

Workload Policy: Department of Geography and Spatial Sciences

1 Standard Workload

Full-time faculty members in Geography and Spatial Sciences (GSS) are expected to engage in teaching, research/scholarship/creative activity, and service as specified below. These activities constitute the workload during the academic year (Fall and Spring semesters; see section 4.3 of the University Faculty Handbook). Workload is set in the annual evaluation of faculty, including the selection of the expected courses that will be taught related to teaching workload.

a) Teaching. The teaching of graduate and undergraduate students ranks among the highest priorities of the Department and is of central importance in formulating faculty workloads. The standard course teaching workload for tenured and tenure-track (TT) faculty is 9 credit contact hours each week each year (37.5% FTE) in curricular offerings deemed necessary by the Chair. If changes are necessary with curricular offerings, the Chair must provide faculty with 2 months notice prior to a semester as noted in the CBA. The standard course teaching workload for continuing-track (CT) faculty is eighteen credit contact hours each week each year (75% FTE). Research faculty standard teaching load is zero, unless otherwise negotiated with the chair. Conversion of other teaching activities, including advisement, into credit-contact-hours for determination of additional teaching workload is specified in the current Collective Bargaining Agreement. Nonstandard course credits and shared course workload, courses with lab sections, and split (400/600) level courses which are demanding more contact time, will be accounted for over time in workload equalization. Online courses need to follow appropriate college and university approval processes.

b) Research/Scholarship/Creative Activity. Scholarly research, creative activity and publication in refereed journals, monographs and books is a significant and important component of faculty workload. Each tenure-track faculty member is expected to engage in scholarly research that leads to publication and to obtain appropriate funding for their research. For a TT faculty member the research workload is typically 52.5%. CT faculty may have some research expectation as negotiated in their workload. Research is typically a majority of a research faculty member's workload, though some service or teaching may be negotiated in their workload.

c) Service. Each faculty member is expected to serve the Department, College, University, scholarly organizations, government and/or the community in ways best suited to the faculty member's talents. These activities typically constitute at least 10 percent of a TT or CT faculty member's workload as all faculty are expected to engage in some form of service. Formal and informal mentoring of students and career advising should be noted specifically in the appraisal document.

2 Administered Workloads¹

Nonstandard dispositions of time allocated to teaching, research and service are possible. Such dispositions may be approved by the Chair under the following circumstances summarized below.

a) *Emphasis on research, scholarship, and creative activity.* When department teaching obligations permit, the Chair may assign one course-load reduction of three credit-contact hours per week for one semester for a faculty member who can demonstrate extraordinary levels of scholarly activity that require more than the typical research effort to accomplish. Extensive fieldwork campaigns or managing a multi-institutional partnership grant would be examples of such activities. When the Chair grants a course reduction, workload percentages shall be adjusted to reflect the increased research effort. The Chair can grant or deny any such request on the basis of its effect on the programmatic interests of the Department.

b) *Emphasis on teaching.* A tenured faculty member who wishes to redirect workload effort towards a greater involvement in teaching above the standard teaching workload may ask to teach additional credit-contact hours each week, during the academic year. If agreed to by the Chair, the faculty member's teaching workload percentage will increase in proportion to the number of credit-contact hours added with a concomitant reduction in research effort. However, it is expected that such an adjustment would not be so great as to eliminate the faculty member's responsibility to contribute to a program of scholarly research with tangible products. If a faculty member's lack of research productivity as exemplified during an in-rank review suggests they have ceased to pursue a research program that leads to tangible products, the Chair may assign additional teaching credit-contact hours (relative to the standard load). Before taking such an action, the Chair must first inform the faculty member in a prior faculty evaluation of the intention to increase the teaching workload. The faculty member has the option of requesting a peer review of their research quality and productivity and the Chair will appoint an ad hoc committee of departmental faculty for that purpose. The recommendation of the ad hoc committee regarding the proposed action by the Chair is advisory; the Chair has the final responsibility for any change in the faculty member's workload.

