

WORKLOAD POLICY

DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES

Changes to this Workload Policy and accompanying Assignment of Evaluation and Merit Scores were developed by the DLLC faculty and approved by closed ballot on August 9, 2024.

PRELIMINARY OBSERVATIONS

All faculty are expected to satisfy the University's general service expectations, as stipulated in the Faculty Handbook (Section 4.3.3, "Expectations of All Faculty"). These expectations include regularly scheduled teaching of undergraduate and/or graduate students as well as advisement, mentoring, and academic supervision of students.

Although full-time continuing track and tenure-track faculty are required to teach only during the spring and fall semesters, the Faculty Handbook (4.3.4) makes clear that "While most full-time faculty have 9-month academic year appointments, all faculty have year-round responsibilities. (...) 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."

Relatedly, as noted in the Collective Bargaining Agreement (11.6), "Faculty will be on campus as required by their workload," and that may mean less favorable teaching or service schedules. Despite the complexities of department-wide course scheduling, every effort will be made to give all faculty advantageous teaching schedules so that they may also concentrate on other important workload responsibilities. However, in all cases, course scheduling is based on programmatic and curricular needs as well as student enrollment demand.

TENURED AND TENURE-TRACK FACULTY

In accordance with section 4.3.3 of the *Faculty Handbook*, all tenured and tenure-track faculty members are "expected to make a balanced contribution to the University" in their teaching, scholarship, and service activities.

Typical Teaching Expectations

All tenured and tenure-track faculty members are expected to advise students and to participate in other teaching-related duties such as attendance at department functions, participation in curricular planning, and student recruitment.

According to the most recent Collective Bargaining Agreement (Article XI), "Except by mutual agreement, teaching and advisement of each individual's workload will not average in excess of 12 credit contact hours per week per semester for the academic year." The typical administered teaching load for research-active tenured and tenure-track faculty in DLLC is four courses per academic year. Thus, these activities typically constitute 50% of a faculty member's total workload. These administered loads are subject to further variations as described in the section below.

As the Faculty Handbook (Section 11.9) states, the Department Chair will administer the teaching load for tenured and tenure-track faculty to stimulate their research and to help them meet scholarship and publication requirements, including the requirements for promotion and tenure.

Variations from the Typical Administered Teaching Workload

Extraordinary Service: Faculty members who serve the Department in especially demanding capacities (for example, Director of Graduate Studies) will have their administered teaching load reduced.

Non-Classroom Teaching: In the case of independent studies, special problems, undergraduate and graduate theses, and other kinds of non-classroom teaching, the Chair will abide by the provisions set forth in the Collective Bargaining Agreement (Appendix A).

Emphasis on Scholarship: The Chair may approve a faculty member's request for a temporary reduction in teaching load and assign the appropriate administered teaching load if, in their judgment, it is likely that this would help the faculty member to meet a critical publication deadline or otherwise contribute in a significant way at a crucial moment of research, writing or publication.

For faculty members whose annual reviews testify to an exceptionally strong scholarly record (as evidenced by sustained high achievement in several areas such as peer reviewed publications, external grants, prizes, journal editorship/advisory board membership, invited lectures), the Chair may approve a request to administer teaching duties to 3 courses (usually 9 credits) per academic year.

Faculty receiving a course reduction to assist them in their research efforts will not be permitted to do overload teaching during the same year.

Emphasis on Teaching: A tenured faculty member wishing to give further emphasis to the teaching component of their workload may request teaching duties in excess of the typical administered load.

For tenured faculty members whose research or creative productivity has been low and who are not as actively engaged in scholarship and publication, the Chair will assign one or more extra courses per semester beyond the typical administered load. The Chair has discretion in making this determination. In general, low research productivity is defined as the failure to do either of the following in any consecutive four-semester period: (a) publish (or have accepted for publication or for dissemination in some other appropriate print or electronic form) any peer-reviewed scholarship or relevant creative work of high merit; or (b) demonstrate active research and composition on a project of high merit.

Note: this variation of the typical administered workload may not be applied to Assistant Professors.

Ad hoc faculty review committee (*Faculty Handbook* 4.3.3): In the event that the teaching or service component of a faculty member's workload is increased because of low research productivity, the faculty member may request a review of their research quality and productivity, and the Chair will appoint an ad hoc committee for that purpose. The composition of the review committee is as determined by the Chair and its recommendation will be advisory. Alternately, the Chair may appoint such a committee, in the absence of any request from a faculty member. In all cases, the faculty member will have the opportunity to submit evidence deemed appropriate to the committee's task. The recommendation(s) of the ad hoc committee are advisory; the Chair has final responsibility for any change in a faculty member's workload.

