



II-1.25-POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES

(Approved by the Board of Regents, August 19, 1994; Amended by the Board of Regents, July 9, 1999; Amended June 21, 2019)

I. Purpose

The purpose of the "USM Policy on Faculty Workload and Responsibilities" is to promote optimal performance by the University System of Maryland and by each of its institutions in meeting the needs and expectations of its students and other stakeholders, and to provide mechanisms that will ensure public accountability for that performance. Because faculty are the primary performers of the System's teaching, research/scholarship/creative activity, and service, the policy should encourage and support faculty in applying their ingenuity, imagination, initiative, knowledge, experience, and professional skills in performing many diverse functions. Faculty are expected to meet their responsibilities independently and in full accord with both institutional expectations, policies, and procedures and established tenets of academic freedom.

This policy acknowledges the essential development of knowledge through research, scholarship, and creative activity and its application to societal needs, while keeping student learning the central focus of our degree-granting institutions. At the same time, this policy and the "USM Guidelines for Reporting Faculty Workload" document provide the flexibility to accommodate our evolving understanding of human learning and recognition of the role faculty play outside the classroom to address the instructional needs of our increasingly diverse student population, including advising, mentoring, and various academic innovation activities.

II. Application

The policy applies to the following individuals:

1. All persons holding tenured and tenure-track positions who are classified as faculty (instructional, research, and public service) and are so reported to the Maryland Higher Education Commission through the Employee Data System;
2. All persons who, while holding faculty rank, are classified as administrators and are so reported to the Maryland Higher Education Commission through the Employee Data System, and perform their administrative duties at the level of academic department or equivalent academic unit, including chairs, assistant chairs, program director, etc. This policy does not apply to individuals who hold faculty rank but who are assigned to administrative duties outside the department or equivalent academic units, for example, deans, vice presidents, presidents, etc.

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3. All persons who, while neither tenured nor on the tenure track, are employed full time by the USM, are classified as instructional faculty, and are so reported to the Maryland Higher Education Commission through the Employee Data System; and
4. All persons who, while neither tenured nor on the tenure track, are employed full time by the USM, are classified as research faculty, and are so reported to the Maryland Higher Education Commission through the Employee Data System, and whose salaries are supported, in whole or in part, by state funds. This policy does not apply to individuals who are classified as research faculty but whose salary is fully supported by non-state funds, e.g., federal research grants.
5. Policies on workload expectations for non-tenured, non-tenure track instructional or research faculty who are employed other than full-time will be established by institutional policy.

III. Institutional Policy

Each institutional president shall establish, in consultation with faculty and academic administrators, and subject to approval by the Chancellor, institution-specific policy and implementation mechanisms consistent with the University System of Maryland's "Policy on Faculty Workload and Responsibilities." Institution-specific policies, including proviso for departmental/school variation, shall include explicit statements of expectations and accountability mechanisms, including the means for comparing faculty performance with workload expectations and reporting the results of such comparisons.

IV. Standard Workload Expectations

Each institution's policy shall include standard expectations for faculty workload. Generally, standard workload expectations will cover teaching, research/ scholarship/creative activity, and service, and shall be consistent with the mission of the institution. However, in order to focus on the centrality of student learning across all USM institutions, workload expectations for each faculty member with respect to teaching shall be assigned in a way that ensures the institution is generating enough credit hours for students to complete their degree requirements in a timely fashion. Additionally, all faculty members, including those with administrative responsibilities at the departmental level, should have a portion of their overall workload dedicated to some aspect of teaching, even if made up only of activities such as mentoring and curriculum development.

The following table provides percentage of load ranges by institution type for standard workload expectations in the areas of teaching, research/ scholarship/creative activity, and service. It is understood that there may be differences across departments, schools, or colleges of an institution, as approved by its president. Additionally, the balance among teaching, research/scholarship/ creative activity, and service for an individual faculty member will likely change over the faculty member's career.

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INSTITUTION TYPE	TEACHING	RESEARCH/SCHOLARSHIP/ CREATIVE ACTIVITY	SERVICE
COMPREHENSIVE % of Total Effort	60-75	15-30	5-20
RESEARCH % of Total Effort	45-55	35-45	5-20
DEGREE-GRANTING RESEARCH CENTER % of Total Effort	5-15	75-85	15-25

In addition to classroom time, teaching effort includes all concomitant activities necessary to the preparation, delivery, and evaluation of teaching and learning, including the various forms of student advising and course/curricular redesign. Research/scholarship/creative activity effort includes but is not limited to discovery research, artistic and creative work, entrepreneurial activity, and/or the scholarship of teaching and learning (integration, application, dissemination, and implementation of innovative pedagogical approaches). Service effort includes but is not limited to contributions to department, school, institution, system, discipline, and/or society more generally through participation in governance processes, evaluation and assessment activities, and/or other activities that benefit students, the institution, and/or the community.

The sum of the "% of total effort" in each area must equal 100% for each individual faculty member. For each faculty member, any substantial difference between the actual and the standard expectation for any basic workload area will be balanced by compensating changes in one or both of the other basic workload areas. Workload expectations for each faculty member should be reviewed annually by the responsible department chair and/or other appropriate administrator in consultation with the faculty member and adjusted as necessary and appropriate.

The institutional faculty reward structure will take into account the workload expectations for each faculty member. Institutions shall develop procedures for the systematic review of faculty, recognize outstanding performance, and establish consequences for failure to fulfill expectations.

