

University of Baltimore Policy on Faculty Responsibilities and Workload

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I. University Mission and Faculty Responsibility

The mission of the University of Baltimore is to offer career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. To fulfill the mission, 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, research/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. The University System of Maryland (“USM”) policy and reporting guidelines emphasize that student learning is to be the center of its degree-granting institutions.

Deans are responsible for the approval of workload expectations. Assignment of specific duties to individual faculty members shall be managed by the School of Law and at the academic unit level within the Robert G. Merrick School of Business, the College of Public Affairs, and the Yale Gordon College of Arts and Sciences. Individual faculty workload expectations should be reviewed annually at the level of assignment and by the dean and adjusted as necessary and appropriate. Workload expectations will inform the regular evaluation of faculty through existing processes.

II. Application

Consistent with the USM Policy on Faculty Workload and Responsibilities, this policy applies to the following members of the University community:

- A. All tenured and tenure-track faculty;
- B. All full-time individuals who are classified as instructional faculty while not tenured or tenure-track are classified as instructional faculty, and are so reported to the Maryland Higher Education Commission through the Employee Data System;
- C. 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.
- D. 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.

III. Faculty Responsibilities

A. General Expectations.

1. Faculty engage in a range of activities that are encompassed here by the categories of instruction; research/scholarship/creative activity; and service. Each faculty member's annual workload will be described by these categories in percentages that total 100%. This allocation of effort will help inform the evaluation of the faculty member.

2. The University of Baltimore is currently listed as a master's large university in the Carnegie classification system; however, the University's enrollment is weighted more heavily toward graduate and professional students than Maryland comprehensives, and the University awards doctoral degrees. With an ABA-accredited School of Law, an AACSB-accredited School of Business, a NASPAA-accredited MPA, AUPHA, and other specialized accreditations in several fields, research expectations inflect the workload allocations of some units and many faculty members.

The USM policy calls for standard faculty workload expectations for comprehensive institutions to fall into the following allocation ranges: Instruction: 60-75%; Research/scholarship/creative activity: 15-30%; and Service: 5-20%. Research institutions call for workload expectations allocated in the ranges of 45-55% for instruction; 35-45% for research/creative activity; and 5-20% for service.

There will be units at the University that are considered research-heavy units. 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.

3. All faculty at degree-granting institutions are expected to be involved in teaching, research/scholarship/creative activity, and service as those efforts are defined below. Tenured and tenure-track faculty have workloads that include all three areas. 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 academic unit setting workload is responsible for making the necessary adjustments in the total faculty workload so that academic unit expectations in each of these areas are fulfilled. These expectations shall be determined by student enrollments, curricular needs, and accreditation requirements, and they shall be consistent with the resources available to the unit, and these are subject to the approval of the president or the president's designee (dean or provost).

4. Part-time tenured and tenure-track faculty will typically have workload responsibilities proportionately aligned with the guidelines here, but the dean, subject to the approval of the provost and president, has discretion to make variations to meet the needs of the institution.

B. Required Activities

1. Instruction - 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. 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.

- a. Pursuant to COMAR, all faculty with instructional responsibilities will schedule and publish office hours for the purpose of student academic guidance.
- b. School of Law: It is expected that each Law School tenured and tenure-track faculty member will spend between 40-55% of his/her time on instruction activities. Such activities include classroom teaching, preparation, grading, office hours, student counseling, supervision of moot court teams and law journals, and general research related to the subject matter of the courses taught. In general, a faculty member's standard teaching load will be four courses per academic year, although factors such as class size and credit hours per course may alter this. Instructional credit will also be given for supervision of advanced legal research papers. Faculty teaching full-time in a clinic in a semester will be considered to be teaching two courses. Faculty teaching full-time in the Legal Skills Program in a semester also will be considered to be teaching two courses.
- c. Merrick School of Business, College of Public Affairs, and Yale Gordon College of Arts & Sciences: As noted in IIIC below, workload variations related to instruction can be based on several variables; while the dean has discretion in these variations, guidelines are offered.
 1. Merrick School of Business: Tenured faculty are expected to devote approximately 60% of their effort to instruction, which typically represents eighteen semester credit hours of course credits per full-time equivalent ("FTE") faculty over an academic year. Tenure-track faculty are expected to devote at least 50% of their effort to instruction. Lecturers are expected to devote at least 80% of their effort to instruction.
 2. College of Public Affairs: Tenured faculty are expected to devote approximately 60% of their effort to instruction, which typically represents eighteen semester credit hours of course credits per FTE faculty over an academic year. Tenure-track faculty are expected to devote at least 50% of their effort to instruction. Lecturers are expected to devote at least 80% of their effort to instruction.
 3. Yale Gordon College of Arts and Sciences: Tenured and tenure-track faculty are expected to devote 60-70% of their effort to instruction, depending upon program accreditation needs. Typically, 70% of effort represents 21 semester credit hours of course credits per FTE faculty member per year. Lecturers are expected to devote 80% of their effort to instruction.

