

**DEPARTMENT OF BIORESOURCES ENGINEERING  
FACULTY WORKLOAD POLICY**

**1. Department's mission.**

The mission of the Department of Bioresources Engineering is threefold as follows:

1. Provide undergraduate academic programs in Engineering Technology that will prepare the students for leadership positions in the technical areas of society.
2. Provide graduate study opportunities that address the interdisciplinary issues requiring agricultural engineering expertise.
3. Provide research and extension programs for the Delmarva area that will contribute to improving the level of agricultural/industrial production, promoting efficient use of resources devoted to production and processing of agricultural products, and improving the quality of our environment.

**2. Expectations of all faculty.**

Faculty workload and annual evaluation, in addition to next pay increases shall be an assessment of a faculty member's contribution to the Department, College, Cooperative Extension and University programs and goals, contribution to the profession and his/her professional goals.

To achieve the goals of the Department, faculty members are expected to contribute to teaching, scholarship and service as defined in this document. In addition, all faculty are expected to contribute to the normal functions of a department at the university, such as attend faculty meetings and contribute to the overall mission and the day-to-day function of the department. All tenure track faculty members are expected to contribute to scholarship and it is expected that scholarship will be evidence by publication or other forms of scholarly output, which not only signifies the completion of scholarly inquiry but makes it available to other scholars. Scholarship can include activities in research, extension or teaching.

Furthermore faculty are expected to be engaged throughout the year regardless of the type of appointment according to the Faculty Handbook (Section III.A.1.1):

"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."

**2A. Teaching Activities**

Activities that are considered to be teaching are shown below in two categories. The lists below include the typical activities for the category of teaching, but the activities shown are not intended to limit one's involvement.

- a. Undergraduate and Graduate Teaching and Advisement.
  1. Course instruction through both in-class and other means, including the production and support of on-line video and other electronically transmitted lectures.
  2. Individual teaching of undergraduate and graduate students, such as the supervision of independent study coursework.
  3. Advisement of students in course curriculum and/or related concerns.

4. Thesis and dissertation advisement toward the awarding of graduate degrees.
  5. Improvement and development of courses, curricula, and instructional methods.
  6. Thesis advisement of undergraduate degrees with distinction.
  7. Supervising intern and field experience.
- b. Extension teaching
1. Conducting educational programs for clientele and extension staff.
  2. Conducting individual engineering or related services for clientele.
  3. Writing newsletters, news articles and columns.
  4. Training volunteers.
  5. Preparing program handouts.
  6. Mass media educational efforts.

## **2B. Scholarship**

Activities that are considered to be scholarship are shown below in three categories. The lists below include the typical activities for the category of scholarship, but the activities shown are not intended to limit one's involvement.

- a. Research activities include:
1. Individual and collaborative research and other scholarly activities (such as writing and publishing books).
  2. Supervision of, and collaboration with, undergraduate and graduate students, postdoctoral associates, and research associates in research work.
  3. Publications of articles in refereed professional publications, in reviewed publications, in non-refereed publications or proceedings, and via web technology.
  4. Presentation of results at scholarly meetings, and utilizing other effective methods for the communication of research findings.
  5. Regularly seeking and receiving external support for research programs.
  6. Invited presentations at professional, industry and business meetings.
- b. Extension activities in scholarship include:
1. Individual and collaborative extension work.
  2. Supervision of, and collaboration with, undergraduate and graduate students, postdoctoral associates, and extension associates in extension work.
  3. Development and adoption of educational materials.
  4. Writing of extension publications.
  5. Evaluation of a program's impact.
  6. Completion of demonstration research.
  7. Publication of articles in refereed professional publications, in reviewed publications, in non-refereed publications or proceedings, and via web technology.
  8. Presentations at professional, industry and business meetings.
  9. Regularly seeking and receiving external support for extension programs.

- c. Teaching activities in scholarship include:
1. Individual and collaborative teaching scholarship.
  2. Supervision of, and collaboration with, undergraduate and graduate students, support professionals, staff, instructors, and adjunct faculty in teaching activities.
  3. Publication of articles related to teaching in refereed professional publications, in reviewed publications, in non-refereed publications or proceedings, and via web technology.
  4. Presentation of papers related to teaching at professional meetings.
  5. Writing and obtaining grants to support teaching activities.
  6. Presentations at teaching workshops.

