

University of Delaware
College of Agricultural Sciences
Department of Entomology and Wildlife Ecology

FACULTY WORKLOAD POLICY

Approved 1990
Revised and adopted June 2003

Mission Statement

The Department of Entomology and Wildlife Ecology is committed to its responsibilities in teaching, scholarship and public service in the following professional areas: biological control; integrated pest management; wildlife conservation; behavioral ecology; plant-insect interactions, invasive species management, medical entomology; and natural resource management. Faculty members are expected to perform these activities as enumerated in the department's promotion and tenure document.

The goal of the workload policy of the Department of Entomology and Wildlife Ecology is to provide guidelines for establishing annual workload plans. The Department adheres to Article XI of the University of Delaware Collective Bargaining Agreement in defining the composition of individual faculty workloads. This policy accounts for the quantitative distribution of effort for workload assignments. Other documents, such as the Promotion and Tenure Policy of the department, Faculty Appraisals, and Chair's Merit Salary Policy, deal with the quality of effort.

Expectations of All Faculty

All full-time faculty members in the Department of Entomology and Wildlife Ecology are expected to participate in and contribute to:

- Regularly scheduled undergraduate and/or graduate instruction;
- Advisement, mentoring, and academic supervision of students;
- Faculty governance and the development and effective conduct of the academic program as defined by departmental and college by-laws;
- Other responsibilities expected of all faculty on the basis of approved departmental and college by-laws or as set forth by the College or University Faculty Senate or as otherwise stipulated in University policy.

All regular members of the teaching staff of the University are fully engaged for the whole year of fifty-two weeks. While normally members of the teaching staff are required to teach for only nine months annually, responsibilities of faculty to the University do not cease during the summer months. The summer period is provided for reading, study, research, and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation.

I. Typical Workload for Tenure Track Faculty, Tenure Track Extension Faculty, and Non Tenure Track Service and Clinical Faculty

The standard workload is based on a 100 percent teaching load of 12 credit hours or 18 teaching contact hours per semester. This translates to a 12.5 percent allocation of time per 3-credit course per academic year for the 9 month faculty and 10.2 percent allocation for 11 month appointments or for Tenure Track faculty on 9 month appointments who elect for the summer research option as outlined in Section III-F of the Faculty Handbook. Deviations from the standard workload will reflect allocation of time to research/scholarship and service.

Each hour spent in scheduled classroom teaching counts as 1 credit-contact hour. Each hour spent in scheduled laboratory or field instruction and individual instruction counts as 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 only receive credit in the semester that the student completes the project or special problem, and defends his/her thesis or dissertation. Thirty full-time undergraduate advisees are equivalent to credit-contact hour. Each hour spent in scheduled individual laboratory or field 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, counts as one teaching contact hour per week as defined in Article 11.9, Footnote 3.

Tenure Track Faculty on 9 month appointments. The typical workload for a tenure track faculty member on a 9-month contract will be 6 credit contact hours per week per semester which constitutes 50 percent teaching, with the balance of workload being research and service (typically 45 percent and 5 percent respectively, but this could vary among individuals).

Tenure track faculty on a 9-month contract can elect to be evaluated on an 11-month basis to better reflect activities during the summer months as outlined in Section III-F of the Faculty Handbook. Faculty wishing to do so must follow the procedures outlined in the handbook, which include a request in writing during the workload discussion with the department chair.

Tenure Track Faculty on 11 month appointments or Tenure Track Faculty on 9+2 appointments. The typical workload for a tenure track faculty member with these contracts will be 6 credit contact hours per week per semester which constitutes 41 percent teaching, with the balance of workload being research and service (typically 54 percent and 5 percent respectively, but this could vary among individuals).

Tenure Track Extension Faculty. The typical workload for tenure track Extension faculty is 80 percent in Extension and 20 percent in Research. The Extension allocation reflects aspects in Extension teaching and Extension scholarship as identified in the department's promotion and tenure policy.

Non-Tenure Track Faculty.

The typical workload for Public Service faculty is 25 percent in on-campus instruction, 50 percent in other instruction as defined in Article 11.9, Footnote 3, 24 percent in research/scholarship and 1 percent in service.

Non-Tenure Track Faculty on 9-month appointments. The typical workload for non-tenure track faculty on 9-month appointments is 25 percent teaching (3 credit contact hours per week per semester), 50 percent in other instruction as defined in Article 11.9, Footnote 3, 24 percent in research/scholarship and 1 percent in service.

Non-Tenure Track Faculty on 9 + 2 appointment and Non-Tenure Track Faculty who elect for the summer research option as outlined in section III-F of the Faculty Handbook. The typical workload for non-tenure track faculty on 9+2 appointment and non-tenure track faculty who elect for the summer research option as outlined in section III-F of the Faculty Handbook is 21 percent teaching (3 credit contact hours per week per semester), 50 percent in other instruction as defined by Article 11.9, Footnote 3, 28 percent in research/scholarship and 1 percent in service.

