

DEPARTMENT OF COMPUTER AND INFORMATION SCIENCES

UNIVERSITY OF DELAWARE

FACULTY WORKLOAD POLICY

**Approved by Computer Science Faculty
February 9, 2005**

Faculty Workload Policy
Department of Computer and Information Sciences
University of Delaware

This document describes the workload policy in the Department of Computer and Information Sciences (subsequently referred to as *CIS* or *the Department*). The CIS Department has a valued history of operating and achieving its mission in a collegial atmosphere, with everyone contributing to the Department's goals. The workload policy set forth herein is intended to document the distribution of faculty effort among teaching, research, and service so that the talents and skills of each faculty member are fully utilized.

1 Tenure-track Faculty

All full-time tenure-track faculty members in the Department are expected to engage in teaching, research, and service. Allocation of specific workloads and responsibilities to any faculty member for teaching, research and service will be decided by the Chair, after consultation with the faculty member. The Chair will endeavor, in making such assignments, to take into account the career circumstances of each faculty member and to adjust loads accordingly. Although teaching is a significant component of faculty effort during the fall and spring semesters, CIS faculty are normally expected to devote their effort primarily to research during the winter session. In addition, as noted in the Faculty Handbook (III.A.1), responsibilities of faculty 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 of relaxation."

1.1 Typical Expectations

Faculty in the Department are expected to provide quality teaching, engage in productive research, and provide service to the Department, University and their profession. Each faculty member is also expected to undertake such other activities as are normally expected of a faculty member at a major American university, such as attendance at department functions, participation in curricular planning, student recruitment, etc.

The percentage effort of workload in teaching, research and service will be determined at the time of annual evaluation. The typical assignment of teaching workload is 9 credit contact hours per year, leading to a typical distribution of effort among teaching, research and service as follows:

- It is the expectation that the overwhelming majority of faculty in the Department will have high-quality scholarly output, and 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. Faculty in this category will typically have the following percentage distribution of workload:

Teaching	Research	Service
37.5%	52.5%	10.0%

Faculty who exceed or do not meet the above criteria will have their workload distribution adjusted as follows:

- Faculty who have unusually high-quality scholarly output and who have an unusually high level of external funding will typically have the following percentage distribution of workload:

Teaching	Research	Service
25.0%	65.0%	10.0%

- Faculty who have high quality scholarly output, but who are not a Principal Investigator or a Co-Principal Investigator on a grant comparable to an NSF grant and are not actively and diligently seeking external funding, will typically have the following percentage distribution of workload:

Teaching	Research	Service
50.0%	40.0%	10.0%

Faculty whose scholarly output is weak will be assigned a higher teaching workload, up to a maximum of 75% teaching, with 10% of the total workload assigned to service and the remainder to research.

The teaching, research, and service expectations are described in the following subsections.

1.1.1 Teaching

Workload assignments for Teaching are measured in terms of credit contact hours per year. The correlations between credit contact hours of assigned teaching and faculty workload percentage assigned to teaching are as follows:

<u>Credit-Contact Hours Assigned Per Year</u>	<u>Percentage Workload Assigned to Teaching</u>
6	25.0%
9	37.5%
12	50.0%
18	75.0%

Credit contact hours are defined in terms of formal regular courses taught per year (in areas deemed necessary by the Chair and in which the faculty member is deemed competent) and other teaching-related activity, as per footnote 3 on page 20 of the 2002-2005 AAUP-University of Delaware Collective Bargaining Agreement. For the percentage workload assigned to teaching as specified in Section 1.1, graduation of a PhD student will count toward fulfilling the credit-contact hours in the above table. Other voluntary activity, such as when a faculty member chooses to supervise an independent study, will increase that faculty member's percentage of workload assigned to teaching above the typical teaching workload as defined in Section 1.1. Each faculty

member is expected to advise students and to keep a minimum of two office hours per week, with additional appointments as needed.

1.1.2 Research

Tenure-track faculty are expected to engage in high-quality scholarly activity in the field of computer science that leads to publication in peer-reviewed journals, books, conference proceedings, and workshop proceedings. The median level of research productivity in publications and funding of CIS faculty assigned a typical teaching workload of 9 credit-contact hours per year is expected to be at or above the median of faculty with similar teaching workloads at the Department's peer institutions.¹

In addition, faculty are expected to involve graduate students in their research and to direct graduate research leading to theses, preferably at the PhD level. As noted in the Department Merit Appraisal Policy/Metric, evaluation of scholarly activity for merit appraisal purposes takes into account whether the faculty member is junior or senior faculty and measures contributions in terms of research publication, dissemination, and awards, taking into account aspects such as the prestige of the venue or award.

