

Psychology Workload Policy for Tenure and Tenure-Track Faculty

Vote to approve: 17 yes, 0 no, 0 abstain

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1 Introduction

The Department's workload policy codifies expectations for faculty contributions to research, teaching, and service. The policy is designed to ensure that all, or virtually all, of the tenured and tenure-track faculty contribute to undergraduate classroom teaching and to provide a fair way for faculty to adjust the time/effort devoted to classroom teaching, graduate training, mentoring, research, and service activities while assuring that all aspects remain vital parts of their activities. The policy is also intended to provide a principled approach by which workload adjustments can be initiated either by a faculty member or by the chair in response to changes in faculty productivity or changes in faculty roles across the career stage (e.g., in cases when one is no longer research active). The policy implementation ensures that faculty continue to contribute to the department and university missions in a meaningful way. The policy addresses expectations for teaching loads; expectations for engagement in service activities; guidelines for course buyouts associated with grants; teaching releases associated with sabbatical leave; and teaching releases associated with University of Maryland-sponsored awards; and other circumstances for adjustment.

2 Guidelines for Setting Workload Distribution

Campus workload policy establishes that the teaching expectation for tenure/tenure-track faculty is the equivalent of five organized 3-credit courses (15 credits). The campus expectation is the basis for considering reduced or increased teaching loads based on non-teaching activities, but mainly research. The following provides the general guidelines for setting individual faculty workload expectations.

- During the spring semester, each faculty member may choose to discuss with the chair their effort distribution, teaching load, and the associated merit evaluation weightings for research, teaching, and service for the coming year. Alternatively, the chair may initiate a discussion about changing workload distributions. Procedures to guide this process follow in section 5. In the absence of this discussion, faculty will default to the workload distribution in place in the prior academic year.
- The number of organized course credit-hours that each faculty member is required to teach each year will depend on their research activity, and to a lesser degree service activities. This required number is termed the “baseline” for that year.
- The baseline for tenured faculty may range from 6 to 18 credit-hours of “organized” courses (equivalent to two to six 3-credit courses) per academic year, depending on the extent of their research and service activities.¹
 - Only very rarely will the baseline be as low as 6 or as high as 18 credit-hours. Most commonly it will range from 9 to 15 credit-hours.
 - “Organized” courses that are team-taught are counted proportionally towards the required teaching load (e.g., in a 3-credit course taught jointly by two faculty members, each is credited with 1.5 credit-hours).
 - Organized credit-hours taught in excess of the required number (baseline less any further release due to buy-out) may be carried forward. Deficits must to be made up as soon as possible.
- The normal teaching load for *non-tenured* tenure track faculty is 9 credit-hours of organized courses per academic year. The load may be reduced as specified in offer letters or for other reasons consistent with the policy in effect for tenured faculty members. The points regarding excess and deficit credit-hours specified elsewhere apply to non-tenured tenure-track faculty as well.
- Every faculty member must teach at least one undergraduate course per year. This requirement can be waived when there is a strong case that (1) it will impede the teaching of a required graduate course because there are too few qualified faculty available to teach it; and (2) the course cannot be postponed to the following semester or year. Some graduate courses are central to a program, although not required. If instructors of these courses buy down to a single organized course per year, they may teach an undergraduate course and the central graduate in alternate years.

¹The Institutional Research, Planning, Assessment document distinguishes “organized” from “individual instruction” classes. The latter refer to independent study, supervised research, and the like. For Psychology, they include PSYC 469H, 478, 479, 499H, 789, 799, 898, and 899. All other courses are “organized.”

- Recipients of career development awards will negotiate their teaching arrangements with the chair so that the arrangements will conform to the award's requirements. Where possible, salary released by the career development award will be used to replace the teaching responsibilities that have been waived.
- Minimum requirements for meeting the service expectations for departmental committee work are based on rank. For the purposes of providing an equitable distribution of committee assignments, campus committees for which a departmental representative is required shall be considered part of departmental committee assignments (examples include the IRB and the college-level APT committee). The department chair will try to balance the number of high- versus low-intensity committee assignments across individuals. Minimum requirements for departmental committee work are as follows:
 - Assistant professors: 1-2 committees per year
 - Associate professors: 2-3 committees per year
 - Full professors: 3-4 committees per year

3 Determination of Workload Distribution

Teaching loads are determined based mainly on the degree to which the faculty member remains research active, and to a lesser degree mentoring and service activities. Deviation from the campus workload policy of five courses (15 credits) is based on considerations outlined in the sections that follow, which define the 'baseline' expectations for each faculty member based on the degree of research activity. Activities will be judged over the past three years. Specific scenarios for teaching reductions to be applied to an individual's load are provided below.

The following expectations for baseline 15-, 12-, and 9-credit-hour organized course teaching loads provide guidelines for annual individual discussions between each faculty member and the chair. Unless otherwise resolved through discussion between the faculty member and the chair and after review of annual activity reports, research-active faculty shall qualify for reductions in teaching from the campus workload expectations of 5 courses (15-credits). Normally this reduction would reduce teaching expectations from 5 to 3 courses per year for research active faculty.

3.1 Five Course (15-Credit) Teaching Load

The baseline expectation for meeting workload requirements for 15-credit teaching load is as follows.

- Rate of publication is less than two to three peer-reviewed publications over the last three years.

- If less than three publications, the faculty member must make the case based on other considerations related to the scope of the work.
 - If not peer-reviewed, then the faculty member must make a case on other considerations.
 - Textbooks do not count unless it can be demonstrated that they include original scholarly contributions.
 - An edited book with a respected academic publisher is equivalent to an article in a peer-reviewed journal
 - Authored scholarly or scientific books with respected academic publishers that contain original material may count as two publications for this purpose.
 - Material "in press" does not normally count for these purposes. Should a faculty member choose to include "in press" material for the purpose of determining workload, the three-year window for including that article begins with its inclusion regardless of when the article actually appears in press.
- Supervise at least one research trainee (high school, undergraduate, graduate, and/or postdoctoral trainee).
 - Participate in a modest number (1-4) of department or university committees based on rank, as described above.

