the request of the faculty member on an increased teaching load for reasons of low research productivity, the chair will re-evaluate the faculty member's prior productivity for up to five years to determine whether the productivity still counts as "low." Alternatively, the chair may appoint a review 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 chair has final responsibility for any change in a faculty member's workload. Although the chair has discretion in making this determination, in general productivity low enough to warrant this action is defined as fewer than three significant publications and/or scholarly presentations or the equivalent over five years. (Usually, publication of books may be equivalent to

publication of 3-5 articles, depending on the nature of the book and press.) Again, teaching percentages and expectations would be adjusted, accordingly, for the period of modified workload. The chair may assign extra teaching or service (beyond the faculty member's current administered load) to members whose research productivity slips consistently below the research productivity of those on the typical load for the prior period of up to five years. If increased, usually, annual teaching would increase by one course, for reasons of insufficient research productivity. The chair would make every effort to help the faculty member re-generate his/her research productivity in order to stay on or return to the typical teaching load (or to the agreed upon teaching load for that particular faculty member, if the person is on an otherwise adjusted load). In evaluating research productivity, the chair will take into consideration the fact that in philosophy, journals and presses are slow to evaluate submissions and publish manuscripts. It is common in philosophy for a journal to take up to nine months to review an article and for presses to take up to a year to review a book manuscript. Even after acceptance of an article or book, publication can take up to a year or two. This time lag from manuscript preparation to publication is the norm in our profession, and should be taken into account in evaluating research productivity and administering teaching and service, for reasons of low research productivity.

C. High Research Productivity: The chair may assign a reduction of one or more courses (below the typical administered load) to faculty members whose research productivity rises consistently above the normal productivity of those on the typical load for a sustained period of time. Although the chair has discretion in making this determination, in general, sustained high productivity sufficient to warrant this action is defined as more than five significant publications or the equivalent over three years. (Usually, publication of books may be equivalent to publication of between 3-5 articles, depending on the nature of the book and press.) Teaching (research) percentages would be adjusted, accordingly for the period of modified workload.

D. Other modifications: As long as the chair acts in ways that are otherwise consistent with the Collective Bargaining Agreement, University and Departmental Policies, the chair retains the flexibility to average workloads over semesters or years. This most likely will occur when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave, to account for co- or team-taught courses, or to take into consideration courses whose time requirements are substantially more (or less) than the standard 3 contact hours. Scheduled individual special problems and theses, and individual instruction will be accredited as per the CBA. In no case will the chair assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement without the informed written consent of the faculty member. As per the CBA, no faculty member's teaching workload will (without the consent of the faculty member) be such as to preclude a reasonable opportunity of promotion (or satisfactory peer review) according to departmental promotion and tenure criteria, on the assumption that the teaching workload constitutes $x\%$ ($x = \text{credit contact hours per semester}/12$) of the faculty member's total workload. If a teaching assignment results in an overload, extra compensation will be given at the prevailing rate.

3. Summer Program of Sponsored or Un-sponsored Scholarship and Research

Tenured and tenure-track faculty on 9-month academic appointments may request that performance in a summer program of research (sponsored or un-sponsored) 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 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 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 faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program.

4. Conditions for reassignment of workload

When any faculty member (tenured, or tenure-track) is unable to perform the work that has been assigned during the annual planning process, the chair is responsible for assigning alternative work that in their judgment is appropriate to ensure that the faculty member meets their full obligation to the Department. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students to "make." The chair might, in these circumstances, assign the faculty member to teach a new section of an oversubscribed course for which they are qualified or assign the faculty member additional teaching in a subsequent semester. Reassignment to alternative work can occur whenever it becomes clear to the chair that a faculty member has proved unable or incapable of discharging any element (teaching, research, service) of the original workload plan and there has been consultation with the faculty member.

5. Modifications of workload policy

Any modifications of this workload policy must be approved by a majority vote of the faculty in accordance with the department's by-laws, the dean, the AAUP, and the Provost.

6. New Faculty

The workload policy will be provided to new faculty, when the offer of appointment is made.

7. Continuing-Track Faculty

Continuing-track faculty will have their workload specified in their offer of appointment. As required by the CBA, each standard 3-credit course will count for 12.5% of workload (a 4-4 load being 100%). After determination of the faculty members teaching workload, the

remainder (if any) of their workload will be apportioned to research/scholarship and/or service.

8. Assignment of Evaluation and Merit Scores

A. Appraisal Policy

During annual faculty appraisal, the department chair will assign each faculty member a rating between 1.0 and 9.0 (inclusive) in each workload category of teaching, research, and service. Faculty who are, in the judgement of the chair, performing acceptably in a workload category will receive at least a 5.0 rating in that category. The department chair's relative rating of faculty members in each workload area in the department must preserve the ordinal point total rankings in each workload area, as determined by the merit metric below. Aside from observing these two requirements, the department chair will utilize their judgement, guided by the qualitative standards articulated in the point system below, to arrive at the ratings.

B. Merit Metric

The departmental merit metric is a point-based one so that faculty *know in advance* what activities count and (at least within a range) how much they count toward merit. The point ranges below reflect the department's collective view on the lower and upper limits of the significance of each sort of meritorious activity. At the same time, they also allow for more precise qualitative discretionary judgement by the chair.

Teaching

1. Advising students (1-3 points)

For advising a reasonable number of students (1-10) a faculty member would accrue 1 point. If one advises more than 10 the faculty member would accrue more points accordingly. If the faculty member advised students in more than one program, the faculty member would accrue points. If the faculty member had additional advising duties (such as advising coordinator), the faculty member would accrue points. Maximum merit points per year in this category: 10.

