

WORKLOAD POLICY

Approved at the April 4th, 2018 Department Meeting

Amended through revisions developed by the faculty and approved at the September 4, 2024, October 2, 2024, and March 5, 2025 Faculty Meetings

The Department of Sociology and Criminal Justice combines a variety of instructional and research activities that define its mission and contributions to the College of Arts and Sciences and to the University. The Department has two undergraduate majors, two M.A. programs, two Ph.D. programs and a research center, and is affiliated with a second research center. As a result, the Department's faculty members come from a variety of scholarly disciplines. They have different intellectual backgrounds, different styles of scholarship, and different roles in fulfilling the Department's mission. The Department's workload policy seeks to enable individual faculty members to contribute to the Department's mission in a manner that recognizes and values these differences.

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
- iii. Supervision of theses and dissertations
- iv. Supervision of special problems courses
- v. Undergraduate and graduate student advising
- vi. Participation in additional instructional activities such as honors sections of classes, independent studies, internships and coordinating lecture series

B. Research and Scholarship

- i. Publications
- ii. Pursuit and receipt of grants, contracts and other support for research
- iii. Presentations in professional forums
- iv. Progress on long-term projects demonstrated through 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, etc.
- iv. Service to community: civic committees, boards, commissions, consultation services, appearances before community groups,

state, national, and international organizations, etc.

The Unit's typical workload distribution for tenured/tenure-track faculty is allocated as 40% research, 50% advising and teaching, normally including two courses (six credit-contact hours) per semester, and 10% service. The Department chairperson 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 Department chairperson and an individual faculty member, the percentage distribution of effort may be altered to accommodate: 1) special administrative or service assignments such as serving as Associate Chair, Director of Graduate Studies, or director of a research center or an interdisciplinary program, 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), or 4) other circumstances that may arise, according to the chairperson's discretion.
2. As a doctoral-granting department in a research university, it is expected that all 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 Department chairperson 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 that will be expected for tenure, they will not be asked to teach more than four regular-semester classes per academic year.

3. In accord with "Personnel Policies for Faculty" (*University of Delaware Faculty Handbook*), faculty have the option of requesting that summer research be included in their individual workload plan. By including summer

- research, the research portion of the workload may be increased relative to teaching and service.
4. Continuing Track faculty will negotiate a workload distribution with the Department chair. The typical workload for these faculty will be twelve credit-contact hours of teaching per semester. If the Continuing Track faculty member is expected to perform research, service or advising activities beyond that expected of all University faculty (see *University of Delaware Faculty Handbook*), the negotiated full-time teaching workload will be adjusted down from twelve credits per semester to accommodate these additional responsibilities.
 5. 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 Department chair will consult with the faculty member before reassignment to alternate work to fulfill the workload of the faculty member. This reassignment may involve teaching a different course that semester or additional teaching in a subsequent semester.

Assignment of Evaluation and Merit Scores

Merit pay increases shall be awarded in a fashion that is consistent with processes outlined in the CBA and with the faculty member’s performance as reflected in the annual evaluation conducted by the department chair. It is incumbent on the faculty member to provide information they deem necessary for the Chair to score their accomplishments on the below merit metrics.

In each section below, accumulated points are simply summed to determine the final score in each category. Scores above 9 in a category are truncated to 9 for that category.

Performance will be assessed using merit points 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 Chair will consider the quality and importance of the research contribution in the allotment of merit points, keeping in mind the interdisciplinary nature of the department and faculty research as appropriate. The faculty member should describe the time that each activity requires and the importance, complexity, and visibility of each activity, so that the Chair can evaluate the number of points each should receive.

The following merit point values and ranges for each scholarly work will serve as

guidelines for the Chair. Where the Chair is asked to consider point values within each range; 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)
 - Scholarly books count for up to 3 points when they are accepted for publication (i.e. when a contract is issued) and then for 8 points either the following year or when they are published, according to the faculty member's wishes. Documentation is required.
 - Subsequent editions: up to 4 points in the year of publication
- Edited collection
 - Up to 6 points
- Textbooks
 - First edition: up to 6 points
 - Subsequent editions: up to 3 points
- Peer-reviewed journal articles
 - In the year published in a specific volume/issue (i.e., not online first, unless only published in an online journal without volumes or issues): up to 4 points
- Non-peer-reviewed journal articles (i.e., law review, editor reviewed, etc.)
 - In the year published in a specific volume/issue (i.e., not online first): up to 2 points
- Book chapters published that year: up to 2 points
- Encyclopedia entries, book reviews, etc., published that year: up to 1 point

Other research activities: including but not limited to the following activities, to be awarded up to 2 points total at the Chair's discretion:

- IRB application approved
- Data collection
- Analysis (coding, statistical analysis)
- Draft composed, article or book under review
- Submission of grant application
- Website creation, podcast construction

