

## ***BIDEN SCHOOL OF PUBLIC POLICY AND ADMINISTRATION WORKLOAD POLICY (5/2025)***

This document was developed by the faculty and passed by a majority faculty vote on 5/7/2025. The Joseph R. Biden, Jr. School of Public Policy and Administration combines a variety of instructional, research, and public service and outreach activities. The School hosts undergraduate, master, and doctoral programs and several research and public-service centers.

Workload is defined as the total of **teaching and advising, research and scholarship**, and **service** activities performed over the academic year. These activities include (but are not limited to):

### **A. Teaching and Advising**

- i. Instruction in regular academic courses
- ii. Developing new courses (e.g., brand new courses, complete modality change)
- iii. Supervision of theses and dissertations at the University of Delaware
- iv. Participation on theses and dissertation committees at the University of Delaware
- v. Supervision of special problems courses
- vi. Undergraduate and graduate student advising
- vii. Participation in additional instructional activities, including but not limited to examples such as honors sections of classes, independent studies, internships and coordinating lecture series

### **B. Research and Scholarship**

- i. Peer-reviewed Scholarly Publications (see faculty handbook for a list of examples)
- ii. Other publications (e.g., grey literature, internal reports, white papers).
- iii. Pursuit and receipt of grants, contracts, and other support for research
- iv. Presentations in professional forums
- v. Demonstrated progress on long-term projects (e.g., completed data collection, data analysis, or written work)

### **C. Service**

- i. Service to department: committee and departmental assignments
- ii. Service to university: committee and university assignments
- iii. Service to profession: consultation, editorial services, offices held, organizing sessions at professional meetings, and so forth.
- iv. Service to community: civic committees, boards, commissions, consultation services, appearances before community groups, state, national, and international organizations, and so forth.

The Unit's typical workload distribution varies based on the job design of the faculty member. For tenured/tenure-track faculty, the standard allocation is 40% research, 50% advising and teaching, and 10% service. For continuing track faculty, their contracts/job design vary based on their purpose—as such, there will be a significant variation in the nature of their work distribution and this should be decided in consultation with the Dean and the faculty member. Across the faculty—(TT and CT)—the Dean and each faculty member will work together during the faculty member's annual appraisal to develop a workload plan for each semester. These assignments will be consistent with the governing Collective Bargaining Agreement and with the "Faculty Workload Policy" found within the *University of Delaware Faculty Handbook*. Merit reviews will be weighted according to the contracted distribution of effort. Promotion decisions should also reflect the distribution of effort over the period under review.

### Exceptions to Typical Distribution of Effort

1. By mutual agreement between the Dean and an individual faculty member, the percentage distribution of effort may be altered to accommodate: 1) special administrative or service assignments; 2) sabbatical leave or reduction in teaching due to course buyouts as part of grant-funded research, 3) other teaching, research, or service duties that shift one's balance of work responsibilities (e.g., teaching an additional course in one semester with a corresponding reduction the following semester; a course reduction at an interval to recognize advisement), or 4) other circumstances that may arise, according to the Dean's discretion.
2. As a doctoral-granting department in a research university, it is expected that faculty will maintain scholarly and research activities resulting in publication if research and scholarship makes up some portion of their total workload. The amount and type of research and scholarship, and the publications thereafter, should reasonably align with the total research percentage of the faculty member (e.g., a lower percentage should allow for more flexibility, on all research expectations). Tenured faculty who do not continue such scholarly activity may be asked by the Dean to teach one or more additional courses in an academic year if they have not published a book or substantial article or chapter in the previous two years. Accommodations will be made for demonstrated progress on long-term projects (substantial data collection, new material added to an ongoing book manuscript, significant external grant applications). In order to allow tenure-track assistant professors adequate time to compile the scholarly record expected for tenure, they will not be asked to teach more than four regular-semester classes per academic year.

Continuing Track faculty will negotiate a workload distribution with the Department chair. If the Continuing Track faculty member is expected to perform research, service or advising activities, their negotiated full-time workload will be adjusted to accommodate these additional responsibilities.

3. When a faculty member is unable to perform work that has been assigned during

the annual planning process (e.g., when a class fails to enroll a sufficient number of student to “make”), the Dean will consult with the faculty member before reassignment to alternate work to fulfill the workload of the particular faculty member.

### **Assignment of Evaluation and Merit Scores**

Merit pay increases shall be awarded in a fashion that is consistent with processes outlined in the Collective Bargaining Agreement (CBA) and with the faculty member’s performance as reflected in the annual evaluation conducted by the dean. It is incumbent on the faculty member to provide information they deem necessary for the Chair/Dean to score their accomplishments on the below merit efforts/activities.

In each section below, accumulated efforts summed to determine the final score in each category in a scale from 1-9.

