

## ➤ Faculty Responsibilities

Approved by Provost Council April 29, 1993

Modified on November 23, 1994 and March 27, 1995

### **I. University Mission and Faculty Responsibility**

To fulfill the mission of the University of Baltimore to be a leading center for the study of law, business, and public administration, and for related professional applications of the liberal arts at the graduate and the advanced undergraduate levels, faculty members are expected to advance knowledge in their fields, to disseminate that knowledge through instructional programs, to make their expertise available to their professions and the community, and to be active in the governance of the University. All faculty members are expected to fulfill these responsibilities through their instruction, scholarship/creative works, and service. While each of these activities is essential to the life of the institution, the University regards instruction as the primary faculty role.

Assignment of specific duties to individual faculty members shall be managed by the School of Law and at the departmental or divisional level within the Robert G. Merrick School of Business and the Yale Gordon College of Liberal Arts. The following guidelines apply to all tenured and tenure track faculty in the School of Business and the College of Liberal Arts. The School of Law is mandated to have a separate policy within the framework of the USM Policy. Both policies and their implementation are subject to approval by the Provost and President of the University.

### **II. Faculty Responsibilities in Business and Liberal Arts**

#### 1. Required Activities

1. Instruction - All tenured and tenure track faculty are expected to be engaged in instructional activities consistent with the mission of their primary academic unit, i.e., department, division, school or college. Academic units, are expected to devote approximately two thirds (65%) of faculty effort to instruction. This percentage of effort equates to seven (7) course units per FTE faculty member per year, based on defining the standard course unit as a three credit course. Additional course units may be aggregated from individual graded student experiences by the following formula:
  - 800-899 (dissertation & doctoral level individual studies) 10 credits = 1 course unit
  - 799 (masters thesis) 13 credits = 1 course unit
  - 500-798 (other graduate level individual studies) 18 credits = 1 course unit
  - 400-499 (graduate/undergraduate level indiv. studies) 21 credits = 1 course unit
  - 100-399 (undergraduate level individual studies) 30 credits = 1 course unit

The President may reduce the percentage of effort devoted to instruction for a particular academic unit, based upon accreditation standards and the mission of the unit. Such reductions will not require increased instructional efforts in other departments or divisions.

2. Scholarship/creative works - All tenured and tenure track faculty are expected to be engaged in scholarship/ creative works consistent with the mission of each school or the college. Academic units are expected to devote approximately 25% of faculty effort to scholarly and creative work. Faculty members teaching graduate/professional courses will be assigned a higher percentage of effort in scholarship than faculty teaching exclusively at the undergraduate level.
3. Service - All tenured and tenure track faculty are expected to be engaged in service (professional, University, and community) consistent with the mission of each school or the college. In accordance with Board of Regents policy, academic units are expected to devote approximately 10% of faculty effort to service.
2. Exceptions - Exceptions to the standard distribution of effort may be approved for individual faculty members based on the following considerations:
  1. Instruction -- class size; development of new courses; modality of instruction, including distance education; level of instruction; discipline; accreditation requirements, etc.
  2. Departmental or Divisional Administration -- assumption of responsibility for the functions of chair, assistant chair, program director, or special department or divisional projects.
  3. Externally Funded Research and Service Activities -- external funds may be used to support research and service activities. The accompanying reduction of expectations for service or instruction should mirror the replacement of department or divisional salary support by externally funded salary support in accordance with the terms of the UB Policy on Faculty Participation in Sponsored Projects.
  4. Department or Division-Supported Research and Service -- assignment of research and/or service activities supported by the department or division.

Exceptions for the above reasons may be approved by department or division chairs, subject to administrative review by the Dean, Provost and President. In granting any exceptions departments and divisions should be mindful of the need to fulfill their responsibilities to students and the curriculum within the resources available to them.

### 3. Portfolio

The direct supervisor of each faculty member, in consultation with the faculty member, will develop a portfolio each year defining the composition of the faculty member's yearly allocation of effort among instruction, scholarship/creative works, and service. In order to meet the needs of the University and its schools and college, and to promote the professional development and growth of the individual faculty member, flexibility in defining a faculty member's responsibilities will be maintained.

#### 1. Faculty Accountability and Portfolios

The University will use the faculty portfolio to "account" for faculty productivity. The officer responsible for the initial evaluation of each faculty member's portfolio is their immediate supervisor, i.e., their department or division chair. The concept of the faculty portfolio is based on defining faculty responsibilities as a percentage of effort devoted to the categories of instruction, scholarship/creative works and service. This portfolio concept builds on and incorporates existing policies related to promotion and tenure. It provides a framework to merge the priorities of the University, the academic division,

and individual faculty career changes, as well as to communicate to external groups how the University is deploying its resources.

Faculty responsibilities are traditionally classified into three components -- instruction, scholarship/creative works, and service. There is general, but not universal, agreement regarding the activities that are appropriate within each category. The percentage of the portfolio assigned to instruction, scholarship/creative works, and service may vary each year depending on the needs of the two schools and the college and the needs of the individual faculty.

2. Guiding Principles for the Development of the Individual Faculty Portfolios - The following principles guide the development of faculty portfolio at the University of Baltimore:
  1. The University's and school's or college's missions should be recognized in the portfolios.
  2. The 9.5-month academic year should serve as the basis for calculations on the allocation of faculty responsibilities.
  3. A minimum effort allocated to instruction, scholarship/creative works and service should be defined.
  4. Excellence in each portfolio component should be defined, but that should be done at the level of the school or college consistent with promotion and tenure policies.
  5. Individual faculty members should have a chance to modify the allocation of responsibilities in his/her portfolio over time.
3. Faculty Portfolios and the Transmission, Dissemination, and Creation of Knowledge - The University will also use the faculty portfolio to communicate to various constituencies that faculty engage in important activities other than classroom instruction. Although instruction comprises a significant role in the dissemination of knowledge and in the life of the academy, faculty, particularly those who teach in programs with professional accreditation, must be involved in scholarship to advance knowledge. In addition, even though policymakers and other important stakeholders focus on teaching and instruction, they also expect universities -- thus faculty -- to promote economic development, design new approaches to addressing problems, and lend their expertise to a wide range of issues. For example, in the "Maryland Plan," MHEC views higher education as critical to the future economic development of the state. According to MHEC, higher education will play a major role in the transformation of the state's economic base to one that is built on information and biotechnology. The faculty portfolio at the University of Baltimore will reflect the importance of faculty in the classroom as well as in the enhancement of the city and State.
4. Faculty Responsibilities and the Reward Structure of the University - Evaluation of faculty performance is an ongoing process, and productivity in the areas of assigned responsibility is measured over a period of years, rather than exclusively on a yearly basis. Overtime, retention, promotion, and faculty rewards, e.g., merit salary increases, shall be linked to fulfillment of the responsibilities outlined in this policy in terms of productivity and quality. This evaluation shall be carried out by the dean in consultation with the department or division chair, and subject to review by the provost and president.