

Department of Mathematical Sciences Faculty Workload Agreement 28 April 2015.

1. Introduction

This document will describe, in broad terms, the agreed workloads of faculty in the Department of Mathematical Sciences in each of the three categories of research, teaching and service, and supplements any current Collective Bargaining Agreement (CBA) between the University and the American Association of University Professors. The workload policy will be provided to new faculty upon their appointment. A separate document, "Department of Mathematical Sciences Faculty Performance Metric" details the means of performance assessment for a member of faculty.

The proportion of effort devoted to the various categories may vary among individuals and over time, subject to the provisions described below.

Although members of the faculty are normally required to teach only during the spring and fall semesters¹, as the Faculty Handbook makes clear responsibilities of faculty members do not cease at other times during the year. In particular, it is expected that the summer months will be used "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."

2. Categories of effort

2.1 Teaching

All faculty members are expected to be conscientious and effective teachers. Teaching workload will be measured in credit-contact-hours as defined in the CBA. In the current Collective Bargaining Agreement between University of Delaware and AAUP, a teaching load of 12 credit hours per semester over fall and spring, constitutes a full-time workload comprised purely of teaching with no research or service component.

Special problems and independent studies are not considered to be regular courses. Each faculty member is also expected to reserve at least three office hours per week except when he or she has an approved absence. Each faculty member is also expected to undertake such other teaching-related activities as are normally expected of a faculty member at a major American university, such as attendance at department functions, participation in curricular planning,

¹ This clause is not applicable to those on 11 month contracts.

student recruitment, and safety training.

2.2 Research and scholarship

Tenure and tenure-track faculty members should demonstrate research activity by at least some of the following indicators:

- a) papers in high quality, refereed, scholarly journals (paper or electronic) that show advances or insightful reviews in mathematical science, mathematical teaching or the understanding of mathematics learning
- b) theses, dissertations, books or book chapters that show similar outputs to (a)
- c) papers in edited (and preferably refereed) conference or study group proceedings that show similar outputs to (a) and which are likely to be read by some who did not attend the meeting.
- d) supervision of research theses to completion
- e) external funding to support research activities
- f) plenary and invited conference, seminar and colloquium presentations
- g) innovative published curriculum materials in mathematical sciences that are likely to be widely used, with some users outside of the university
- h) acknowledged significant contributions to published reports of inquiries instigated by government bodies or professional associations
- i) mathematical science software that is used outside of the research group of the author, with increasing value placed on wider use, which may be evidenced by users in the department, the university, or users outside of the university

2.3 Service

2.3.1 University Service

Service on the promotion and tenure committee is required of all tenured faculty members. Some additional administrative work at department, college or university level will be expected of all faculty members whose teaching load is less than 100% and whose contract extends more than three years into the future. Such duties will not be considered above normal unless the service

includes chairing a particularly active committee or requires an unusual expenditure of time (such as extensive service in designing departmental publications, reaching and meeting prospective students or organizing special interest activities for students). Service work may include coordination of subjects with high enrollments (above 100) or many sections (more than two).

2.3.2 Professional Service

Professional service encompasses refereeing manuscripts and proposals and reviewing papers and books (considered a normal professional obligation) as well as extraordinary activities such as serving in an executive position in a professional association or society, editorial work, organizing mathematical conferences and seminars, outreach efforts to industry, government and local schools.

The totality of service outlined in 4.1 and 4.2 typically constitutes 10% of a faculty member's standard workload.

2.3.3 Extraordinary Service

With prior approval of the Chair, a faculty member who undertakes an extraordinary service role may have a teaching load or research effort reduction. If granted, the faculty member's workload percentages will be adjusted accordingly.

3. Tenured and tenure-track faculty

All full-time tenured and tenure-track faculty members in the Department are expected to be engaged in teaching, research, professional and university service. In order to fill the Department's many teaching commitments, some faculty may be employed on contracts as full-time teachers. However, this department has a strong record of research and service. This work is needed to be performed by tenured and tenure-track faculty who have much less than a full-time teaching load. The Department of Mathematical Sciences has established itself as a research department with national and international standing, a position which it wishes not only to maintain but also to improve.

3.1 Administered loads for research active faculty

The typical administered workload for a research active, tenure track faculty member on a 9-month contract will be three 3-credit courses per academic year in areas deemed necessary by the Chair. This constitutes a load of 37.5% teaching, with the balance of workload being research and service (typically 52.5% and 10% respectively).

Research active faculty are characterized by demonstrating consistent

productivity over the three year period prior to the annual appraisal, equal to publishing two papers per year in high quality journals in their field of expertise along with associated activities listed in Section 2.2. Additionally, it is expected that research active faculty will be a Principal Investigator or a Co-Principal Investigator on a grant comparable to an NSF grant, or will be actively and diligently seeking external funding.