c) *Emphasis on service.* With prior approval from the Chair, a faculty member who assumes extraordinarily demanding service commitments, which are of considerable benefit to the university, may request a teaching load or research-effort reduction from the Chair. Such service may include extraordinary professional obligations, such as serving as a major officer in a professional society, or University obligations that require significant investments of time. If granted, the faculty member's workload percentages

¹ Following stipulations from the Faculty Handbook should be adhered to for administered workload - "[Workload Policy Statement and the Composition of Workload](#)"

shall be adjusted to reflect the increased service effort, and a decreased research or teaching effort.

d) *Summer Scholarship and Research.* 9-month TT and CT faculty members may request a program of “summer research and scholarship” as part of their individual workload plans. If the request is granted, the workload percentages of the faculty member will be modified appropriately for that year (see Section 4.3.4 in the University of Delaware Faculty Handbook).

e) *Credit Contact Hour conversions should follow CBA guidelines referring to graduate student advising.*

f) *Other modifications.* The Chair shall have the flexibility to average workloads over several semesters or years in order to assign fairly courses normally taught by faculty who are on sabbatical or other leave, account for co- or team-taught courses, or take into consideration courses whose time requirements are substantially greater or less than the three credit-contact hour standard. The Chair may also reduce the workload of a faculty member for unusual personal circumstances in consultation with the Dean on a case-by-case basis.

3 Assignment of Evaluation and Merit Scores

Merit score evaluations will follow CBA procedures and guidelines in the faculty handbook. The Merit evaluation will follow the following metrics rubric:

Faculty Evaluation

Faculty Evaluation Performance of faculty (including for TT, CT and RF) shall be evaluated annually by the Department Chair in each area of evaluation as described below in the “Merit Metric” section, as per the University of Delaware Faculty Handbook Section 4.3.5. Career-level distinctions such as major awards and commendations may have specific university-level recognition that go beyond the annual appraisal process.

The Merit Metric

Merit increases are awarded on the basis of each faculty member's three 9-point scale appraisal ratings as assigned by the Department Chair, are weighted by workload percentages for each of the three workload categories, and are distributed on a dollar basis. See Article 12 of the current Collective Bargaining Agreement for further details.

MERIT PERIOD

NAME: _____

	Research	Teaching	Service
Workload Percentages:			
Impact Notes (buyouts, sabbatical, other assignments):			

Framing notes for merit evaluation (optional)

OVERALL SCORING

ALL SCORES WILL BE ON 1-9 Scale with reference to workload percentage:

- A) **Excellent - Exceeds Expectations – 7-9 range**
- B) **Adequate - Meets Expectations – 5-6 range**
- C) **Inadequate - Below Expectations 1-4 range**

The score in each category will take into account the various metrics/menu of possibilities enumerated below and will go into an appraisal summary for merit pool considerations according to the University of Delaware CBA policies. The expectation scores will be defined based on the percentage of workload. The prior year's goals will also be attuned to the workload "expectations" being met. Junior faculty are particularly encouraged to consult the department mentoring document and confer with their mentors on setting expectations. Major changes in workload percentage due to unforeseen circumstances should be noted.

MERIT EVALUATION

In each category (Research/Scholarship/Creative Efforts, Teaching, Service), *a score congruous with ratings of inadequate, adequate, or excellent will be assigned **by the chair** on the basis of the planning goals set in the prior spring. Meeting expectations would equate to an adequate rating (5-6), performance below expectations would equate with an inadequate rating (1-4), and exceeding expectations would equate with an excellent rating (7-9).* One's score within each of these three broad ratings would be assigned by the Chair in consideration of one's performance.

Given the above criteria, one's annual merit evaluation would include: (a) a copy and paste of their goals from the prior spring planning document discussed with the Chair; (b) an explanation of their accomplishments and achievements with respect to their goals for research/scholarship/creative efforts, teaching, and service; and (c) a description of any departure from their plans based on workload changes.

