

FACULTY WORKLOAD POLICY

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Preamble

The Department of Chemistry and Biochemistry has the following missions:

- 1) To prepare and empower undergraduate and graduate students for careers in chemistry, biochemistry, the allied chemical sciences, and many other related sectors.
- 2) To provide students focused primarily in other disciplines with foundational principles of chemistry, biochemistry, and the allied chemical sciences needed for their academic and career progression.
- 3) To add to the body of knowledge in chemistry and biochemistry, and many other areas related to these core disciplines, through scholarly work that is of high international repute.

To ensure that we, as a faculty, serve these missions properly, we have established two goals:

- 1) The continuation and enhancement of this Department's longstanding reputation for excellence in undergraduate and graduate education and training.
- 2) The continuation and enhancement of this Department's status as a center of excellence in research, discovery, and dissemination of new knowledge for the benefit of humankind.

To achieve these goals, each faculty member is expected to contribute to the teaching, scholarly work and administration of the Department. Workload distributions will vary from faculty member to faculty member, depending on the specific needs of the Department at a given time in balance with the professional interests and capabilities of the faculty members. The workload distribution of each faculty member must appropriately reflect the time spent in each area of effort.

Workloads are assigned by the Chair, following consultation with individual faculty members. The responsibility of the Chair is to ensure that the total workload is administered appropriately and equitably, while duly considering the needs of the Department and its faculty.

Guidelines

General Philosophy: The faculty of the Department of Chemistry and Biochemistry generally each have responsibilities in the three areas of teaching, research/scholarly activity and service. In addition to teaching, faculty members will be involved in scholarly activity, actively pursue and garner appropriate external research funding to support their scholarly and professional activities, and serve on Departmental, College and/or University committees, as these activities are necessary to the function of the department as a whole. Depending on an individual faculty member's interests

and professional role, their time spent devoted to teaching versus research/scholarly activity versus service may vary.

A faculty member's specific workload assignments are administered by the Chair in consultation with the faculty member and shall be in accord with this Faculty Workload Policy, the Faculty Handbook, and the applicable Collective Bargaining Agreement. An individual's workload will be determined with the expectation that the faculty member will have the opportunity to meet the criteria for promotion and satisfactory peer review.

Examples of Teaching Activities:

- Undergraduate and graduate classroom teaching.
- Instruction in regularly scheduled teaching laboratories.
- Individualized research mentorship and training of undergraduate students, graduate students, postdoctoral fellows, and visiting scholars.
- Other instructional activities, including course development, laboratory supervision, and developing grant requests for instruction.
- Thesis and dissertation advisement toward the awarding of degrees.

Examples of Research and Scholarly Activities:

- Individual and collaborative research.
- Supervision of undergraduate, graduate, postdoctoral and visiting scholar research.
- Regularly seeking and receiving external support for research.
- Publication of faculty and faculty/student research in peer-reviewed journals.
- Filing for new intellectual property through the university, granting of a new UD patent (or related IP) in which the faculty member is listed as an inventor or co-inventor, and/or successful licensing of a UD patent (or related IP) in which the faculty member is listed as an inventor or co-inventor.
- Presentation of research at scholarly meetings and publication in related proceedings; colloquia and seminars at other universities and research organizations.
- Other scholarly activity such as the preparation of textbooks, monographs, book chapters and literature reviews.

Examples of Service and Professional Activities:

- Active participation on Departmental, College and University committees.
- Serving as a designated departmental officer (e.g. Associate Chair positions, Director of Recruiting and Outreach positions, etc).
- Serving on student thesis and dissertation committees for students mentored by faculty colleagues.
- Significant contributions made in service to external professional societies and governmental agencies, including committee assignments, elected positions, and conference organization.
- Editorial and reviewing activities for professional journals and funding agencies.
- Public and community outreach.
- Consulting activities.
- Other service activities, including faculty mentorship, serving as an advisor to student groups, efforts to improve departmental and campus instrumentation and infrastructure.

Administering the Teaching Load: It is the Departmental policy that teaching, as described above, is the central responsibility of a faculty member. It is also Departmental policy that the classroom teaching load be equitably shared. Conversion of other teaching activities into contact-credit-hours for determination will be carried out as specified in the current Collective Bargaining Agreement.