Variations from a Typical Workload

The Chair can initiate or approve requests for nonstandard workloads that are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures. Variations from this workload are generally based on discussions between the faculty member and the department chair. A faculty member may request additional workload in teaching by such things as adding additional courses; taking on additional workload in advising undergraduate or graduate students; offering pre-approved independent study and similar courses; and providing special services to the department programs or undergraduate courses and curriculum. A faculty member may request additional workload in research through discussions with the chair in relation to a special project or grant or other research/scholarship activities. A faculty member may request additional workload in service for specific activities for the department, college, university, or a professional association, which requires significant additional time and effort.

Examples of special nonstandard workloads are summarized below.

Faculty Buy-Out from Teaching. Faculty may buy-out part of their workload responsibilities from a grant or sponsored project. Buy-out will typically be taken from teaching responsibilities. Faculty wishing to buy-out workload responsibilities must have salary savings of at least the allocated amount for a course (12.5% for 9-month and 10.2% for 11-month). Faculty buy-out must be approved in a workload discussion, written in a memorandum of agreement, and signed by the faculty member, the Chair, and the Dean. Faculty buy-out must be consistent with College policy.

Emphasis on Teaching. A faculty member may ask to emphasize teaching and de-emphasize research in his or her workload and thereby ask to teach one or more additional courses during

the year beyond the standard assigned workload. If this proposal is agreed to by the Chair, the faculty member will be assigned additional courses and will have his or her teaching workload percentage increased accordingly.

Low Research Productivity Over Time. The Chair may assign one or more additional courses during the year beyond the typical assigned workload to faculty members who have not actively engaged in scholarship, publication, or securing extramural funding for extended periods.

Extraordinary Service. Based on a negotiated agreement with the Chair, a faculty member who undertakes an extraordinary service role may request a teaching load or research effort reduction to reflect the additional effort in service. If granted, the faculty member's workload percentages will be adjusted accordingly.

Other – As long as he or she acts in ways that are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures, the Chair retains the flexibility to average workloads over semesters or years. This most likely will occur when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave, to account for co- or team-taught courses, or to take into consideration courses whose time requirements are substantially more (or less) than standard courses. In no case will the chair assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement.

II. Basic Framework for Workload and Evaluation

In conducting the annual evaluation of each faculty member, the chair will abide by the following basic concepts:

1. In accordance with the current union contract the department chairperson, in consultation with each faculty member, will develop in writing, a workload plan (Faculty Workload Planning Worksheet) for the coming year. This task will be completed by November 30 prior to the evaluation year it takes effect. (Evaluation year is from February 1 to January 31.)
2. A nine-point-scale will be used to evaluate faculty members in the areas of Teaching (Undergraduate and Graduate Teaching and Advisement and Extension Teaching), Scholarly Achievement (Research, Extension Scholarly Activities, and Professional Activities and Development), and Service. On the Faculty Appraisal Form a relevant number will be circled if the faculty member is below criteria (1-3), for a faculty member at criteria (4-6), and for a faculty member above criteria (7-9).
3. A faculty member's overall evaluation rating will be determined giving appropriate weight to the percentage of time allocated to Teaching (Undergraduate and Graduate Teaching and Advisement and Extension Teaching), Scholarly Achievement (Research, Extension Scholarly Activities, and Professional Activities and Development), and Service.

4. The department chair will consult with the Director of Cooperative Extension in the evaluation of Cooperative Extension activities. In addition, if any faculty member has assigned activities in other units or departments, the chair will obtain appropriate evaluation materials and give them proper weight in accordance with time allocations specified in the workload plan.

III. Criteria for Evaluation

A. Teaching

As specified in the Department's Promotion and Tenure Policy, this area will be evaluated using the following criteria:

1. Undergraduate and Graduate Teaching and Advisement

- Courses taught on campus and abroad.
- Course revision with respect to organization, relevancy of material, and instructional methods.
- Student and peer evaluation.
- Interaction with students and availability to students for planning program of study.
- Interaction with other faculty members regarding undergraduate and graduate teaching.
- Student, Departmental, and University recognition and complaints.
- Availability to and guidance of students in innovative study projects (Winter Semester, Independent Study, Internships, Integrated Learning Semester).
- Availability to graduate students for purposes of guiding thesis research activities.
- Quality of completed graduate student thesis research.
- Participation and activities in interdisciplinary and international programs.
- Use of new technology to enhance teaching such as web based resources or applications using computers.
- Use of emerging and innovative approaches or the introduction of novel teaching techniques to enhance learning.
- Presentation on teaching techniques at professional meetings and workshops.
- Ability to obtain contracts and grants to support scholarly activities.
- Ability to work effectively with Extension colleagues.
- Documentation of impacts as related to plan of work.
- Participation in faculty development in teaching methods.
- Grants to enhance, improve, or revise teaching.
- Advising student organizations.
- Letters of reference for students.

2. Extension Teaching (typical activities include but are not limited to conducting educational programs for clientele and staff; writing newsletters, news articles and columns; mass media educational efforts; facilitating educational client interactions; supervising intern/extern and field experiences for students; training volunteers; and writing program handouts.)