The following is a list (partial) of possible examples of products or activities that the individual faculty member could include in their appraisal materials and that the Chair should take into account when assigning the numerical score.

If items are in progress, note (for example) number of chapters written, fieldwork in progress, etc, and what has been conducted as a percentage of total required to finish.

RESEARCH, SCHOLARSHIP, AND CREATIVE EFFORTS

- published items (online or print)
 - o books, edited volumes, book chapters, refereed articles, non-refereed works (e.g., non-refereed article in academic journals, conference proceedings, encyclopedia article, op-ed article, white paper, research and grant report, book or software review, software package, data sets and map product)
 - o creative activity (e.g., art, multimedia production)
- grants awards/contracts
 - o external (funded)
 - o internal (funded)
 - o proposals submitted (external or internal)

- presentations
 - o invited lectures and seminars
 - o presentations at professional meetings
 - o workshop presentations
- awards or honors for research
 - o external to university
 - o within university
- DEI in research
 - o inclusion of underrepresented groups in research
 - o facilitating safe and accessible work environment
- entrepreneurship
 - o involvement with Horn Entrepreneurship Program
 - o involvement with CEOE Entrepreneurship Certificate Program
 - o inventions, start-ups linked to research
 - o know-how licenses, patent applications, patents
- intensive fieldwork
 - o based, in part, on location of field site, duration, and team logistics
 - o Community-engaged scholarship

TEACHING

- teaching quantity
 - o number of courses taught
 - o study abroad courses
 - o dual enrollment courses (400/600 level)
 - o independent study course credits, honors sections
 - o online (synchronous vs. asynchronous)
- teaching quality (Please Refer to Teaching Quality Framework approved by Faculty Senate)
 - o substantial course modifications/innovations (please refer to Teaching Quality Framework in your evaluative text)
 - o awards or honors for teaching
 - o conference presentations on pedagogy or curricular structure
 - o Peer evaluations
- other teaching activities
 - o new course preparation
 - o guest lectures in courses

- mentoring activities
 - o PhD committees (chair/member/external examiner)
 - o MA/MS committees (chair/member/external examiner)
 - o postdoctoral scholar supervision and mentoring
 - o hosting visiting scholar (include off campus mentoring)
 - o undergraduate mentoring
 - § supervising undergraduate thesis or other research mentoring
 - § career mentoring
 - o competitive awards received by advisees and or mentees
- advising undergraduate students
- faculty mentoring
- DEI in teaching
 - o foster equitable opportunities for members of underrepresented groups
 - o facilitating safe and accessible classroom environment
 - o inclusion of DEI into curricula (e.g., environmental or social justice)
 - o mentoring students from underrepresented groups
- Community engaged teaching

SERVICE

- university service at departmental, college, and university levels
 - o committee assignments, program director, recruitment events, special assignments etc.
- external service
 - o academic publishing
 - § editorial duties
 - § peer-reviewing
 - o leadership in international/national professional organization
 - o other service to professional societies/organizations
 - o lead nominator for extramural awards or honors
 - o letters of support for colleague awards (external or internal)
 - o external reviewer (e.g., for P&T decisions, academic program review committees, grant proposal reviewer, manuscript reviewer, book reviewer)
 - o panelist for state/federal funding agency

- community outreach and engagement to public and service organizations
- service awards
- DEI in service roles
 - o foster equitable opportunities for members of underrepresented groups
 - o acquire/maintain certification in DEI training

Calculations will be based on the guidance from the CBA and calculated using the spreadsheet provided by the College.

4 Modifications

Changes to this workload policy must be approved by a majority of the voting faculty in accordance with the departmental Bylaws, the Dean, the AAUP and the Provost. This document will be provided to all new faculty members upon their appointment.

Legislative History

- Discussion and revisions – September through October 2011
- Approved by Geography faculty – November 2011
- Discussion by CEOE Academic Council – September through November 2013
- Approved CEOE Academic Council – December 2013
- Discussion and revisions – February 2024 through December 2024
 - Voted and approved by faculty on December 14, 2024