

**University of Delaware Associate in Arts Program  
Workload Document**

Approved January 2005

Revisions approved by majority vote of the AAP faculty, November 24<sup>th</sup>, 2025

The workload policy supports achieving the mission of the University of Delaware Associate in Arts Program (AAP). AAP faculty are designated as continuing track and a major responsibility is the offering of an Associate in Arts degree to University of Delaware students. The faculty pursue their missions through high quality teaching, research/scholarship, and service consistent with all aspects of the workload policy defined in the Faculty Handbook, the current Collective Bargaining Agreement, and the AAP's promotion guidelines. Further, the AAP is committed to practices that are equitable and that facilitate each faculty member's prospects for promotion and satisfactory peer review.

Administered Workloads

The main function of AAP faculty is the teaching of students. The AAP faculty are continuing track faculty. Twelve credit contact hours or 18 teaching contact hours per week per semester constitutes a 100% workload for a semester during the academic year as described in the Collective Bargaining Agreement, Article XI. In practice, however, the University adheres to a policy of "administered" workloads. Under this arrangement academic leaders are encouraged to vary the workload balance of individual faculty members among teaching, research/scholarship, and service. This flexible arrangement allows an academic leader to make workload assignments that stimulate research/scholarship or that take into account heavy teaching or committee assignments.

Workload for individual AAP faculty members shall be assigned by the AAP director. Workloads may be administered at the annual planning session. Administered workloads are not automatic, but must accord with the actual contributions of faculty members who are assigned such workloads. The director and individual faculty members will make every effort to apportion workloads fairly and amicably, so that the resulting workload assignments will serve the best interests of the AAP and the faculty.

Workload Policy

Every full-time faculty member will have a full workload each year.

Teaching

Certain rules are required so that teaching, research, and service in the unit will be balanced. AAP faculty, and all full-time University faculty, are responsible for a total workload of 12 credit contact hours each semester, as stated in Article XI of the Collective Bargaining Agreement. To identify a point around which variation can occur, a typical administered teaching load each year for AAP faculty is twelve credit contact hours per week per semester during one semester and nine credit contact hours in the other semester. Thus, typically, 87.5% of the overall workload is devoted to teaching. For faculty with advising loads, this percentage is increased at a proportional rate of 1% per 10 assigned advisees annually. For example, a faculty member who is assigned 15 advisees for an academic year would add 1.5% to their teaching workload.

The workload for faculty who handle scheduled laboratories or discussion sections (for which a faculty member is responsible) may vary from the workloads of faculty who do not have these responsibilities. The metric for acknowledging these activities is found in the Collective Bargaining Agreement.

If a faculty member engages 100% in teaching (i.e., 12 credit contact hours each semester), this would constitute a 100% workload. However, in keeping with requirements for the implementation of administered workloads in other academic units within the University, activities in research/scholarship and/or service assigned at the annual planning meeting will be counted as part of the total workload.

Thus, typically, the remaining 12.5% of the overall workload will be split between research/scholarship and/or service. The AAP encompasses diverse academic disciplines. What follows are certain activity categories that would clearly qualify as research/scholarship or service. The indicated activities are not meant to be limiting. There may be other activities that a faculty member can justify to the director as applicable.

#### Research/Scholarship

As with other components of a workload, research and scholarship activities must be agreed upon and assigned by the director at the annual planning meeting to be included in a faculty member's workload.

A faculty member who engages in substantial high-quality research/scholarship that is assigned at the annual planning meeting will not be required to support a 100% teaching load, as the Collective Bargaining Agreement, Article XI indicates.

#### Summer Research Option

A faculty member on a 9-month academic year appointment has the opportunity to request that performance in an approved summer program of sponsored or un-sponsored scholarship and research be included in the annual faculty evaluation (Faculty Handbook, 4.3.4). The faculty member must make the request for the inclusion of such a program of research during the annual planning meeting with the program director. The director may deny the proposal based 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 AAP's needs. If the request is granted, the agreement must be documented as part of the faculty member's workload for the subsequent year.

#### Service

As described in the section "Expectations of all Faculty" in the Faculty Handbook (4.3.3), every full-time faculty member is expected to serve AAP, University, state, and professional organizations through participating on committees and engaging in other activities.

A faculty member who engages in substantial service that is assigned at the annual planning meeting will not be required to support a 100% teaching load, as the Collective Bargaining Agreement, Article XI indicates.