- Knowledge of subject, current state of thought, practices methods and alternatives.
- Ability to organize, express and communicate ideas and concepts, subject matter and research base materials; orally and in writing.
- Ability to formulate teaching objectives, develop creative learning experiences and determine applicability of knowledge to solve problems.
- Ability to deal and work effectively with co-workers; people from diverse educational, social, and cultural backgrounds; and others.
- Quality and quantity of output.

Part of the evaluation will be based on those criteria for which specific data are available, including: student evaluations and comments, number of undergraduate and graduate students advised, etc. However, the other factors listed above are to be considered as well.

B. Scholarly Achievement

In accordance with the Department's Promotion and Tenure Policy, this area will be evaluated based on:

1. Research

Number, quality and significance of publications, including refereed journal articles, Agricultural Experiment Station publications, research reports, publications in monographs, and textbooks.

- Amount and sources of research support and grants.
- Amount, quality, and relevance of research activities in progress.
- Development of relevant and timely new research activities.
- Participation and activities in interdisciplinary and cooperative research activities (e.g., Agricultural Experiment Station research-related to Cooperative Extension Service activities, Agricultural Experiment Station regional research, interdepartmental research, international programs, etc.).
- Supervision of research.
- Unpublished research.
- Research and development work performed abroad.
- Dissemination of research results to non-academic audiences.

2. Extension Scholarly Activity (typical activities include but are not limited to development or adoption of educational materials; creation of Extension publications; evaluation of a program's impacts; completion of applied, demonstration, methodological, and evaluation research; publication of articles in refereed and non-refereed professional publications; scholarly an research presentations made at professional meetings and industry and business conferences; and innovative programs.)

- Quality, appropriateness, creativeness and relevance of materials and programs, either original or adapted from national Cooperative Extension Service.

- Quality and quantity of output.
- Contribution to individual, county and/or state plan of work.
- Ability to obtain contracts and grants to support scholarly activities.
- Ability to work effectively with Extension colleagues.
- Documentation of impacts as related to plan of work.

3. Professional Activities and Development

- Membership, offices held, and participation in the activities of professional organizations.
- Participation in activities that benefit the profession (e.g., editorial boards, special committees).
- Participation in and/or organization of workshops, seminars, conferences and courses aimed at improving research techniques.
- Attendance at state, regional, national and international professional meetings.
- Grant review activities.

The number, quality, and significance of publications are the most important criteria in determining research performance. Given this, there must be clear evidence of objective and critical evaluation. It is understood that publications by Department faculty will be reviewed and published in accordance with the procedures specified by the College of Agricultural Sciences. Faculty members are encouraged to publish in blind and peer refereed journals and other related publication outlets. Publications which have been externally reviewed will count as a bona fide research output in the evaluation of a faculty member's performance. In-depth treatment of a research topic may result in fewer publications, but with greater impact in the profession.

The number and magnitude of research projects (e.g., Experiment Station projects, contracts and grants, etc.) will vary with the teaching load and the academic rank (number of years in the profession) for each individual.

Additional evidence of research significance and application will include presentations of papers at professional, producer, and state agency or other appropriate meetings.

Multiple publications from a single data set or thesis, which are directed to different audiences and involve different emphases in methodology and interpretation, will be given appropriate credit in the Research area.

It is understood that the number of publications a faculty member produces will vary from year to year. Thus academic judgment will be used to evaluate progress being made on a research project in relation to the stage of the research.

C. Service

As specified in the Department's Promotion and Tenure Policy, the Service category will be evaluated on the basis of:

1. Membership on and effectiveness in Departmental, College, Cooperative Extension and University committees.
2. Membership on and effectiveness in community, user group or commodity organizations or governmental agencies.
3. Availability as a resource person and provision of knowledge relative to general community problem situations.
4. Participation in University activities, including those performed abroad, unrelated to Departmental instructional, research, and extension activities.
5. Effectiveness within the state, county, region and national education program; furtherance of accomplishments of clients; and contribution to individual, county and state plan of work (applies to faculty with Extension appointments only).
6. Solicited evaluations and letters of reference for tenure and promotion packages for colleagues.

The minimum level of committee involvement judged to be at criteria will be participation in departmental and/or college committees. An above criteria rating requires involvement with University level committees in addition to department and/or college committees.

IV. Annual Evaluation

By the end of January, faculty shall submit to the chair a Faculty Evaluation Worksheet which summarizes their activities/output during the past 12 months. Categories include: Teaching, Scholarly Achievement and Service.

A Faculty Appraisal Form will be completed by the chair and discussed with each faculty member, concentrating on areas of strengths/ weaknesses and modes of improvement and/or readjustments of the workload distribution.

Each member of the faculty will be evaluated on the nine-point-scale with the average grading for other faculty members indicated on the form, before the chair and faculty member sign the form. It is suggested that disagreements concerning the evaluation be resolved between the chair and the faculty member. A copy of the form will be given to each faculty member immediately following the evaluation.