Performance will be assessed using merit efforts as follows:

#### **Research**

Faculty performance in research includes but is not limited to scholarly publications, grants, and presentations. The department also recognizes evidence of significant progress in research and ongoing administration of grants. The Dean will consider the quality and importance of the research contribution in the allotment of merit efforts, keeping in mind the interdisciplinary nature of the department and faculty research as appropriate. The faculty member should describe the time each activity requires and the importance, complexity, and visibility of each activity, so that the Dean can evaluate the importance of each effort.

The annual performance review allows for faculty to receive a score between 1 and 9. The following examples of effort can be used for the faculty member to determine their level of effort and effectiveness in that merit year.

The following examples of scholarly work will serve as guidelines for the dean. Where the dean is asked to assign an overall value, they should consider the visibility; scholarly or public impact of each; level of effort, collaboration, and mentorship involved (e.g., among co-authors, students, or others); and contributions to diversity, equity, and inclusion:

#### *Published works*

- Scholarly book (i.e., research monograph)
  - New
  - Subsequent editions
- Edited collection
- Textbooks

- Peer-reviewed journal articles
- Non-peer-reviewed journal articles (i.e., law review, editor reviewed, and so forth)
- Non-peer reviewed publications for government (e.g., technical assistance or policy papers)
- Book chapters published that year
- Encyclopedia entries, book reviews, and so forth, published that year

*Other research and creative activities:* including but not limited to the following activities

- Data collection
- Published dataset
- Data analysis
- Draft composed (new completed manuscript-first time completed), article, (new completed manuscript-first time completed), or book under review (new completed manuscript-first time completed).
- Submission of grant application
- Public service research
- Public knowledge creation and communication (e.g., website creation, popular Substack or blogging, podcast construction)
- Knowledge mobilization
- Exhibition

#### *Grants*

- Grants and contracts in the year they are received, depending on complexity of project and amount of funding, as determined by the Dean
- Additional credit can be given for the administration of grants beyond the year awarded

#### *Research presentations*

- Conference papers presented within the year
- Other presentations, including invited talks and panels, outside of a conference event
- Organizing conference panels at the Dean's discretion

*Awards & recognition* for research in the year the award/recognition was given, including but not limited to the examples below—credit can be awarded at the Dean's discretion

- Award from professional association
- Award from government and/or nonprofit organization
- Positive review published about work
- Other awards tied to research or scholarship

*Other:* Contributions of note that were not adequately captured in this merit document or

otherwise unrewarded, credit can be awarded at the discretion of the Department based on quality, effort, impact, and contributions to diversity, equity, and inclusion.

## **Teaching**

Faculty performance in teaching includes contributions to departmental course offerings, quality of instruction, contributions and quality of undergraduate and graduate student advisement, and contributions to diversity, equity, and inclusion. The Dean will consider these categories in making merit assessments as described below. The faculty member should describe efforts to revise or innovate courses taught in previous semesters, including responses to student feedback.

The annual performance review allows for faculty to receive a score between 1 and 9. The following examples of effort can be used for the faculty member to determine their level of effort and effectiveness in that merit year.

The following merit efforts associated with teaching contributions will serve as guidelines for the Dean:

### *Contributions to Departmental Offerings in Onload Teaching*

- Contributions to overall number of students taught by department
  - Faculty share a departmental commitment to teaching a substantial number of majors and non-majors in our courses. This merit criteria recognizes contributions to satisfying this need by evaluating based on the relative number of student credit hours per year for the faculty member. This does not require teaching a large class as several different constellations of course sizes can result in strong overall contributions.
- Teaching large classes
  - In order to meet our instructional obligations, we need to offer several large classes that generally require more management than smaller class sizes, with some discretion based on TA assignments. This criteria rewards for each larger class, scaled by the relative size and with due regard for teaching assistants or other factors.
- Teaching required courses
  - To meet our instructional obligations, we need to offer a variety of required courses, defined as specific course numbers mandated for undergraduate majors and/or required graduate courses. This criteria rewards for instruction of these courses.
- There are other teaching efforts that are important and require notable effort. These should be assessed based on the effort, importance, and contribution:
  - Second writing course, Discovery Learning Experience (DLE), or capstone
  - Honors section

- New preparation (this construes a sizable) change, not just an adjustment or updating of existing content;
- New course or new teaching modality (e.g., shift to online or hybrid format)
- Teaching at locations remote from home
- Service-learning course or course with strong field component
- Independent Study/research

### *Instructional Quality in Onload Teaching*

- Course Quality Indicators
  - Teaching quality may be assessed through multiple indicators and faculty members should indicate evidence of teaching quality, which may include peer evaluations submitted to the Dean by other faculty members, evaluations from CTAL or related faculty-development offices, high scores on standardized teaching evaluation questions, or other means
- Instructional innovations or improvements
  - e.g., attending trainings or earning a certificate, deploying some substantial innovation in teaching practices, pedagogical presentation, or alternative/creative approaches to teaching.