Tenured Faculty: It is expected that the tenured faculty member will maintain a productive and nationally recognized scholarly research program¹ as measured by significant and sustained external funding (Federal, private and/or industrial sources) and a publication record commensurate with maintaining such external funding and stature in the discipline. Expected publication rates may vary depending on a faculty member's specific field of study but is typically on the order of two or more articles per year in peer-reviewed journals. A typical administered teaching workload is two lecture (three credit-contact-hour) courses per academic year (totaling six credit-contact hours), which in the absence of other contributions to teaching as exemplified above, would constitute a teaching workload of 25%.

A tenured faculty member whose research productivity does not include consistent efforts to secure external funding and consistent publication rates (less than one paper per year), shall be assigned one or more extra courses per semester with the balance of the workload completed by research and service.

¹Research and scholarly productivity are evaluated/averaged on a three-year rolling cycle.

A tenured faculty member may ask to emphasize teaching in his or her workload and thereby request to teach one or more additional courses during the year. If the proposal is accepted by the Chair, the faculty member will be assigned additional courses and will have their teaching workload percentage increased accordingly.

The tenured faculty member is expected to devote at least 15 percent of their workload to service. The Chair may assign a reduced workload in teaching or research for a faculty member who has significant service responsibilities within or outside the Department that are beyond the normal expectations of a faculty member and that clearly enhance the visibility of the Department, University, and/or the ability to meet the Department's mission.

The scholarly excellence and national stature of the Department relies on faculty members being fully engaged in teaching and scholarly research that is of high international repute. As the Department has built its reputation and continues to excel in promoting outstanding undergraduate and graduate education and training, peer departments² include those that succeed measurably in both areas. The Department's shared goal of excellence and the faculty norms that support these standards are consistent with our aspirations to be recognized among the premier departments that achieve success in both of these areas. The typical workload assignment for research is reflective of this shared expectation of excellence, UD's standing as a highly research intensive institution, and the high level of extramural support maintained by the faculty members.

Pre-tenure Faculty: To achieve tenure, a faculty member must establish an active research group and gain external professional recognition. The Department recognizes that the pre-tenure faculty member, faced with this necessity of establishing a research program in a short time, must be especially focused on research and scholarly activity. The Chair will administer the workload of pre-tenure tenure-track (TT) faculty so as to maximize their opportunities to establish a vigorous research program as evidenced by external funding and peer-reviewed publications (provided the faculty member's research productivity is consistent with the expected progress towards promotion and tenure). While service remains an expected component of the workload, this workload category should generally be limited for pre-tenure faculty. For example, pre-tenure faculty will generally not be assigned to be chairs of Departmental committees, nor will there be an expectation of service on College or University committees.

Continuing-track faculty: The expectations for continuing-track (CT) faculty members are generally different from those of TT faculty members in the Department of Chemistry and Biochemistry. The principal responsibility of a CT faculty member is classroom teaching and related instructional activities. The CT faculty member's workload often includes a research and scholarly activity component, but this effort is generally expected to be significantly lower than for TT faculty in the department. In addition, the expectation of service by CT faculty may in some cases be lower than that of a tenure-track faculty member. A CT faculty member would typically be assigned a teaching workload of 9 credit-contact-hours per semester on average, reduced as needed to foster scholarly and service activities of interest to the faculty member and which also support the Department's missions.

²Peer and aspirant institutions are determined upon each APR self-study and are based on a combination of a dept's research productivity and funding, physical infrastructure, undergraduate and graduate education and training outcomes. Published national rankings (NSF, USNWR, etc.) are also considered in peer and aspirant determination.

Workload Percentages: The workload percentages will reflect each faculty member's administered workload, as described above. For example, the typical workload for tenure-track faculty in the Department is six credit-contact-hours per year, which absent additional contributions to teaching, constitutes a workload distribution of 25% teaching, 60-65% research, and 10-15% service. The typical workload for continuing-track faculty in the Department is 15 to 18 credit-contact-hours per year (62.5 – 75% teaching), with remaining effort divided across scholarly and service activities that support the Department's and University's missions.

Course Buyouts: It is a general expectation that all faculty will contribute in a significant way to teaching and that TT faculty will conduct externally funded research. Such research activity is not a justification for further reduction in teaching workload by TT faculty. However, faculty may buyout instructional time through salary release as delineated in the College of Arts and Sciences buyout policy. Course buyouts are not to exceed one course per year except under extremely unusual circumstances. Course buyouts are to be approved at the discretion of the Chair.