Typical Research Expectations

According to the *Faculty Handbook* (4.3.3), "Research and publication are a significant part of each faculty member's total contribution as a member of the academic community" that is "evidenced by publication or other forms of scholarly output, which not only signifies the completion of scholarly inquiry but makes it available to other scholars." Additionally, "no faculty member can be excused from research and scholarly productivity on the grounds that all available time is devoted to other activities. Conversely, teaching, advising, committee responsibilities, and community service are not to be neglected on the ground that research and publication have a higher priority. Each faculty member is expected to make a balanced contribution to the University."

Therefore, the production of original scholarship and its publication or presentation is an essential component of faculty workload. Faculty members must therefore disseminate, on an ongoing basis, the results of their research by writing articles, books, preparing critical editions, publishing textbooks based on pedagogical findings, giving papers at

professional meetings, and/or engaging in other activities as described in the Department's promotion and tenure document.

Also as noted in the *Faculty Handbook* (4.3.3), "When a faculty member's administered workload assignment does not comport with their actual research and scholarly contributions, the chair may increase the teaching or service components of that faculty member's workload."

On an academic-year basis, scholarship typically constitutes 40% of the administered workload. This percentage may fluctuate depending on factors such as the "Merit Assessment Option for Summer Work" or extraordinary service assignments.

Typical Service Expectations

Each member of the faculty is expected to serve the Department, College, University, profession, and broader community in ways best suited to the faculty member's talents and the needs of the Department, College, and University. As noted above, all faculty are expected to satisfy the University's general service expectations, as stipulated in the Faculty Handbook (Section 4.3.3, "Expectations of All Faculty"). Additionally, tenure-track and tenured faculty may also be involved in other kinds of service to the Department, College, University, and/or profession, and/or broader community. Such service to the Department, College, and University is usually comprised of committee, smaller administrative and/or special assignments and is expected of all faculty members as a normal part of their workload. Service to the profession may include consultation, editorial services, offices held, organizing sessions at professional meetings, etc. Following are some examples of service to the community: consultation; membership on civic committees, boards, commissions; appearances before community groups, state, national, and international organizations, etc. Such activities typically constitute 10% of a faculty member's administered workload.

The Chair will make every effort to assign service duties equitably.

Variation from the Typical Service Expectations

Assistant Professors on the tenure-track: In order to help these faculty members establish their teaching and focus on research, the Chair will not assign them any major service duties during their first year on the faculty.

Note: A rare exception to this would occur when a new Assistant Professor is hired to a position requiring extensive administrative responsibilities (e.g., Language Program Chair). In such a case, the Chair will make an extra effort not to assign any additional service duties.

Further, the Chair will endeavor to keep the service assignments of tenure-track Assistant Professors comparatively light during their first 4 years on the faculty.

CONTINUING TRACK FACULTY

Typical Teaching Load

For continuing track faculty, workload is typically constituted as 100% teaching and teaching-related activities. Activities related to teaching may consist of such assignments as student advisement, development of courses and course materials, mentoring teaching assistants, teaching Honors add-ons or second writing sections, leading study abroad, and serving as advisor to honor societies and language clubs. Additional activities are specified in the department's Metrics. The maximum teaching load shall not exceed 12 credit contact hours per week per semester during the academic year. Since teaching is the major responsibility of a continuing track faculty member, multiple course preparations and daily instruction should be expected.

Variations from the Typical Teaching Load

1. Supervision of student teachers is a teaching activity; such supervision replaces one of the faculty member's regular courses or, alternatively, is compensated as an overload. Supervising six student teachers is considered the equivalent of teaching a 3-credit course.
2. When continuing track faculty perform any major additional service activities, it shall be recognized as part of their workload according to the same formulas used to recognize the service activities of tenure-track faculty. The Chair will ensure that continuing track faculty are credited at the same rate for their service contributions as the tenured and tenure-track faculty; any given service responsibility counts for the same percentage of total workload effort, whether it is being provided by a continuing track faculty member or a tenured/tenure-track professor.

