

School of Marine Science and Policy

Policy Statement 3.1 Faculty Workload Policy

BACKGROUND

This plan provides guidelines for the workloads of all full-time faculty members in the School of Marine Science & Policy. This includes tenure-track, continuing-track, and temporary non-tenure-track faculty. The workload plan is used during the annual appraisal process each spring where the Director agrees with each faculty member in writing to a plan covering teaching, service, and research for the upcoming year. The workload is developed consistent with expectations for promotion under the School's Promotion & Tenure Guidelines.

GUIDELINES

I. Tenure Track Faculty

A. Standard Administered Workload

The standard administered workload in the School is separated into teaching, research, and service. The 2023-2026 UD Collective Bargaining Agreement (CBA) has explicit guidance on how teaching workload activities are to be counted. This is laid out below (see section IV, which is from the CBA, Appendix A). Research and service do not have explicit guidance from the CBA. The research and service activities that count toward workload are determined by the Director with input from each faculty member.

Teaching

Teaching graduate and undergraduate students is required for promotion. Every faculty member is expected to contribute to the School's mission of high-quality education in classroom and non-classroom teaching.

As noted above, the CBA provides explicit guidance on how to count classroom teaching activities and some non-classroom teaching activities. These are shown in the table below. The CBA holds that a full workload at UD is 12-credit hours of classroom teaching per semester or 24-credit hours per year. It follows that a standard 3-credit hour course is counted as 12.5% of workload (1-credit hour is counted as 4.166% of workload). The CBA also provides credit-hour equivalents for some types of non-classroom activities (shown in the table below). The School uses these CBA rules to determine teaching workload.

<i>Teaching Workload</i>	<i>Credit-Contact Hour Equivalent</i>	<i>Percent of Workload</i>
<i>Classroom teaching:</i>		
1 credit hour of classroom teaching (full 3 credit hour course is worth $12.5\% = 3 * 4.166\%$)	1	4.166%
<i>Non-Classroom teaching:</i>		
Scheduled individual special problem ¹ (MAST 166, 266, 366, 466, 666, 866)	1	4.166%
Masters advisor ² (MAST 865, 869)	1	4.166%
PhD dissertation advisor ² (MAST 969)	2	8.333%
1 credit hour scheduled lab and/or field instruction ^{3,4}	.5 or 1	2.083% - 4.166%

1. Credit received in the semester the student completes the project.

2. Credit received in the semester the student graduates.

3. School, clinical, applied music, and other individual instruction are also included here in the CBA but do not apply in the School.

4. Credit of 1.0 is awarded if instruction requires constant attendance of the faculty member for the entire scheduled hours of instruction and does not involve the participation of teaching assistants. Credit of .5 is awarded otherwise.

Classroom teaching includes all standard in-class MAST, non-MAST, and cross-listed courses. Non-classroom teaching includes independent study and special problems; advisement of Masters, PhD, and undergraduate students; and lab and/or field instruction (which historically has not applied to our School). The specific course number(s) corresponding to each type of non-classroom activity is shown in the table above for reference. Their non-MAST equivalents in other departments also apply. The following “research” credits reported by students are not included in non-classroom workload: MAST 468, 868, and 964. The CBA does not provide for their inclusion.

Here is an example of how a teaching workload is calculated. Consider a faculty member who teaches two 3-credit hour courses and graduates one advisee as a PhD (worth 2-credit hours in the semester of graduation as shown above). The faculty member has a teaching workload of 8-credit hours, which converts to 33.3% of workload ($8 * 4.166\%$). The rules can also be used to calculate workload for team teaching. For example, if a 3-credit-hour course is taught by 2 faculty members, they each count 1.5-credit hours toward workload or 6.25% ($1.5 * 4.166\%$), unless an alternate allocation between the teaching faculty members is developed by the Director and the faculty members. If a faculty member engages in teaching activities beyond those covered by the CBA (e.g., reader on a dissertation committee, new course preparation), these may be counted toward teaching workload at the Director’s discretion. In addition, assigned undergraduate and graduate advisement must be represented equitably in the individual faculty member’s annual workload allocation and must fairly represent the amount of effort involved in the assignment (see CBA Appendix A, included in section IV below).

The standard classroom teaching workload in the School is 6 credit hours, typically two 3-credit hour courses (one each semester). The standard non-classroom teaching workload is 0 to 2

credit hours. A standard teaching workload then is 6 to 8 credit hours per year or 25% to 33.3% of a faculty member's time.

Research

Scholarly research is a requirement for promotion. All tenure track faculty are expected to maintain an active research program as part of their workload. Research activities are those that lead to scholarly publication, presentation, and extramural funding at standards commensurate with the School's standing in the faculty member's field. Every faculty member is expected to obtain extramural funding, which understandably will vary in amount from year to year. These activities are agreed to by the faculty member and the Director.