Scholarly productivity for workload assignment will be measured on the basis of a four-year running average. The following defines the minimum number of refereed publications (in recognized journals, refereed conferences, and refereed workshops) per four-year period on which a faculty member is expected to be a significant contributor:

<u>Percent Research Effort</u>	<u>Publications Per Year</u>
65.0%	2
52.5%	1
40.0%	0.5

All tenured faculty, even those whose workload is overwhelmingly teaching, are expected to produce some scholarly output. The above are minimum criteria; our expectation is that faculty will exceed these minimum.

Summer Research Option: The Department of Computer and Information Sciences does permit the Summer Research Option as delineated in the Faculty Handbook. Faculty members must make an annual request to the Chair that their workload and appraisal include summer activities with such activities necessarily changing the overall workload percentages as set out in the Faculty Handbook.

1.1.3 Service

Service expectations consist of serving effectively (as a member or, when assigned by the Department Chair, as chair) on Department committees and on special assignments, and contributing as appropriate to the University to professional organizations. General service

¹ Our peer institutions are those that are within two of our ranking on the most recent NRC survey (or comparable survey, such as the 2002 U.S. News and World Report survey, if the NRC survey is out-of-date).

obligations include, but are not limited to, participation in faculty governance and in the development and effective conduct of the academic program. Such service activities typically constitute 10% of the faculty member's typical workload.

1.1.4 Sabbatical Leaves

Faculty on sabbatical are expected to devote their time to research, professional development, and other related activities (95%) with a small fraction of time devoted to professional service (5%).

1.2 Administered Workloads

The Chair may assign workloads that differ from the above typical workloads in order to fully utilize the talents of each faculty member, as long as these assignments are consistent with the Collective Bargaining Agreement and University policies and procedures. Examples of such administered workloads include:

- Faculty may be assigned a lower teaching/service workload when their career circumstances dictate or their contributions to the Department in other areas are particularly significant. Examples include junior faculty whose careers are focused on establishing a robust highly funded research program and senior faculty who are chairing an unusually time-consuming Department committee (in which case the faculty member must devote more effort to Department service).
- Faculty may be assigned a higher teaching/service workload than the typical 37.5% teaching, 52.5% research, and 10% service if they are not meeting the research expectations of a typical faculty member in the Department, as described in Section 1.1 of this document. These faculty will be assigned an administered workload with a higher distribution of effort on teaching/service; categories of typical administered workloads are defined in Section 1.1 of this document. In such cases, the faculty member is still a valued member of the Department whose talents can best be utilized in fulfilling the teaching/service mission of the Department.

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. If, with the agreement of the faculty member, the teaching assignment is treated as an overload (instead of the workload being averaged over semesters), extra compensation will be given at the prevailing rate.

2 Continuing Non-tenure-track Faculty

The typical workload for continuing non-tenure track instructional faculty in the department consists primarily of teaching and teaching-related activities. Continuing non-tenure-track faculty will typically be assigned four formal (3 contact hour) regular courses each fall and

spring semester in areas deemed necessary by the Chair. (Special problems and independent studies are not considered to be regular courses.) Each continuing non-tenure-track faculty member is also expected to advise students and to keep a minimum of 4 office hours per week, with additional appointments as needed. If the number of advisees is 30 or more, or if the continuing non-tenure track faculty member is assigned other teaching-related duties, then the number of assigned regular courses will be reduced as per footnote 3 on page 20 of the 2002-2005 AAUP-University of Delaware Collective Bargaining Agreement. Continuing non-tenure-track faculty may also be asked to provide some Department service in the form of membership on Department committees. If the service is substantial, then the continuing non-tenure-track faculty member's teaching load will be reduced to reflect the assigned service responsibilities, perhaps averaged over multiple years. Each continuing non-tenure track 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.

3 Reassignment of Workload

When any faculty member is unable to perform the assigned work, the Chair is responsible for assigning alternative work that in his or her opinion is appropriate to ensure that the faculty member's talents and skills are fully utilized. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students for it to be offered. 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. Reassignment to alternative work can occur whenever it becomes clear to the Chair that a faculty member has proved unable or incapable of discharging any element – teaching, research, or service – of the original workload plan and there has been consultation with the faculty member.

4 Teaching Buyouts

A faculty member may, with the agreement of the Chair, reduce his or her teaching workload by one course per year, as per the buyout policy of the College of Arts & Sciences.

5 Revision of Workload Policies

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

This workload policy document will be provided to new faculty members upon their appointment.