Non-Classroom Teaching: In the case of independent studies, special problems, undergraduate and graduate theses, and other kinds of non-classroom teaching, the Chair will abide by the provisions set forth in the Collective Bargaining Agreement (Appendix A).

ASSIGNMENT OF EVALUATION AND MERIT SCORES

Each year, during the annual appraisal process, the Department Chair will evaluate the faculty member's performance in the areas of Teaching, Research, and Service according to each faculty member's assigned workload. Faculty may earn scores between 1 and 9 for any area in their assigned workload. The appraisal and accumulation of total points for each of the assigned workload areas are based upon the criteria articulated below.

TEACHING

Total points in teaching are determined on an annual basis by adding Base Points and Additional Merit Points for Teaching-Related Activities as specified below in the Teaching Metric category. Both qualitative and quantitative considerations apply, and faculty must provide documentation to justify the points they claim. As noted in the most recent CBA, "Criteria for evaluating teaching merit shall include multiple lines of evidence, such as peer observations, student course evaluations, teaching-related activities such as course coordination, advising, peer mentoring, new course development or innovation, participation in pedagogical workshops, or other relevant activities agreed upon by the unit faculty."

SERVICE

Total points in Service are determined on a semester or annual basis according to the Service Metric below. Both qualitative and quantitative considerations apply, and faculty must provide documentation to justify the points they claim.

RESEARCH

Total points in Research are determined on an annual basis according to the Scholarship Metric below. Both qualitative and quantitative considerations apply, and faculty must provide documentation to justify the points they claim.

ALLOCATION OF MERIT PAY

Once the faculty member's merit score has been determined, merit pay shall be allocated according to CBA guidelines in Section 12.5

DLLC EVALUATION METRICS

I. TEACHING METRIC

Base Points

Base points in Teaching will be calculated on the combined average rating on Question 15917 of the course evaluation form (*What is your overall evaluation of the instructor's teaching of this course?*):

For a rating of 4.50 to 5.0	6 points
For a rating between 4.25 and 4.49	5.5 points
For a rating between 4.0 and 4.24	5 points
For a rating between 3.75 and 3.99	4.5 points
For a rating between 3.25 and 3.74	4 points
For a rating below 3.25	3 points

Additional Merit Points for Teaching-Related Activities

May total up to 4 points; documentation is expected. Points are awarded on an **annual basis**. Note that the Base + Teaching-Related Points may not exceed 9:

AWARDS

A faculty member receiving a major honor/recognition (e.g. Arts & Sciences Outstanding Teacher Award, DeCTFL Teacher of the Year, etc.) earns a 9 for two consecutive years.

PROFESSIONAL DEVELOPMENT

Participation in faculty development course, workshop, or pedagogically oriented professional meeting (Points depend on length of training and evidence of impact. May not be multiplied to total more than 1)	.25 – 0.5
Pedagogical talk or presentation of workshop at professional meeting (May not be multiplied to total more than 1)	0.5
Pedagogically related talk on campus or at secondary schools (May not be multiplied to total more than .5)	0.25
Planning & execution of a pedagogically oriented extracurricular event	0.25 – 1
Office in professional pedagogical organizations (state, regional, national, international)	1 – 3

TEACHING INNOVATIONS AND COURSE/PROGRAM DEVELOPMENT

Creation and teaching of a new course	1 – 2
Substantial course redesign (e.g., conversion to asynchronous or new textbook adoption)	1 – 2
Service on language faculty committees (e.g., text adoption, course revision, etc.; may not be multiplied to total more than 0.5)	0.25 – 0.5
Contribution of materials to textbooks (exercises, tests, dialogues, online materials)	0.25 – 1

INDIVIDUAL INSTRUCTION, MENTORING, AND ADVISING

Direct independent study course	1 per course
Direct undergraduate thesis	1
Direct M.A. thesis	2
Serve as 2nd reader of undergraduate or M.A. thesis	0.5

Reader of PhD dissertation (internal or external)	1
Honors Reader	1
Faculty Advisor to Honor Society (e.g. Eta Sigma Phi) or to a Student Association	0.5
Faculty Advisor to Majors (.25 for every 5 advisees)	0.25 – 1
Faculty Advisor to Minors (.25 for every 10 advisees)	0.25 – 1
Faculty Advisor of Record to Graduate Students	0.25 – 0.5