**2C. Service activities** (include but not limited to)

1. Contributing on university, college and department committees and on administrative assignments.
2. Serving for professional organizations on a local, national and international level, such as active membership on academies, committees, boards and conference organizing committees.
3. Serving as an editor or associate editor for a scientific or professional publication, reviewing books, proposals and journal papers.
4. Contributing in other activities that serve to promote the mission of the department, such as degree accreditation and recruitment of undergraduate and graduate students.
5. Non-extension faculty serving in the role of extension.

**2D. Department's Workload Distribution**

The distribution of faculty workloads will encompass teaching, scholarship and service, but will vary from faculty member to faculty member depending on the needs of the Department, the interests of faculty members, and the appointment for each faculty member. Annual workloads are generated through proposals from the faculty and are then subject to approval by the Chairperson. The responsibility of the Chairperson is to ensure that the Department's total workload is distributed equitably, taking into account the needs of the Department, its students and its faculty.

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. The concept of balance among the three categories of teaching, scholarship and service is of utmost importance and will characterize the expectations of the chair and faculty member in negotiating the workload.

**2E. Consulting Activity**

Professional consulting can be an important component of faculty development as well as a means of recognition of expertise in a field of study. In addition, accreditation of the undergraduate programs offered by the department requires faculty to have industrial experience, and engineering consulting provides a means by which the department can achieve and maintain this experience and expertise. As a result, faculty are encouraged to pursue professional consulting activities in accordance with the guidelines defined in the Faculty Handbook, Section III. H. Consulting activities may be recognized as components of teaching, scholarship, or service.

**3. Typical administered workloads**

- 3A.** The total workload for tenure-track teaching and research faculty is defined by the Collective Bargaining Agreement (2002-2005) between the University and the AAUP. The agreement considers a 100% workload as 12 credit *contact* hours or 18 *teaching* contact hours per week per semester. The percent time involved in extension for extension faculty is designated on the basis of faculty member's predetermined assignment in the extension program. The following descriptions help explain different appointments that might occur with department faculty:

Tenure-track (TT) faculty on 9-month appointment: 100% teaching is 12 credit contact hours per week per semester. 6 credit contact hours per week per semester (which is typical) is 50% teaching,

while the balance of workload being research and service ( 45% and 5%, respectively, but this could vary among individuals).

TT faculty on 11-month appointment, TT faculty on 9 + 2 appointment; TT-faculty who elect for the summer research option as outlined in Section III-F of the Faculty Handbook: 6 credit contact hours per week per semester (which is typical) is 41% teaching, with the balance of workload being research and service ( 54% and 5%, respectively, but this could vary among individuals). As noted above, TT faculty with extension responsibility and no credit courses will have teaching workload determined by the percentage of time assigned to extension.

Non-Tenure Track (NTT) faculty: Typically NTT faculty should have at least a 25% workload in on-campus instruction. The balance of workload should be consistent with Section III.A.1.2.3 of the Faculty Handbook, which describes the responsibilities of the three types of NTT faculty. The classifications of NTT faculty in the department are as follows:

Instructional faculty have responsibilities for scheduled University course instruction and related student advisement as well as for instructional support activities. A typical workload for instructional faculty *is* 90% teaching and 10% service.

Public service faculty have major responsibilities for college (or departmental/school) based public service programs (including applied research, technical assistance, and community and professional development training and education) with on-going responsibilities for regularly scheduled undergraduate and/or graduate instruction and advisement, and with the balance of workload involving extension and related professional and scholarly contributions. A typical workload for public service faculty *is* 25% on campus instruction, 40% in extension-teaching, 30% in research/scholarship and 5% in service.

NTT Faculty on 9-month appointments, 3 credit contact hours per week per semester would be 25% teaching with the balance of the workload stipulated according to the classification in a manner that is consistent with the Faculty Handbook. A typical workload *is* 65% teaching, 30% research/scholarship and 5% teaching.

NTT faculty in 9 + 2 appointment; NTT faculty who elect for the summer research option as outlines in Section III-F of the Faculty handbook; 3 credit contact hours per week per semester is 21% teaching with the balance of the workload stipulated according to the classification in a manner that is consistent with the faculty handbook. A typical workload *is* 90% teaching and 10% service.

- 3B1.** The credit contact hours associated with various teaching activities is described in the Collective Bargaining Agreement. 2003-2005 (Article 11.9, footnote 3).