The standard research workload is 50% to 70% of a faculty member's time.

Service

Every faculty member is expected to allocate a portion of their workload to service. Internal service includes committee work at the school, college and university level, mentoring, support of non-classroom student activities, and other activities agreed to with the Director. To foster broad participation in governance and determination of School policies, every faculty member is expected to devote a portion of their service workload to internal service. External service includes leadership in professional societies, editorships, peer-review services, membership on extramural student advisory committees, and other similar activities.

The standard service workload is 5% to 15% of a faculty member's time. A junior faculty member's service workload is expected to be closer to 5%.

B. Variations on the Standard Administered Workload

Variations from the standard workload assignments are possible. A faculty member may request an adjustment from the standard workload. The expectation is that this occurs infrequently and is used when it can be shown that doing so is beneficial to the faculty member's long-term career and to the School. The Director may also request or assign an adjustment if circumstances warrant.

Here are some examples. A junior faculty member may be given a course release in their first year to allow for lab setup and to initiate research. A faculty member may be given a course release and reduction in service workload during a period of expanded external funding. A faculty member may be given a course release to work on a special service-related project for the School. A faculty member may be given a reduction in research/teaching workloads during a period where extraordinary outside service commitments are realized (e.g., serving as a major officer in a professional society, chief editor of a journal). All variations, like these, must be approved by the Director.

II. Continuing Track Faculty

A. Standard Administered Workload

A continuing track faculty member's workload distribution is specified in their employment contract. The Director and each faculty member agree to an annual workload consistent with that contract during the appraisal process each spring. The teaching activities carry the same credit contact hours for workload percentages as those laid out in Section IV below.

B. Variations on the Standard Administered Workload

Variations in workload assignments may be negotiated in the same way as done for tenure track faculty (see section I.B. above).

III. Temporary Non-Tenure Track Faculty

A. Standard Administered Workload

A temporary non-tenure track faculty member's workload distribution is specified in their employment contract. The Director and each faculty member agree to an annual workload consistent with that contract during the appraisal process each spring. Temporary non-tenure track faculty are expected to fully support their research on extramural funding.

B. Variations on the Standard Administered Workload

Variations in workload assignments may be negotiated in the same way as done for tenure track faculty (see section I.B. above).

IV. Appendix A of the UD Collective Bargaining Agreement (2023 - 2026): Credit Contact Hour Conversion Rules

Each hour spent in scheduled classroom teaching counts as 1 credit-contact hour. Each hour spent in scheduled laboratory, field, studio, clinical or applied music instruction and individual instruction counts as 1/2 credit-contact hour. Scheduled individual special problems and theses count as 1 credit-contact hour, and dissertations count as 2 credit contact hours. For individual instruction, individual special problems, theses and dissertations, the faculty receive credit only in the semester that the student completes the project or special problem and defends his/her thesis or dissertation. Assigned undergraduate and graduate advisement must be represented equitably in the individual faculty member's annual workload allocation and must fairly represent the amount of effort involved in the assignment. Each hour spent in assigned scheduled individual laboratory, field, studio, clinical or applied music instruction which requires the constant attendance of the faculty member for the entire scheduled hours of instruction, and which does not involve the participation of teaching assistants, count as one teaching contact hour per week.

V. Assignment of Evaluation and Merit Scores:

The School Director issues merit scores for each tenure track faculty member in teaching, research/scholarship, and service. For non-tenure track faculty, scores are issued for a subset of these areas based on assigned workload (e.g., research/scholarship may be excluded for continuing track faculty). The major activity areas used in scoring are laid out in the subsequent sections below and are consistent with the School's Promotion and Tenure Policy Statement. Scoring is done annually during the appraisal process and is done using a 1-9 scale as follows:

- 1-3: Below Criteria-Unsatisfactory
- 4-6: At Criteria-Satisfactory
- 7-8: Above Criteria-Excellent
- 9: Reserved for Truly Outstanding Achievement

Once completed, the scores are weighted by assigned workload in each area to arrive at an overall score. For example, a faculty member who scores a 7 in teaching, 6 in research, and 9 in service and has a workload allocation of 33% teaching, 55% research, and 12% service, is assigned an overall score of 6.7 ($=7*0.33+6*0.55+9*0.12$). This score is used to determine merit pay increases in accordance with the CBA.

The major activity areas considered by the Director in each workload area are laid out in the following sections, and are considered in terms of fulfilling the missions of the School, College, and University.