2. Research/Scholarship/creative works - All tenured and tenure-track faculty are expected to be engaged in research/scholarship/ creative works consistent with the mission of each school or college. 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).

- a. School of Law: It is expected that each Law School tenured and tenure-track faculty member will spend between 20-35% of his/her time engaged in scholarly activities intended to lead to the publication of a law review article or its equivalent that would satisfy the scholarship standard established in the Law School's promotion and tenure policies. In general, each faculty member's scholarship obligation will be to publish one substantial law review article or its equivalent every two to three years. Factors such as higher than standard teaching or service loads will alter this expectation, as will projects of greater length and complexity. Faculty members whose workload allocation for scholarship exceeds the normal range are expected to exceed the normal productivity.
- b. Merrick School of Business: Tenured faculty members are expected to spend 30% of their effort on research and scholarship. Tenure-track faculty members are expected to direct 40% of their effort to research and scholarship. Lecturers will not have a percentage of their workload dedicated to research and scholarship (i.e., it will be 0%). Faculty scholarship is evaluated based on AACSB standards; cf. the promotion and tenure policy for the school.
- d. College of Public Affairs: Tenured faculty members are expected to spend 30% of their effort on research and scholarship. Tenure-track faculty members are expected to spend 40% of their effort on research and scholarship. Lecturers will not have a percentage of their workload dedicated to research and scholarship (i.e., it will be 0%).
- e. Yale Gordon College of Arts & Sciences: Tenured and tenure-track faculty members are expected to spend approximately 20%-30% of their effort on research, scholarship or creative work. Lecturers may have a percentage of their workload dedicated to research, scholarship or creative work, but it will not exceed 10% and may not be required.

3. Service - All faculty are expected to be engaged in service (professional, University, and community) consistent with the mission of each school or the college. Service effort includes but is not limited to contributions to department, school, institution, system, discipline, and/or community more generally through participation in governance processes, evaluation and assessment activities, and/or other community-engagement activities that benefit students, the institution, profession, and/or the community.

- a. School of Law: It is expected that each Law School faculty member will spend between 20-30% of his/her time engaged in service to the law school, the university, and the public community that is consistent with the Law School's mission as defined by the school's promotion and tenure policies. In general, a faculty member's normal law school and university service load will be service on two or three law school or university committees. Tenured faculty members in addition must serve on the Promotion and Tenure Committee. Factors such as the agenda of a particular committee or service as committee chair may alter what is considered the normal service load.

- b. Merrick School of Business: Tenured and tenure-track faculty members are expected to spend 10% of their effort on service. Lecturers are expected to spend 20% of their effort on service, but variations for accreditation and special circumstances are possible.
- c. College of Public Affairs: Tenured and tenure-track faculty members are expected to spend 10% of their effort on service. Lecturers are expected to spend 20% of their effort on service, but variations for accreditation and special circumstances are possible.
- d. Yale Gordon College of Arts and Sciences: Faculty will generally have 10% of effort allocated to service, but variations for accreditation and special circumstances are possible.

C. Individual Variations to Standard Workload Expectations - Variations to the standard distribution of effort for an academic unit may be approved for individual faculty members based on the following considerations:

1. Instruction -- class size; development of new courses; transition of a course to a new modality of instruction; level of instruction; service learning that requires a deep level of community engagement; discipline; teaching at remote sites (effort and distance can impact the adjustment); number of course credit hours and instructional contact hours large-scale individualized learning experiences (related to field experiences or practica, for example); doing special work related to accreditation requirements, etc. This list is not exhaustive.