2. Courses taught (10 points per course)

A faculty member will accrue 10 points per course (or equivalent) of on-load teaching.

3. Independent study & Research/Thesis direction (1-5 points)

A faculty member will accrue points per course preparation for independent study students and per student for research or thesis direction.

4. Extra effort/work required in the given merit year (1-10 points)

This broad category includes extra [teaching] work or effort faculty undertake, often for the good of the department. Merit may be earned, up to a maximum of 10 points for the entire category (extra effort/work), for the following sorts of activities:

Service courses: Teaching large courses servicing A&S groups and other programs.

Innovation in teaching: New pedagogical methods or approaches.

Interdisciplinary teaching: Teaching courses with faculty in other disciplines.

Add-on honors sections: Adding an extra honors section to an existing course.

New course development.

New course preparation and delivery: On occasion it is necessary for a faculty member to step in and develop a new course that they do not ordinarily teach, but that is absolutely necessary for the philosophy program (or a program to which that person contributes).

Writing intensive courses: Some courses are intended to be writing intensive. For example, honors sections or senior seminars have high volume writing expectations. However, some other classes evaluate students with high volume writing.

5. Students taught

Points in this category will be determined by the following formula: total number of students per year in in-load courses/100 = number of merit points.

6. Teaching ratings

Points in this category will be determined by adding the fall and spring semester student survey averages and multiplying (x2).

7. Teaching awards (10-50)

Points in this category will be based on the selectivity of the award.

Research

1. Preparation of articles/chapters (1-10 per article/chapter)

Manuscripts prepared for submission to journals and presses will be eligible for points, upon completion. This is meant to reward manuscripts that are prepared and ready to be submitted (or are under submission). Preparation points per article can only be accrued only once (unless there were special circumstances of revision roughly equivalent to a new manuscript).

2. Invited/refereed publication of articles/chapters (10-100)

Depending upon significance (length and quality) of journal/press, articles will accumulate points within this spread. The department's official journal ranking determines the number of points (20-90) for a journal article if the journal in which the article appears is ranked.

The chair may adjust the total up or down by 10 points based on his or her judgement. Additions to the journal ranking will be considered every two years. In the interim, if necessary, the chair will, in

consultation with the advisory committee, assign a provisional ranking to any unranked journal. Chapters in books and edited volumes will be assigned points by the chair based on the significance of the contribution, the quality of the press, and significance of the book or edited volume. Refereed articles/chapters will typically count for more than invited articles/chapters.

3. Invited/refereed publication of books (100-500)

Depending upon significance (length and quality) of presses, books will accumulate points within this spread. Qualities of presses will be determined by professional reputation of editorial board members, editors, and recent contributors.

4. Reprints of articles/chapters (10-30)

Points will be accumulated for each new reprint of material in a new book title (not multiple editions, unless there are significant revisions per new edition). Length and quality of the book in which the reprint appears will determine the points accumulated.

5. Textbooks, anthologies, translations (75-200)

Depending upon the significance (length and quality) of journal/press, books and articles will accumulate points within this spread. Quality of press will be determined by professional reputation of editorial board members, editors, and recent contributors.

6. Presentations (1-30)

Points will be accumulated depending upon the significance of the presentation (original article, commentary), and the significance of the venue. For example, conferences with low acceptance rates earn more credit. Multiple presentations of the same paper (regardless of venue or year presented) will not continue to earn the same points but may earn less.

7. Citations (1-10)

Articles receiving significant attention after publication should earn additional points in each year the citations occur. 1 point for a simple citation, 5 points for a discussion of your work, and 10 points for a whole piece devoted to your work, with a maximum of 45 points in this category per merit year.

8. Awards (10-100)

Publications singled out for awards will earn points (more for more prestigious awards).

9. Reviews (5-20)

Book reviews will earn points (more depending on the length and significance of the review or press).

Service

1. Departmental Committees (no maximum per category)

Variable points depending on amount of service (chairing should earn more).

Undergraduate Committee (1-5)

Advisory Committee (1-5)

Library Liaison (1)

Colloquium Committee (1-5)

Peer Review Committee (1-5) Search

Committee (5-10)

Mentor to Junior Faculty (1-2)

2. Departmental/College/University Recruitment activities (1-5, maximum of 5 for category)

This includes hosting events for majors/minors, informational sessions for majors/minors, Delaware Discovery Days, Blue & Gold Days, Summer Orientation events, etc.

3. Departmental Public Relations (1-3, maximum of 3 per category)

This includes editing the departmental newsletter, and various other important functions that faculty play in representing the department to others in the College, University, and public. It also includes such things as successful recommendations for student awards, alumni awards, faculty and staff awards, and work on evaluating student essay competitions, possibly fund-raising activities, and so on.

4. College Committees (1-10)

Committees meeting more frequently and with a higher workload earn higher points than committees that meet infrequently and have less to do. The points in this category are per committee.

5. University Committees (1-10)

Committees meeting more frequently and with a higher workload earn higher points than committees that meet infrequently and have less to do. The points in this category are per committee. Something like chairing the faculty senate or a P & T committee should be worth the maximum.

6. Service to the Profession (1-10)

Many activities count in this category: organizing sessions, chairing sessions, refereeing article and book manuscripts and so on. A person may earn up to ten credits in this category per merit year.

7. Relevant Community Service (1-10)

Many different activities may count in this category, but they must be philosophy related. A person may earn up to ten credits per merit year in this category.

8. Other (1-10)

The list above is not exhaustive. Other meritorious service activities may exist. Points up to a maximum of ten in this category may be accrued per merit year.