SPECIAL TEACHING

Honors add-on section (with students enrolled)	0.25 – 0.5
Second writing section (with students enrolled)	0.5
Teaching a course with combined levels (e.g. 4xx/6xx) (with students enrolled in both)	1
Non-traditional instruction formats (hybrid, dual enrollment, etc.)	0.5
Average class size of >25 students per semester -or- Total number of students per semester of >75	0.25-0.5 per semester

TEACHING-ORIENTED GRANTS

Receiving external teaching-related grant	1
Receiving in-house teaching-related grant	0.5

STUDY ABROAD

Pre- and post-departure duties involved with directing, co-directing, or assistant directing a study abroad program	1 – 2
Conducting study abroad interviews for semester programs	0.25

CT Faculty may count the following activities under either Teaching or Service (but not both):

Course Coordinator (100 level) (depending on number of faculty involved)	1 – 2
TA Mentorship and/or Supervision	0.5 – 1
Search Committee Chair	1 – 2
Sequence Supervisor	2 – 4
Transfer of Credit Officer	0.5 – 2
Faculty Placement Advisor	0.25 – 1
Other Ad-Hoc Committee Membership	1

II. SERVICE METRIC

NOTE: Points for Service are awarded on a **semester basis**. The summation of points from the fall semester and the spring semester together constitutes the annual points total.

SERVICE TO THE DEPARTMENT OF LANGUAGES, LITERATURES & CULTURES

Leadership Positions

Associate Chair	2 – 3
Chair of Graduate Studies	2 – 3
Chair of Undergraduate Studies	2 – 3
Scheduling Officer	2 – 3
Department Placement Officer	2 – 3
Search Committee Chair	1 – 2
P&T Committee Chair (Full or Associate)	2 – 3
Language Faculty Chair (depending on faculty size)	1 – 2
Sequence Supervisor (depending on faculty size)	1 – 2
Course Coordinator (100 Level) (depending on number of faculty involved)	1 – 2
Teaching Assistant Observer (depending on faculty size)	1 – 3
Transfer of Credit Officer (depending on faculty size)	0.5 – 4
Polyglot Editor-in-Chief	2 – 4
P&T Subcommittee Chair	1
Peer Review Chair	1
Liaison in Study Abroad and Exchange Programs (e.g., Caen and Granada)	0.5 – 2
Honors Day Coordinator	1

Membership Positions

Executive Committee	1
Graduate Studies Committee	1
Undergraduate Studies Committee	1
P&T Subcommittee	1
Peer Review Committee	0.5
Search Committee	1
Faculty Placement Advisor	0.25 – 1
Mentoring Colleagues	0.5 – 1
Other Ad-Hoc Committee Membership	1
Miscellaneous (Fundraising, Retirement Celebration Organizer, Organizing Speaker or Event, etc.)	0.25 – 1

SERVICE TO THE COLLEGE OF ARTS & SCIENCES

Senator	0.5
Committee Chair	1 – 2
Committee Member	0.5 – 1
Area Studies Program Chair (e.g., Latin American & Iberian Studies, etc.)	1 – 2
Active Area Studies Program Member	0.5 – 1
Other Program Chair	2 – 3
Active Other Program Member	0.5 – 1

SERVICE TO THE UNIVERSITY OF DELAWARE

University Senator	0.5
University Committee Chair	2
University Committee Member	1
DLLC Representative to UD Outreach Events (e.g., Blue & Golden, Decision Days, etc.)	0.5

SERVICE TO THE PROFESSION

Proposal Reviewer (NEH, ACLS, etc.)	0.5
External Evaluator for Promotion Cases	0.5 – 1
Evaluator for Conference Papers	0.5
Office in Professional Organization (internal, national, regional)	1 – 3
Conference Session Chair or Organizer	0.5
Conference Organizer	1 – 2
Reports (published)	0.5

SERVICE TO THE COMMUNITY

Direct Community Engagement Related to Your Professional Duties	0.5
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HONORS & AWARDS

International, National, Community Service Award	0.5 - 3
*A faculty member receiving a major honor/recognition (e.g. Arts & Sciences Outstanding Service Award, etc.) earns a 9 for two consecutive years.	