#### Modification of Typical Workload

If a faculty member's research/scholarship and service activities fall below expectations on the annual faculty appraisal, that faculty member may be assigned additional teaching by the program director, proportional to the shortfall. If his or her research/scholarship and service activities substantially exceed expectations on the annual appraisal, the faculty member may be assigned less teaching, taking into consideration the overall teaching needs of the program. Typically, this would involve the addition or reduction of one course.

If a faculty member does not concur with an increase in his or her teaching load, the faculty member may request that the director appoint an ad hoc committee of full-time faculty to provide an independent review of the faculty member's service and/or research/scholarship activity. The committee's role, however, is only advisory, and the director retains the sole authority to assign workload.

#### Assignment of Evaluation and Merit Scores

This section provides standards for faculty members to evaluate their appraisal year's activities and accomplishments. Faculty are encouraged to use these guidelines when preparing their annual appraisal

self-reports. In addition, these guidelines provide the basis for the program director’s evaluation of faculty members during the appraisal process.

Evaluation scores provide an opportunity for review, planning, and professional development. In addition, the scores directly impact merit pay, which is apportioned to each faculty member based upon their appraisal scores in each area of assessment (teaching, service, and scholarship) weighted by workload percentages in those categories. Additional details can be found in Article 12 of the Collective Bargaining Agreement.

Prior to their annual appraisal meetings, each faculty member and the program director independently complete a draft of the Faculty Appraisal and Planning Form, using the guidelines below to establish a preliminary score of 1–9 for each area of assessment for which that faculty member has apportioned workload:

**Scores 8-9: Excellent**

**Scores 6-7: High-Quality**

**Scores 4-5: Satisfactory**

**Scores 1-3: Unsatisfactory**

The amount of evidence and detail provided in the self-reports is left to the discretion of each faculty member; however, a single page that summarizes relevant evidence is considered sufficient for an area of assessment. When calculating appraisal scores, it is possible for any faculty member to earn the maximum score of 9 in an appraisal area provided they meet the guidelines below. The director may assign a point value higher than the value specified by the guidelines below in recognition of exceptional accomplishments or outstanding circumstances.

If a faculty member’s efforts contribute to multiple areas of workload, they may allocate that evidence of effectiveness in any relevant area, but they cannot incorporate the same activities as evidence in more than one assessment area. For example, a faculty member engaging in scholarly work in pedagogy may include those activities as part of their “scholarship” or “teaching” areas, but not in both.

At the appraisal meeting, the program director shares the preliminary median appraisal ratings for the unit with each faculty member to allow for discussion of the scores. After the annual appraisals have been concluded, the director provides each faculty member with a final appraisal score. This process is described in greater detail in section 4.3.5 of the Faculty Handbook.

The guidelines below are not intended to be all-inclusive, and faculty members should incorporate additional evidence of efforts or successes during the appraisal year as appropriate. The "overall" category

provides a general assessment rubric for a component of a faculty member's workload. The subcategories highlight specific aspects of performance within that category that a faculty member may use to support their self-assessment. To score in a certain range, a faculty member need not meet every aspect of the guidelines. Based on the evidence provided in the self-reports, faculty should identify the score which best captures their performance during the appraisal period.

Teaching Guidelines

Teaching includes activities undertaken by faculty members to develop student knowledge and to prepare students to succeed in their academic and professional lives. These include instructing, tutoring, and advising students, and developing courses and activities. Teaching performance should be assessed using multiple lines of evidence, such as student evaluations, peer feedback, self-assessment, and professional development.

Excellent	High-Quality	Satisfactory	Unsatisfactory
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**Overall**

<p>Mastery and innovation in the required pedagogy to connect with students and offer them a path to success. A strong and consistent commitment to supporting students as they progress through the Program. A commitment to curricular and pedagogical engagement and innovation, looking for ways to connect the teaching to a larger discourse. Employs evidence-based teaching practices, designing courses that are well-suited to meeting course objectives and departmental educational goals, using novel or innovative teaching methods, aiding students in achieving success markers, creating a welcoming and inclusive environment for students, receiving consistent positive feedback from peers and students, and possibly leading course design or CTAL workshops. May also extend instruction outside of the classroom, through advising and mentoring students.</p>	<p>Significant efforts to provide effective instruction, which may be demonstrated by employing evidence-based teaching methods, improving courses, attending seminars and workshops aimed at improving pedagogy, and designing courses that meet course objectives and departmental educational goals.</p>	<p>Teaches the assigned load, supplemented by some evidence of course design aimed at meeting course objectives and departmental educational goals.</p>	<p>Does not fulfill educational duties, either by not teaching the assigned load or by engaging in practices that are harmful to fostering student knowledge and success.</p>
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## Teaching Methods