V. Variations to Standard Workload Expectations.

All faculty at degree-granting institutions are expected to be involved in teaching, research/scholarship/creative activity, and service as previously defined. Recognizing that some faculty will assume new or additional responsibilities in any one of these areas, variations to the standard workload may be made. However, the department is responsible for making the necessary adjustments in the total faculty workload so that departmental expectations in each of these areas are fulfilled. These expectations shall be determined by student enrollments, curricular needs, and accreditation requirements; consistent with the resources available to the department; and approved by the institution's president.

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Variations to the standard workload may be made based on the following considerations:

1. **Teaching.** Variations from the standard teaching load may be based upon a number of factors, including class size; development of new courses; modality of instruction (such as distance education); level of instruction; discipline; accreditation requirements; etc.
2. **Departmental Administration.** Assumption of responsibility for the functions of chair, assistant chair, or program director, or for special departmental projects, may require reduction of expectations for service, research/scholarship/creative activity or instruction. The magnitude of such reduction shall be dependent on the scope of administrative responsibilities and size of the department.
3. **Externally Funded Research and Service Activities.** Assignment of a higher percentage of a faculty member's workload for research or service activities can be supported by external funds, either research or training grants. In these instances, the accompanying reduction of expectations in other areas should mirror the replacement of departmental salary support by externally funded salary support.
4. **Department-Supported Research. (Departmental Research).** Assignment of a higher percentage of a faculty member's workload for research activities supported by the department and consequent reduction of expectations for service or teaching should be related to the institution's mission.
5. **Department-Supported Service, including service to the institution, system, community, discipline.** Assignment of additional time in areas of service and consequent reduction of expectations for research/scholarship/creative activity or instruction should be directly related to the duration and the extent of the commitment. For example, individual faculty members may be released from the standard expectation in the areas of research/ scholarship/creative activity or instruction in order to make major professional contributions -- e.g., to work in partnership with the public schools or with business or industry.

Each institution's policy shall account for and justify variations to the standard workload expectations. Institutions shall make the minimum number of exceptions necessary for fulfillment of its institutional mission.

VI. Accountability and Reporting

The focus of external accountability to the Regents and to the State for faculty workload will be the institution, not the individual faculty member, and comprise measures of faculty contributions to student success, their disciplines, and the institution.

Each president shall submit annually to the Chancellor an accountability report following the "USM Guidelines for Reporting Faculty Workload" document developed by the University System of Maryland Office in collaboration with the USM's shared governance bodies and stakeholders.

USM GUIDELINES FOR REPORTING FACULTY WORKLOAD
(Accompanies II-1.25 – USM Policy on Faculty Workload and Responsibilities)

Approved by Board of Regents – June 21, 2019
(Guidelines are amendable without additional Board of Regents approval.)

Pursuant to the “USM Policy on Faculty Workload and Responsibilities,” this document provides guidelines to the USM institutions for annually accounting and reporting to the Chancellor the extent to which faculty are meeting standard workload expectations with respect to student success, their disciplines, and the institution. These guidelines, which will be reviewed and updated regularly by the University System of Maryland Office in collaboration with the USM’s shared governance bodies and stakeholders, are intended to allow adjustments to the measures reported as the faculty role on our campuses and our ability to capture data on faculty work continues to evolve.

Each year in the spring, the USM Office will provide the system institutions with instructions for reporting faculty contributions to student success, their disciplines, and the institution for the previous academic year. As described below, the focus of external accountability will be the institution, not the individual faculty member.

1. Measures of Faculty Contributions to Student Success: Because student success is the central focus of our degree-granting institutions, the primary measure of institutional accountability will be made up of the following student throughput measures that apply to *all* institutions and that reflect more broadly and inclusively how the work *all* faculty do results in the progress of students through our institutions (by part-time and full-time students):

- credit hours generated,
- enrollments,
- retention,
- persistence,
- completion,
- and time-to-completion rates.

In addition to the quantitative measures of student throughput, the institutions will also be held accountable for metrics that provide an indication of the quality of faculty-student interactions. These could include but are not limited to: advisement and mentoring; supervision of fieldwork and other off-campus activities (e.g. civic engagement and community-based learning); supervision of creative activity (performances, arts); curricular, program, and course development; and academic innovation activities (new pedagogical approaches, use of technology, development of open educational resources).

2. Measures of Faculty Contributions to their Discipline: While measures that account for faculty role in student success make up the basis of the report, the reputation of USM institutions is also built on the contributions faculty make to their disciplines locally, nationally, and internationally. So, in addition to instructional and student success activities, documenting faculty contributions to the research/scholarship/creative activity of their disciplines, the

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reputation and financial resources of their institutions through funded projects, and the economic success of the state through entrepreneurial activity are also critical measures of faculty work.

These could include but are not limited to: amount of external funding; number of books published; number of refereed publications; number of non-refereed publications; participation in professional presentations; participation in creative activities; leadership of professional organizations; editorial and national reviewing activities; awards; entrepreneurial activities (company start-ups, patents, licenses).

3. Measures of Faculty Contributions to the Institution and the System: No institution or state system of higher education can be successful without the engagement of faculty in service and administrative roles. Documenting faculty contributions in supporting the institutional/system infrastructure is also an important part of our accountability to the Regents and the State.

These could include but are not limited to: service to institution (committees); academic administration assignments (course director, supervisory roles, review of adjuncts); peer mentoring and leadership development; support of more non-traditional and new platforms for teaching; days in public service to business, government, schools, and non-profit organizations; compliance / accreditation and assessment.