Guidelines that supervisors setting workload can consider include:

- Additional course units may be aggregated to account for an accumulation of individualized and small group instructional activities:
 - ♣800-899 (dissertation & doctoral level individual studies) 9 credits = 1 course unit
 - ♣799 (master's thesis) 12 credits = 1 course unit
 - ♣500-798 (other graduate level individual studies) 18 credits = 1 course unit
 - ♣100-499 (undergraduate level individual studies) 21 credits = 1 course unit
- Aggregation of workload credits approved by a dean may also be considered over a multi-year period, e.g., if a faculty member has consistently overseen substantial individualized credit hours that in any given year did not result in an adjusted workload, there may be an adjustment in a second, third, or fourth year that considers this accumulation. For a specific example, one could say that a 4-credit lab course taught once a semester for three years would be deemed equivalent to 1.33 workload credit and thus amount to a full additional course equivalence in the third year.
- Class size: Average class size may vary because of room capacity (e.g., for labs), licensure requirements, modality, or other factors. The dean determines the appropriate class size for a discipline and degree level at a given point in time. Workload credit for courses falling below the appropriate size range may be permitted for required courses that cannot reasonably be cancelled or where courses are otherwise necessary for pedagogical purposes. In such instances, approval from the Dean must be obtained for the course to count for workload purposes; barring unusual circumstances, it would be expected to count.

When a regular organized class section is considerably larger than the class size deemed as appropriate for a discipline, additional workload credit may be available at the discretion of the Dean. Note that because of the economies of scale that occur with a large section (that requires a single preparation and single class meeting), credit is not necessarily allocated as if the instructor's work would be twice as much where a class is double in size. Also note that where class size is at the margins, additional work is also marginal, so only those variations in class size where additional work is material would be considered for additional workload credit.

- Additional effort with high impact: Some courses require more of instructors' time and effort than typical organized sections and so may be worth additional workload credit because of their exceptional benefits to students. ***When such courses meet disciplinary expectations in terms of class size***, the additional instructor effort involved gives rise to the potential for additional workload credit. Some examples could include courses with a high degree of community engagement effort or experiential learning that involves the faculty member taking significant effort to coordinate with external partners on learning objectives and arranging and supervising the experiences; there may be field experiences, practica, internships or the like in which the faculty member must play a significant role in arranging the experience and in instructing, coaching and supervising the participating students in ways that exceed normal course instruction, coaching, and supervision.

2. Departmental or Divisional Administration -- assumption of responsibility for the functions of chair, assistant chair, program director, or special department or divisional projects. Workload adjustments depend upon the scope of responsibility and the size of the area supervised.

3. Externally Funded Research and Service Activities -- external funds may be used to support research and community engagement and other 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 University policy on [Grant-Funded Research](#) (UB VIII-8.1).

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. The change in workload should be directly related to the duration and the extent of the commitment.

IV. Accountability and Reporting

- A. The University shall annually report to the Chancellor of the USM 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. See Appendix 1. 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.

B. Within the academic units, faculty will report on those elements of workload that are included in the USM Report. There may also be other information on which they report annually.

C. **Faculty Responsibilities and the Reward Structure of the University** - Evaluation of faculty performance is an ongoing process, and, where appropriate, productivity in the areas of assigned responsibility is measured over a period of years, rather than exclusively on a yearly basis. Over time, retention, promotion, and faculty rewards, e.g., merit salary increases, shall be linked, in part, 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, as relevant, with the department or division chair, and subject to review by the provost and president.

1. When funds are available for merit pay increases, the University will use merit pay to recognize and reward excellent faculty performance and achievement. Merit pay is recommended by a dean to the provost and president; each area reporting to a dean may have its own procedures for merit pay, but such procedures will share these common principles:

- Aligned with University policy and goals
- Aligned with school mission and objectives
- Motivates, recognizes and rewards
- Fair and transparent
- Timely and appropriate

- a. See also School of Law [Policy on Portfolio and Merit Pay Procedures](#)
- b. See also Merrick School of Business [need link]
- c. See also College of Public Affairs [need link]
- d. See also Yale Gordon College of Arts and Sciences [need link]

Appendix 1: [USM Policy on Faculty Workload and Responsibilities \(with Guidelines for Reporting Faculty Workload\)](#)