A. Teaching:

The following is a non-exhaustive list of activities used in the evaluation of performance in teaching. Other examples can be found in the CBA. Faculty members are not expected to have achievements in all these areas and may have achievements in areas not listed. The list also includes awards and other recognitions. Documentation of performance in each area is submitted during the appraisal process following guidelines issued in advance by the Director.

A score of 9 is reserved for outstanding achievements in classroom performance coupled with significant accomplishments in other teaching activity areas.

Activity Areas:

1. *Classroom teaching*
2. *Graduate and Undergraduate advising as major adviser*
3. *Graduate and Undergraduate advising as committee member*

4. *Supervision of Postdoctoral Researchers and Fellows as primary supervisor.*
5. *Participation in course and/or curriculum development Participation in teaching workshops and training targeting improved and innovative student learning*
6. *Awards acknowledging teaching success*

B. Scholarship/Research:

The following is a non-exhaustive list of activities used in the evaluation of performance in scholarship and research. Faculty members are not expected to have achievements in all these areas and may have achievements in areas not listed. The list also includes awards and other recognitions. It is understood that the flow of research outputs can be uneven and vary from year-to-year based on, for example, funding cycles and review times. Grant and publication success for this reason is expected to fluctuate and is accounted for in scoring. Documentation of performance in each area is submitted during the appraisal process following guidelines issued in advance by the Director.

A score of 9 is reserved for truly outstanding achievements in publication and grants coupled with significant work in other activity areas. The size of the portfolio (e.g., number of articles and grants, etc) varies depending on assigned workload.

Activity Areas:

1. *Publishing journal articles, book chapters, books, and scholarly reports.*
2. *Obtaining extramural research grants and otherwise sustaining a vigorous research program that includes support of graduate students and/or post-doctoral fellows.*
3. *Presenting research at professional meetings and workshops.*
4. *Giving scholarly lectures/presentations/seminars at other institutions.*
5. *Receiving awards acknowledging scholarly success.*

C. Service:

The following is a non-exhaustive list of activities used in the evaluation of performance in service. Faculty members are not expected to have achievements in all these areas and may have achievements in areas not listed. The list also includes awards and other recognitions. Service may be inside or outside of the University. Documentation of performance in each area is submitted during the appraisal process following guidelines issued in advance by the Director.

A score of 9 is reserved for faculty whose service accomplishments include active participation in multiple School, College, and University committees, and extraordinary work in other areas such

as significant contributions to community engagement and other significant assignments such as to the profession and government. The size of the portfolio varies depending on assigned workload.

Activity Areas:

1. *Participation on School, College, and University Committees.*
2. *Outside Peer-Review for journals and grant awards.*
3. *Journal editorship.*
4. *Faculty mentorship.*
5. *Community engagement, outreach, and (non-reimbursed) consulting.*
6. *Participation in panels and scientific advisory boards.*
7. *Testimony before governmental or legal deliberative bodies (e.g., Congress, Courts).*
8. *Participation in professional societies (president, board member, etc).*
9. *Awards acknowledging service success.*

VI. Legislative History

- Reviewed and approved by the College of Marine Studies Executive Council - 6 November 1989.
- Faculty recommended ad hoc committee to review and resubmit statement to the faculty.
- Promulgated by Dean of College of Marine Studies (CMS) - 19 January 1990.
- Approved by Provost's Office - 21 December 1990.
- Reviewed by AAUP and found not to be in compliance with regards to overall percentages for research, teaching and service - 1 November 1991.
- Revised and forwarded to AAUP - 3 February 1992.
- Approved by AAUP - 6 February 1992.
- Promulgated by Dean of CMS - 17 February 1992.
- Revised, reviewed and approved by CMS Faculty - 14 March 2003.
- Approved by AAUP - 3 June 2003.
- Approved by Provost's Office - 14 July 2003.
- Promulgated by Dean of CMS - 15 July 2003.
- Revised by Interim Director of SMSP—1 September 2009
- Discussed and revised by Directors Council of SMSP—9 November 2009.
- Posted on Web for faculty comment—16-30 November 2009.
- Approved by Directors Council of SMSP—30 November 2009.
- Approved by vote of SMSP faculty— 12 December 2009.
- Approved by Dean of CEOE—21 December 2009.
- Approved by AAUP – 21 June 2011.
- Approved by Provost's Office – 29 June 2011.
- Promulgated by Interim Director of SMSP—29 June 2011.

- Updated by Director's Council – 12 January 2018.
- Updated by SMSP faculty – 02 February 2018.
- Updated by SMSP faculty – 05 April 2022
- Updated by SMSP faculty 21 June 2024
- Approved by vote of SMSP faculty – 28 June 2024
- Updated and revised by faculty vote – 24 January 2025