Each hour spent in scheduled classroom teaching counts as 1 credit-contact hour. Each hour spent in scheduled laboratory, field or clinical instruction counts as 1/2 credit-contact hour. Scheduled individual special problems and theses count as 1 credit-contact hour, and dissertations counts as 2 credit-contact hours. For individual instruction, individual special problems, theses and dissertations, the faculty only receive credit in the semester that the student completes the project or special problem, and defends his/her thesis or dissertation. Thirty full-time undergraduate advisees are equivalent to 1/2 credit-contact hour.

Each hour spent in scheduled individual laboratory, field, studio, or clinical instruction which requires the constant attendance of the faculty member for the entire scheduled hours of instruction, and which does not involve the participation of teaching assistants, counts as one teaching contact hour per week.

- 3B2.** *Evaluations of S-contracts. Summer and Winter session courses for faculty receiving extra compensation for these activities cannot be included in faculty appraisals or for merit pay distribution.*

- 3C.** Service: All faculty members are expected to participate in routine business within and on behalf of the department, college and university. Appropriate credit will be given for the time involved in all committee and other service activities. Examples are shown in the list below:

<u>Activity</u>	<u>Semester Percent Effort</u>
Departmental Promotion & Tenure Committee	1%
Chair of a department committee	1%
University Graduate or Undergraduate Studies Committee, Committee on Committees	3%
Faculty Senator	1%
Major office in a professional society	5%
Editorial Board appointment	5%
College Promotion & Tenure Committee	1%
College Courses and Curriculum Committee	1%
Faculty Senate President	10%
AAUP President	25%
University Promotion and Tenure Committee	5%

**3D.** Other Workload Considerations:

1. The faculty member is expected to hold regularly scheduled office hours and to meet classes during the regularly scheduled class periods.
2. The faculty member will be on campus as required by his/her workload.
3. The department chair *and* each faculty member will develop *in writing* a workload plan for *each semester at least two months prior to the start of the semester* in accordance with the Collective Bargaining Agreement.

**4. Faculty evaluation/merit assessment option for summer work.**

For TT and NTT faculty on 9-month appointments, summer work will be evaluated during the annual appraisal process if the faculty member has approved summer research program. Section III.F.4 of the Faculty Handbook will be used as guidance for a faculty member in this situation.

**5. Variations from a typical workload.**

Occasionally, a variation from a typical workload can be requested by a faculty member or the administration.

The chair can assign or approve requests for nonstandard workloads that are otherwise consistent with the College Bargaining Agreement and University policy and procedures. Examples of variation from a typical workload are listed below:

**Emphasis on teaching or scholarship** - A faculty member may ask to emphasize a component of their workload (teaching or scholarship (research)). For example, a faculty member might ask to emphasize teaching over research and would request teaching one or more additional courses during the year, beyond the standard assigned workload. If the proposed change in emphasis is agreed to by the Chair, the faculty member will be assigned additional courses and will have his or her workload percentages shifted accordingly.

**Change in workload initiated by the Chair** - The Chair may ask a faculty member to change his/her workload allocation. As stated in Faculty Handbook (Section III.F.3): “workload assignments to support research and scholarship must, over time, be reflected in research and scholarly productivity commensurate with that workload responsibility.” If over time research and scholarship productivity

does not commensurate with the workload time assigned to research and scholarship, the chair may increase the faculty member's teaching workload.

Extraordinary service - With prior approval of the Chair, a faculty member who undertakes an extraordinary service role may request a reduction in teaching load or scholarship allocation. If granted, the faculty member's workload percentages will be adjusted accordingly.

Other - 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 standard courses. In no case, however, will the chair assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement.

#### **6. Course buy-outs.**

Faculty may buy-out part of their workload responsibilities using funds from a grant or sponsored project. Buy-out will typically be taken from teaching responsibilities. Faculty wishing to buy-out workload responsibilities must have salary savings of at least the allocated amount for a course (12.5% for 9-month and 10.2% for 11-month appointments). Faculty buy-out must be recorded in a memorandum of agreement, and signed by the faculty member, the department chair, and the Dean. Faculty buyout must be consistent with College policy.

#### **7. Revision of Workload Policies**

- A. These workload policies will be reassessed every three to five years, or when requested by the chair or a majority of the departmental faculty.
- B. Major curricular changes or the addition of new programs may necessitate modification of this policy.
- C. Contract changes instituted through the Collective Bargaining Agreement require reassessment of this policy.
- D. Any modification to this workload must be approved by a majority of the faculty, and the chair, in accordance with the departmental bylaws, the dean, the AAUP and the provost.
- E. These workload policies, along with the Collective Bargaining Agreement, and website for the Faculty Handbook, will be provided to new faculty at the time of their appointment.