Summer Research Option: The Department of Chemistry and Biochemistry 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.

Revision of Workload Policy: This Policy will be reassessed when requested by the Chair or a majority of the Departmental faculty. Major curricular changes or academic program reviews may necessitate modification of this policy. Contract changes instituted through the Collective Bargaining Agreement may also require reassessment of this Policy. Modifications to this workload policy must be approved by a majority vote of the faculty in accordance with the Departmental by-laws, the Dean, the AAUP and the Provost. This document will be provided to all new faculty members upon their appointment.

Assignment of Evaluation and Merit Scores

It is recognized and agreed that tenure-track (TT) faculty in the Department of Chemistry and Biochemistry should strive to achieve excellence in the three core areas of: research/scholarly activity, teaching, and service. TT faculty have an obligation to perform scholarly work, to actively pursue appropriate levels of external funding to support their efforts, to teach and train students in classroom and non-classroom settings, and to serve on departmental committees, as these activities aid in the function of the department as a whole. Performance of these duties has a bearing on assignment of evaluation and merit scores for a faculty member's overall performance and will be rewarded through inclusion in the merit calculation. Continuing-track (CT) faculty have a primary responsibility to teach and perform service related to the missions of the Department and are encouraged to pursue research and scholarly endeavors (in accordance with their assigned workload) in areas that align with their professional interests and which support the Department's missions. For all CBC faculty, merit will be determined by the department Chairperson across the categories of teaching, research/scholarly activities, and service, as outlined below.

Teaching

Performance in teaching is measured by a variety of activities including: 1) documented instructional innovation, as well as pedagogical and course development activities; 2) quantity of students taught and nature of student outcomes (e.g., scores on standardized exam questions, performance in scientific activities related to the course material, etc.); 3) student evaluations and peer evaluations; 4) assessing the number of supervised undergraduate, graduate and postdoctoral trainees and the quality of advising provided to trainees; 5) recognition for teaching excellence through awards, honors, distinctions, and media coverage (e.g., UDaily, Chemical & Engineering News, etc.); 6) participation in professional development activities aimed at further refining a faculty member's instructional efforts (e.g. participation in pedagogical and/or teaching workshops or other activities aimed at improving instructional skills); 7) support of instructional activities by seeking and securing funding streams; and 8) other activities related to the Department's missions.

Research/Scholarly Activities

Performance in research/scholarly activities is measured by a variety of activities including: 1) the number, quality, and impact of scholarly published works, including but not limited to, research articles, reviews, textbooks, monographs and other published material that is subject to external critical review by referees; 2) being listed as inventor or coinventor on new intellectual property filed by the university, granting of a new UD patent (or related IP) in which the faculty member is listed as an inventor or co-inventor, and/or successful licensing of a UD patent (or related IP) in which the faculty member is listed as an inventor or co-inventor; 3) the dissemination of results through presentations of scholarly research at symposia, conferences and invited seminars; 4) support of research and scholarly efforts by securing external grants and other external funding of a size appropriate to the faculty member's research effort and needs (in situations where external support has not been secured, genuine attempts to obtain such support may be considered as a basis to award merit); 5) special recognition for accomplishments in research and scholarly endeavors through awards, honors, distinctions or media coverage (e.g., UDaily, Chemical & Engineering News, Science News, the popular press, etc.); and 6) other activities related to the Department's missions.

Service

Performance in service is measured by a variety of activities including: 1) the quantity and nature of service to the department (on ad hoc or standing departmental committees); 2) serving on college and university level committees and working groups; 3) serving as a designated departmental officer (e.g. Associate Chair positions, Director of Recruiting and Outreach positions, etc.); 4) fulfilling undergraduate student advising responsibilities; 5) significant contributions made in service to external professional societies and governmental agencies; 6) the quantity and nature of reviewing activities in support of professional and commercial journals and other types of publications (as a reviewer, editor, or in some other capacity), federal funding agencies and other sponsors; 7)

consulting activities in support of academic, private, commercial, and government organizations; 8) efforts to seek and secure funding to improve departmental and campus capabilities, including instrumentation, building infrastructure, cross-disciplinary student training, and center grant mechanism (e.g. COBRE, MRSEC, EFRC, etc.); and 9) other activities related to the Department's missions.

Ratified by faculty vote, 9/23/24.