

**Department of Mathematical Sciences
Faculty Workload Agreement February 27, 2004.**

1. Introduction

All full-time tenured and tenure-track faculty members in the Department are expected to be engaged in teaching, research, professional and university service. The proportion of effort devoted to the various categories may vary among individuals and over time, subject to the provisions described below. This document will describe, in broad terms, the agreed workloads of faculty in each of the three categories of work. These workloads will be consistent with any current Collective Bargaining Agreement (CBA) between the University and the American Association of University Professors. In the CBA ratified in 2002, elements of the workload are defined in Sec. 11.4. The workload policy will be provided to new faculty upon their appointment. A separate document, "Department of Mathematical Sciences Faculty Performance Metric", approved in December 2002, details the means of performance assessment for a member of faculty.

- 1.1 Although members of the faculty are normally required to teach only during the spring and fall semesters, as the Faculty Handbook makes clear (III.A.1) 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."

1.2 Summary of typical workload.

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% teaching, with the balance of workload being research and service (typically 35% and 15% respectively).

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

2. Teaching.

All faculty members are expected to be conscientious and effective teachers. Teaching workload will be measured in credit-hours as in Footnote 3, page 20 of CBA 2002.

Within the current Collective Bargaining Agreement between University of Delaware and AAUP, ratified in 2002, 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. 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 standing, a position which it wishes not only to maintain but also to improve. We aim to free more time for research in the future.

2.1 The typical assigned teaching load for research active members of the tenured and tenure-track faculty on administered loads is two three-credit-contact hour courses per semester in areas deemed necessary by the Chair. Special problems and independent studies are not considered to be regular courses. Each faculty member is also expected to reserve between two and four office hours per week for this purpose 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, student recruitment, and safety training.

2.2 The associate chair will be assigned an administered annual load with a reduction of at least one three-credit-contact hour course below the typical load. The director of the graduate program and the director of the undergraduate program may negotiate a teaching load of three 3-credit-contact hour courses per year, dependent on the level of their research activity. At the discretion of the Chair, a year's teaching load of three courses may occasionally 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.

2.3 The typical assigned teaching load for tenured and tenure-track faculty members is two three-credit-contact hour courses in each of fall and spring semesters. This would be viewed as 50% of a 9-month academic year workload. Proportionately, each credit hour of assigned teaching constitutes 1/24 of an annual workload. For a definition of a credit-contact hour, we refer to Article XI, footnote 3 of the Collective Bargaining Agreement of July 1, 2002 .

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.

2.4 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.

3. Research/scholarship .

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

- a) papers in scholarly journals (paper or electronic) that show advances or insightful reviews in mathematical science or in mathematical teaching or in 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) favorably reviewed grant proposals to agencies that require competitive written proposals evidencing scientific merit.
- f) invited conference 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.

j) public presentation of works of art that required significant mathematical input by the faculty member.

An active researcher should regularly produce items in categories (a) and/or (b) and/or (c) from the above list. Such research typically constitutes 35% of a faculty member's standard workload.

4. Service.

4.1 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).

4.2 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 15% of a faculty member's standard workload.

4.3 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.

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 Un-sponsored 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 un-sponsored 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. The Department limits the summer program to two months.

7. Typical workload for continuing non-tenure track faculty .

7.1 The typical workload for continuing non-tenure track instructional faculty in the Department of Mathematical Sciences is comprised entirely of teaching and teaching-related activities. Continuing non-tenure track faculty will normally be assigned four three credit-contact hour courses each fall and spring semester in areas deemed necessary by the Chair. Regular courses typically have 3 credit-contact hours per week; 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 3 office hours per week for this purpose. All activity that is routinely viewed as service when performed by tenure track faculty must also be considered service if assigned to non-tenure track faculty.

7.2 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 a course reduction 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.

8. Reassignment of workload.

When any faculty member-tenured, tenure-track, or continuing non-tenure 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.

9. 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.