Details of work expectations and possible variations of individual workloads are described in the following sections.

3.2 Administered loads for the Associate Chair, Director of Graduate Program, the Director of Undergraduate Programs and other extraordinary activities

The Associate Chair will be assigned an administered annual load with a reduction of at least one three-credit-contact hour course below his or her regular load. The Director of the Graduate Program and the Director of Undergraduate Programs may negotiate a one course per year reduction. At the discretion of the Chair, an additional reduction may be given to those with externally recognized high quality work-intensive research projects, or to those with uncommonly heavy loads in service or curriculum development. Course buyouts may be permitted, as per the College buyout policy.

3.3 Summer research session

If a faculty member elects to have an additional two-month summer research session assessed, then the assessed teaching load would be multiplied by 9/11, as stated in Section 6 below.

3.4 Reduced research activity

A faculty member whose research does not meet the standards of a productive and nationally or internationally recognized program shall be assigned one or more additional courses in balance with the reduced scholarly effort.

Throughout a person's career, there may be changes in preference for the type of work or there may be changing personal circumstances that affect productivity in some aspects of their work.

When a faculty member's administered workload assignment does not comport with his/her actual research and scholarly contributions, the chair may increase the teaching or service components of that faculty member's workload. In such an instance, the faculty member may request a review of his/her research quality and productivity and the chair will appoint an ad-hoc committee for that purpose. The composition of the review committee will be decided by the chair and its recommendation will be advisory. Alternatively, the chair may appoint such a

committee, in the absence of any request from the faculty member. In all cases, the faculty member will have the opportunity to submit any evidence deemed appropriate to the committee's tasks. The recommendation(s) of the ad-hoc committee are advisory; the chair has final responsibility for any change in a faculty member's workload. In making such a judgment, the chair will make use of available data such as records of publications and other outputs, pre-existing work plans and pre-existing peer reviews.

4. Continuing track faculty

The typical workload for continuing track instructional faculty in the Department of Mathematical Sciences is comprised entirely of meeting special needs in teaching and activities aligned with our educational mission.

4.1 Standard workload for continuing track faculty

Continuing track faculty will normally be assigned three or four courses each fall and spring semester in areas deemed necessary by the Chair. The remainder of the workload will be service or scholarship. Regular courses typically have 3 credit-contact hours per week; special problems and independent studies are not considered to be regular courses. All activity that is routinely viewed as service when performed by tenure track faculty must also be considered service if assigned to continuing track faculty.

4.2 Nonstandard workloads for continuing track faculty

The Chair may approve requests for nonstandard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. A reduction of one course per semester may be given for coordination of a subject with more than two sections or more than 100 students. At the Chair's discretion, there might be course reductions for undertaking a service responsibility that is particularly burdensome or that falls outside the envelope of teaching-related activities. There might be an occasional course reduction for the faculty member's own research or professional training that is of direct benefit to the Department.

5. Other modifications

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 the 3 contact hour standard. In no case will the chair assign a workload that exceeds the limitations specified by the Collective Bargaining

Agreement without the informed written consent of the faculty member. If a teaching assignment results in an overload, extra compensation will be given at the prevailing rate.

6. Summer program of sponsored or unsponsored scholarship and research

Tenured and tenure-track faculty on 9-month academic appointments may request that performance in a two-month summer program of sponsored or unsponsored scholarship and research be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Chair on an annual basis during the workload planning process. If the request is granted, the agreement must be documented as part of the individual's workload plan for the subsequent year. When it has been an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year. Work done during fall and spring would then form the basis for 9/11 of the annual assessment. For example, a research active tenure-track faculty member who would normally have an effort distribution of 37.5% teaching, 52.5% research and 10% service without summer activity being considered in the annual evaluation. If the request is granted to include two months of summer research in the evaluation, the revised effort distribution for this faculty member becomes 30.7% teaching, 61.1% research and 8.2% service. The Department limits the summer program to two months.

7. Reassignment of workload

When any faculty member tenured, tenure-track, or continuing track is unable to perform the work that has been assigned during the annual planning process, the Chair is responsible for assigning alternative work that in his or her judgment is appropriate to ensure that the faculty member meets his or her full obligation to the Department. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students to "make." The Chair might, in these circumstances, assign the faculty member to teach a new section of an oversubscribed course for which he or she is qualified or assign the faculty member additional teaching in a subsequent semester.

8. Mechanism for changes

Any modification to this workload policy must be approved by a majority vote of the faculty, in accordance with the departmental Bylaws, the Dean, the AAUP and the Provost.