<p>Multiple examples of effective course design, utilizing evidence-based teaching methods. Courses feature well-planned activities and course content that align with course objectives and discipline-specific practices. Students receive prompt and meaningful feedback to enable improvement on future submissions.</p>	<p>Multiple examples of effective course design that meets course objectives and discipline-specific practices. Courses feature activities and course content that align with course objectives and discipline-specific practices. Students receive feedback to enable improvement on future submissions.</p>	<p>Some examples of effective course design that meets course objectives and discipline-specific practices. This can include efforts to improve courses, though those methods need not be successful. Students receive feedback.</p>	<p>No examples of effective course design or the examples indicate that instructional methods, including course activities, run counter to educational goals or disciplinary standards, and that feedback is not timely and is insufficient to aid students in future submissions.</p>
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## Student Impressions

<p>Consistently high course evaluations. Recurring comments suggest teaching practices are effective, align well with course objectives and educational goals, and demonstrate rigor. Students may have provided informal feedback to faculty members praising their learning experiences (i.e. letters of thanks).</p>	<p>Mixed course evaluations, tending toward the positive. Comments provide evidence of teaching effectiveness that aligns with course objectives and educational goals.</p>	<p>Mixed course evaluations, tending toward the negative. Comments provide some evidence of teaching effectiveness that aligns with course objectives and educational goals.</p>	<p>Negative course evaluations. Recurring student comments indicate teaching practices that may be unethical, contrary to university policy, or illegal.</p>
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## Inclusive Learning Environment

<p>Multiple examples of <b>effectiveness</b> in creating an inclusive and respectful learning environment. Examples include using course materials accessible to students from different backgrounds and financial means, making themselves available to students and others, and employing practices that encourage and motivate students to participate in the course.</p>	<p>Multiple examples of <b>efforts</b> in creating an inclusive and respectful learning environment. Examples include using course materials accessible to students from different backgrounds and financial means, making themselves available to students and others, and employing practices that encourage and motivate students to participate in the course.</p>	<p>Some examples of efforts in creating an inclusive and respectful learning environment. Examples include accommodating the individual needs of students, such as providing accommodations as required by Disability Support Services. No violations of University policy.</p>	<p>No examples of efforts in creating an inclusive and respectful learning environment or the examples indicate a hostile or unwelcoming environment for students from diverse backgrounds or with diverse learning needs. Faculty member is unwilling to provide accommodations as required by Disability Support Services.</p>
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## Instructional Community

<p>Multiple examples of <b>effective</b> efforts to improve their teaching or the teaching of others, including the beneficial impacts of those efforts. This may include mentoring colleagues, observing peers, attending teaching workshops, being invited to lead or participate in teaching seminars, engaging in pedagogical scholarship, and instructing in the community.</p>	<p>Multiple examples of <b>efforts</b> to improve their teaching or the teaching of others. This may include mentoring colleagues, observing peers, attending teaching workshops, being invited to lead or participate in teaching seminars, engaging in pedagogical scholarship, and instructing in the community.</p>	<p>Some example(s) of efforts to improve their teaching or the teaching of others. This may include mentoring colleagues, observing peers, attending teaching workshops, being invited to lead or participate in teaching seminars, engaging in pedagogical scholarship, instructing in the community, and others.</p>	<p>No examples of efforts to improve their teaching or the teaching of others.</p>
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## Student Advising and Mentorship

<p>Examples of advising the majority of advisees, if applicable. Faculty may also include examples of broader mentorship, such as specific examples of success in connecting students with opportunities outside of the classroom, such as UD student resources, RSOs, research opportunities, internship experiences, careers, study abroad experiences, or awards.</p> <p>May also serve as a faculty mentor for a student organization, independent study, or research project.</p>	<p>Examples of advising many advisees, if applicable. Faculty may also include examples of mentorship, such as efforts in connecting students with opportunities outside of the classroom, such as UD student resources, RSOs, research opportunities, internship experiences, careers, study abroad experiences, or awards.</p>	<p>Examples of advising some of their designated advisees, if applicable.</p>	<p>No examples of advising designated advisees, if applicable.</p>
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### Service Guidelines

Service activities are efforts undertaken by faculty members to support the AAP, the College of Arts and Sciences, the University, the community, and the profession. Service to the AAP is vital to the functioning of the Program and is expected of faculty, though each area of service is considered equally in terms of assessment.