### *Contributions to Undergraduate Advisement*

Credit will be given for making contributions to undergraduate advising through regular and quality advising and/or Honors thesis advising, awarded based on the number, intensity, and quality of advising. This also includes credit for advising Student Led Organization

### *Contributions to Graduate Advisement*

Credit will be given for contributions to graduate advising through regular and quality graduate student advising through dissertation committee service, thesis committee service, area exam committee service, formally assigned master student advising, and Ph.D. advising. This also includes credit for advising Student Led Organizations. Effort will be assessed based on the number, intensity, and quality of advising with additional recognition for faculty serving as chairs of committees.

### *Other*

Contributions of note that were not adequately captured in this merit document or otherwise unrewarded can be given attention and credit at the discretion of the Dean based on quality, effort, impact, and contributions to diversity, equity, and inclusion.

## Service

Faculty performance in service includes departmental service, college, and university service, service to the profession, and profession-related community service. The quality and importance of the service contribution, as well as the amount of time the faculty member devotes to the service activity, will be considered in the allotment of merit efforts. The faculty member should describe the time that each activity requires and the importance, complexity, and visibility of each activity, as well as its contribution to diversity, equity, and inclusion, so that the Dean can evaluate the credit each should receive. The Dean should consider the faculty member's rank and their opportunity for earning service merit efforts when evaluating the amount and intensity of service.

The annual performance review allows for faculty to receive a score between 1 and 9. The following examples of effort can be used for the faculty member to determine their level of effort and effectiveness in that merit year.

There are many ways to provide service in each of these categories. The following list is intended to provide examples of service activities and the factors that the Dean will consider assessing the efforts of faculty:

### *Departmental/School service*

- Department/school standing and ad-hoc committees:
  - Some committees require more effort than others, such as recruitment committees or the Graduate Policy Committee during recruitment season. The faculty member should contextualize how much effort each committee service has required, and the Dean will assign credit based on effort and the quality and importance of the service contribution.
  - Chairing a departmental committee requires greater effort than serving on it, which should be reflected in the documentation of the effort, depending on the committee and effort required and the quality and importance of the service contribution.
  - Service on Qualifier Exam or Graduate Program Committees
  - Engagement in recruiting activities
- Formally compensated leadership roles
- Participation in mentor training or other structured efforts to enhance college professional development goals
- Participation in school recruitment events
- Media interviews

### *College and University service*

- Standing and ad-hoc committees (based on the quality, effort, and importance of the service contribution with the following additional considerations)
  - Some committees require more effort than others, such as the College or University Promotions & Tenure committees. The faculty member should contextualize how much effort each committee service has required, and the Dean will assign credit based on effort.
  - Chairing a college or university committee requires greater effort than serving on it, which should be reflected in extra consideration of the effort, depending on the committee and effort required.
- College or University Faculty Senate (based on the quality, effort, and importance of the service contribution)
  - Faculty can either serve as departmental or at large representatives on these bodies either elected by the school, by the faculty senate, or as a replacement for another faculty member on sabbatical or on leave.
  - Faculty can likewise serve as an officer on either body.

### *Service to the Profession*

- Serving as a journal editor (based on the quality, effort, and importance of the service contribution)
- Serving on editorial boards (based on the quality, effort, and importance of the service contribution)
- Reviewing manuscripts/proposals for academic journals, university and commercial book presses, and granting agencies (depending on the number of reviews and the effort required)
- Organizing an academic conference (not a panel) for an academic society or professional association.
- Leadership roles in academic societies or divisions within them (e.g., being an officer or executive board member of ASPA, APPAM, PMRA, UAA, etc.) (depending on the level of effort required and extent of responsibilities the position requires)
- Serving as an external reviewer for promotion and tenure cases (depending on the number of reviews)
- Serving as a reviewer for a department's Academic Program Review or serve as a reviewer for a program accrediting body (e.g., serve as a COPRA site visitor)



### *Professionally-Related Community Service*

- Efforts to translate scholarship into public action or use and/or the use of one's scholarly expertise to help community groups/agencies/institutions should be rewarded as is appropriate based on the time commitment, quality, visibility (e.g., serving on a National Academies advisory board would be high profile) and public impact (e.g., working with legislators on a law that is passed would be high impact)
  - Professionally related community service includes work on community boards, so far as it relates to one's scholarly expertise (e.g., a public health board counts, one's HOA does not), collaboration with public officials, and consultation with private agencies in ways that relate to one's scholarly expertise. It can also include media interviews and appearances, depending on their visibility and effort involved.

*Other:* Contributions of note that were not adequately captured in this merit document or otherwise unrewarded can be evaluated and given credit at the discretion of the Dean based on quality, effort, impact, and contribution to diversity, equity, and inclusion.