OTHER SERVICE

Please specify and justify; Points Awarded Depending on Time and Effort Expended.	
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III. SCHOLARSHIP METRIC

- NOTE: Points for Scholarship are awarded on an **annual basis. Points for Scholarship may not be carried over from one year to the next.**
- Standards for peer review are the basis for earning points in scholarship. Points may be earned for editorially reviewed and non-peer reviewed products, but more demanding peer review processes carry the highest point value. It is the responsibility of the faculty member to briefly document the review process and the reputation of a journal or press. They should also justify their decision to take more or fewer points for a particular publication.
- Where range is indicated, point value will be assigned according to the reputation of the journal or press, the length of the publication and the breadth and depth of research.
- Authored scholarly books of 50,000 words or more count when they are accepted for publication (i.e. when a contract is issued) and then again either the following year or when they are published, according to the faculty member's wishes. Documentation is required.
- Other publications count either when they are accepted for publication or when they appear, but not both (the faculty member decides). Documentation of acceptance is required.
- Print and electronic publications count equally.
- Self-published work has no point value.
- Co-authored or co-edited publications: divide point value by number of authors/editors.

BOOKS	
Monographs (greater than 50,000 words) (university or academic press)	7 – 9
Monographs (between 30,000 – 50,000 words) (university or academic press)	5 – 7
Monographs (less than 30,000 words) (university or academic press)	3 – 4
Scholarly Editions	3 – 5
Edited Volumes	4 – 6
Creative Works (book-length, published by recognized trade press)	3 – 5
Textbooks or critical editions (published by recognized textbook publisher)	4 – 6
Revised edition of book or textbook	2 – 3
Translations (book-length; when performed by the faculty member; translations of one's work performed by other scholars do not earn points)	3 – 5

SCHOLARLY ARTICLES AND NOTES	
in peer-reviewed journals	2 – 3
in peer-reviewed, edited collections	2 – 3
in proceedings volumes	1 – 2
in non-peer-reviewed journals or non-peer-reviewed self-edited collections	0.5 – 1
Book chapters	2 – 3
Notes (less than 5 pages) in any of the above	0.5
Chapter-Length Translations	0.5 – 1.5

GRANTS AND AWARDS	
Major External Grant (e.g., Guggenheim, NEH, ACLS)	3 – 5
Other External Grant (e.g., NEH Summer Stipend, Folger)	2 – 3
Major External Awards/Prizes (MLA book award; best article in a peer-reviewed journal)	2 – 3
Other external awards/prizes	0.5 – 1
Internal Award (GUR, IHRC, CGAS, etc.)	0.5
Preparing and Submitting (unsuccessful) External Grant Proposal	0.5 – 1

*A faculty member receiving a major honor/recognition (e.g. Arts & Sciences Outstanding Research Award, etc.) earns a 9 for two consecutive years.

ASSORTED OTHER PUBLICATIONS

The following will have a maximum value of 0.5:

- Standard Encyclopedia Entries
- Book Reviews (in academic journals and reputable periodicals)
- Abstracts
- Reprints of a book or article

The following will have a maximum value of between 0.5 and 1.5:

- Substantial Encyclopedia Entries
- Review Articles (more than 5 pages)
- Bibliographies (article length)
- Annotated Bibliographies (article length)
- Workbooks
- Book Prefaces
- Creative Works (poems, short stories)
- Films (for distribution by publisher)

Electronic Media (0.5 – 5)

(Software, multimedia, internet-based materials w/ scholarly foundation)

NOTE: The combined total of points earned in the following categories may not exceed 5

ORAL PRESENTATIONS

Plenary speaker, national or international conference	2.5
Plenary speaker, regional conference	1.5
Invited lecture (off-campus) (at least 45 min)	1.5 – 2
Invited lecture (on-campus)	1
Conference paper (20-30 min.)	1 – 2
Respondent, Discussant, Round-table participant	0.5

OTHER

Editor, University, or Academic Press	2 – 3
Editor of a Peer-Reviewed Journal	2 – 3
Guest Editor of One Issue of a Peer-Reviewed Journal	2 – 3
Board of Editors, University, or Academic Press	0.5 – 1
Board of Editors, Peer-Reviewed Journal	0.5 – 1
Consultant Manuscript Evaluator (depending on number & length of manuscripts evaluated)	Up to 0.5
Participant in Faculty Development Seminars on Scholarly Topics (more than week minimum)	0.5

WORK IN PROGRESS (0.5 – 1)

Book-length projects only. Points earned for the entire project, not for individual chapters. Hard evidence is required. May be counted for up to 3 years.

Revision History

This Workload Policy is a revision of a combined 2004 FLL Workload Policy and 2020 Merit Metric.