**AAP Service** includes attending regularly scheduled faculty meetings; serving on AAP committees; participating in AAP events (e.g., New Student Orientation, Campus Welcome, and Convocation); mentoring colleagues; and contributing to program administration.

**CAS and University Service** includes serving on College or University committees; participating in assignments or task forces on behalf of the College or University outside of the AAP; participating in College or University forums or conferences; and acting as a faculty advisor to student organizations.

**Community Service** includes organizing or participating in extracurricular activities or trips with students outside teaching schedules (non-AAP sponsored activities); and organizing or participating in special programs or presentations with community partners (e.g., public schools, community organizations).

**Professional Service** includes assisting professional organizations.

Excellent	High-Quality	Satisfactory	Unsatisfactory
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**Overall**

Substantial service commitment via membership and/or leadership of multiple active committees, attendance at student-facing and organizational events, and/or administrative/leadership roles in the Program, College, or University. Faculty serving effectively in major leadership roles in the AAP, for example as faculty coordinators, would be expected to score highly in this area of assessment due to the responsibilities of their positions and their de facto membership on multiple committees.	Membership on one or more active committees and/or service roles and a high degree of involvement in Program events and meetings.	Some participation, but not leadership, in committee work and moderate attendance at AAP events.	Lack of participation in program events, committees, or administrative work on behalf of the Program, College, University, community, and/or profession.
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**AAP Activities**

Regularly attends scheduled faculty meetings, actively participates in AAP events, and represents AAP faculty in student and/or public-facing forums, and others.  May include evidence of leadership or supplementary efforts to ensure the success of AAP events.	Regularly attends scheduled faculty meetings and generally attends AAP events, such as New Student Orientation, Campus Welcome, and Convocation, though perhaps not as an active participant or leader.	Generally attends scheduled faculty meetings and sometimes attends AAP events, such as New Student Orientation, Campus Welcome, and Convocation.	Consistently absent from scheduled faculty meetings and minimally participates in AAP events, such as New Student Orientation, Campus Welcome, and Convocation.
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**Program, College, University, Community, Profession**

<p>Examples of substantial service on more than one committee or in more than one role. Evidence of leadership in one or more administrative or structured service roles. Examples of meaningful outcomes in their service efforts and/or engagement in high-intensity roles requiring substantial time investment. Examples of significant involvement in community and/or professional activities, including examples of leadership in organizing such activities.</p>	<p>Examples of active membership on one or more committees or in more than one role. Evidence suggests that faculty are devoting time and effort to their service activities. Examples of involvement in community and/or professional activities.</p>	<p>Examples of service on at least one committee or in one role, though not in a leadership capacity. If a faculty member serves in no roles, it is because such roles are not readily available. No examples of service to the community and the profession.</p>	<p>No examples of committee or administrative roles, despite the opportunity to serve in this capacity. No examples of service to the community or the profession.</p>
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Scholarship Guidelines

As a multidisciplinary program centered on teaching and service, the AAP embraces a wide definition of scholarship. Scholarship activities are those that create or disseminate knowledge and/or creative works. It includes academic research in the form of publication or presentation in the faculty member’s area of interest or in pedagogy, as well as any other kinds of scholarship that informs one’s teaching, service, or academic discipline.

Scholarship in the AAP is broadly defined. Evidence of scholarship includes publishing or performing public-facing works; applying for or obtaining grant funding, awards, or fellowships; presenting at seminars, workshops, or conferences in a faculty member’s area of specialization or in pedagogy; revising or designing curriculum; directing a program or organization; integrating evidence-based pedagogy into course design; and editing for scholarly and/or creative publications.

Excellent	High-Quality	Satisfactory	Unsatisfactory
<p>Examples of <b>success</b> of an active scholarship agenda. This may include releasing or performing public-facing works, leading workshops, or securing funding and/or fellowships.</p>	<p>Examples of <b>progress</b> on a scholarship plan. This may include presenting preliminary research at local or regional professional gatherings, submitting requests for funding or awards, and editing or consulting in one’s field or in pedagogy.</p>	<p>Examples of <b>effort</b> on a scholarship plan. This may include progressing on creative projects, collecting data, or undertaking preliminary work towards public-facing scholarship.</p>	<p>No examples of scholarly contribution since their last review.</p>

Revisions

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

Dissemination

Potential faculty, seeking a full-time appointment to the AAP, will be made aware of the Workload Policy of the unit and a copy will be provided to new hires upon their appointment.