Grants

- Grants and contracts in the year they are received: up to 4 points, depending on complexity of project and amount of funding, as determined by the Chair
- Up to 2 additional points can be awarded for the administration of grants beyond the year it is awarded

Research presentations (with a maximum of 4 points for presentations all-inclusive)

- Conference papers presented within the year: up to 1 point given for each presentation
- Other presentations, including invited talks and panels, outside of a conference event, up to 2 points at the Chair's discretion
- Organizing conference/conference panels, up to 2 points, at the Chair's discretion

Awards & recognition for research in the year the award/recognition was given, including but not limited to the examples below: up to 2 points to be awarded at the Chair's discretion

- Explicit award
- Author-meets-critic selection
- Positive review published about work

Other: Contributions of note that were not adequately captured in this merit document or otherwise unrewarded, awarded up to the 2 points at the discretion of the Chair 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 Chair 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 following merit point values and ranges for teaching contributions will serve as guidelines for the Chair:

Instructional Quality in Onload Teaching

- Course Quality Indicators (up to 4 points overall based on indicators of quality)
 - Teaching quality may be assessed through multiple indicators and faculty members should indicate evidence of teaching quality, including but not limited to (and in no specific order): peer evaluations submitted to the Chair, engaging resources from CTAL or related faculty-development offices to improve course quality, high scores on standardized teaching evaluation questions, or other means (such as additional evidence drawn from the Teaching Quality Framework, but other means submitted by the faculty member are explicitly invited)

- Instructional innovations or improvements (up to 1 point with partial points allowed)
 - E.g., attending trainings or earning a certificate, deploying some substantial innovation in teaching practices or alternative/creative approaches to teaching

Contributions to Departmental Offerings in Onload Teaching

- Strong contributions to overall number of students taught by department (up to 2 points, depending on range and sizes of courses taught)
 - Faculty share a departmental commitment to teaching a substantial number of majors and non-majors in our courses. This merit criterion 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 (up to 1 point per large class, depending on class size; partial points may be awarded)
 - 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.
- Teaching required courses (i.e., a specific course number that is mandated for sociology or criminal justice majors or graduate students; up to 1 point per course, with points inversely related to the number of faculty regularly teaching this course and/or the difficulty of instruction for a specific course; partial points may be awarded)
 - In order 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. For teaching the following up to 1 point per course (with partial points allowed) may be allocated for each activity based on the effort, importance, and contribution:
 - Second writing course, DLE, or capstone
 - Honor's section
 - Graduate class
 - New preparation

Contributions to Undergraduate Advisement

Up to 2 points 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.

Contributions to Graduate Advisement

Up to 4 points for making contributions to graduate advising through regular and quality graduate student advising through PhD committee service, MA thesis committee service, area exam committee service, and first year advising. Points are awarded 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, awarded up to the 2 points at the discretion of the Chair 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. Other than in exceptional cases, such as when a faculty member's workload is explicitly framed around a particular service role, or truly distinctive service within one area, a faculty member can receive a maximum of 4 points within each of these areas. 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 points. 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 Chair can evaluate the number of points each should receive. The Chair should consider the faculty member's rank and their opportunity for earning service merit points when evaluating the amount and intensity of service.

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 Chair will consider in allocating points:

Departmental service

- Department standing and ad-hoc committees (not including comprehensive exam area committees, which would be considered under teaching; up to 3 points each)
 - 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 Chair will assign points 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 extra consideration of up to 2 points, depending on the committee and effort required and the quality and importance of the service contribution.
- Leadership roles, particularly Associate Chairs and Director of Graduate Studies (up to 4 points based on the quality and importance of the service contribution)
- Volunteering for department undergraduate recruitment events (up to 2 points quality, effort, and importance of the service contribution)

College and University service

- Standing and ad-hoc committees (up to 3 points each, 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 Chair will assign points based on effort.
 - Chairing a college or university committee requires greater effort than serving on it, which should be reflected in extra consideration of up to 2 points, depending on the committee and effort required.
- College or University Faculty Senate (up to 2 points, 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 as appointed by the Chair, 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 (up to 4 points, based on the quality, effort, and importance of the service contribution)
- Serving on editorial boards (up to 2 points, 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 (up to 4 points, depending on the number of

reviews and the effort required)

- Leadership roles in academic societies or divisions within them (e.g., being an officer or executive board member of the ASA, ASC, LSA, ACJS, SSSP, etc.) (up to 4 points, depending on the level of effort required and extent of responsibilities the position requires)
- Serving as an external reviewer for promotion and tenure cases (up to 2 points, depending on the number of reviews)
- Serving as a reviewer for a department's Academic Program Review (up to 2 points)

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) (up to 4 points)
 - 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, awarded up to the 2 points at the discretion of the Chair based on quality, effort, impact, and contribution to diversity, equity, and inclusion.