3.2 Four Course (12-Credit) Teaching Load

Expectation for meeting workload requirements for 12-credit teaching load is as follows.

- Two to three publications in peer-reviewed outlets during the course of the past three years.
 - If not peer-reviewed, then the faculty member must make a case on other considerations.
 - Textbooks do not count unless it can be demonstrated that they include original scholarly contributions.
 - An edited book with a respected academic publisher is equivalent to an article in a peer-reviewed journal
 - Authored scholarly or scientific books with respected academic publishers that contain original material may count as two publications for this purpose.
 - Material "in press" does not normally count for these purposes. Should a faculty member choose to include "in press" material for the purpose of determining workload, the three-year window for including that article begins with its inclusion regardless of when the article actually appears in press.

- Engage in research supervision of more than one trainee (high school, undergraduate, graduate, and/or postdoctoral trainees).
- Participate in a modest number (1-4) of department or university committees based on rank, as described above.

3.3 Three Course (9-Credit) Teaching Load

Expectation for meeting workload requirements for a 9-credit teaching load is as follows.

- Rate of publication must be a minimum of 4 publications in peer-reviewed outlets during the course of the past three years.
 - If not peer-reviewed, then the faculty member must make a case on other considerations.
 - Textbooks do not count unless it can be demonstrated that they include original scholarly contributions.
 - An edited book with a respected academic publisher is equivalent to an article in a peer-reviewed journal
 - Authored scholarly or scientific books with respected academic publishers that contain original material may count as two publications for this purpose.
 - Material "in press" does not normally count for these purposes. Should a faculty member choose to include "in press" material for the purpose of determining workload, the three-year window for including that article begins with its inclusion regardless of when the article actually appears in press.
- There must be external funding for research or training, or evidence that the faculty member has been and continues to actively seek it.
 - External funding refers to research and/or training support from outside the University of Maryland System and can be from Federal, Corporate, Foundation, or other sources.
 - The amount of funding is not relevant for determining the baseline workload distribution.
- Supervise an appropriate number of research trainees (high school, undergraduate, graduate, and/or postdoctoral trainee).
- Participate in a modest number (1-4) of department or university committees based on rank, as described above.
- Provide additional service to the field via journal or grant reviewing, serving on national committees, or as an officer in a national organization, etc.

- Although not necessary for a 9-credit-hour load, demonstrably time-intensive service (e.g., 15 hours per week over many consecutive months) of the sort that yields important contributions to the department, campus, the profession, or the nation contribute to the case that such a load (or possibly 6 credit-hours) is warranted. Illustrative examples include being the editor of a journal, the president of the Faculty Senate, or of APA, or combinations thereof.

3.4 Two Course (6-Credit) and Six Course (18-Credit) Teaching Loads

In rare cases, either a 6- or 18-credit hour teaching load may be appropriate.

- Six credit hours (two 3-credit courses) will be acceptable only in the cases of extraordinary combined commitments to service and research.
 - The research must be externally funded as well as demonstrably productive and influential.
 - The service must be demonstratively time-intensive, such as associate chair roles, president of faculty senate, etc. Some of these scenarios are described below under "Additional Adjustments to Teaching Load"
- Eighteen credit-hours (six 3-credit courses) will be required only when the individual faculty member clearly is not involved in undergraduate mentoring, graduate training, research or significant service activities.

4 Additional Adjustments to Teaching Load

- Teaching expectations for the department chair shall consist of no more than 1 course per year, or as determined by the dean. If approved by the dean, teaching of the 1-credit capstone honors class shall satisfy the chair's teaching load.
- Faculty serving in the role of an associate chair in the department shall qualify for a one-course reduction in teaching from their respective teaching load of 9, 12, 15, or 18 credit hour load per year.
- Faculty serving in the role of an area head shall qualify for a 0.5-course release per year. Partial releases cumulate to be used as a one-course release every other year. Course releases must be communicated when providing anticipated teaching. Faculty serving in the role of a director of clinical training shall qualify for a 0.5-course release per year. Credit for DCT and area head can be combined.
- In the rare case where a faculty member is both an associate chair and area head, the appropriate teaching level shall be determined in consultation

with the chair, but in most cases will be limited to a total of one-course release per year.

- Research grants or contracts can be used for course buyouts. The rate for course buyouts is 15% of the academic-year salary per course. Each faculty member shall be required to teach at least one course per year unless on a sabbatical or leave for the full academic year. If a faculty member buys down to a 1-course load in any given academic year, that course must be an undergraduate course.
- Semester sabbatical leaves release the faculty member from teaching in the semester with the lowest course load. For instance, faculty on a 2-1 load must apply sabbatical leave to the semester in which they teach one course. The non-leave semester will consist of a two-course load.
- As per university rules, year-long sabbaticals must be taken within a single academic year, with pay reduced to 50% FTE for both semesters. Because faculty are paid only 1/2 time, there are no teaching responsibilities during the year-long sabbatical. If permitted by the granting agency, faculty on grants may use *external (non-state)* grant or contract funds to increase FTE above 50%, but faculty must consult with the chair and director of finance before doing so.
- The University of Maryland occasionally sponsors internal awards that provide teaching releases for faculty. Teaching releases for UM-sponsored awards follow the same procedures as sabbatical releases.
- Faculty are reminded that university sabbatical policy requires that a consideration for awarding sabbatical leave is that “Disruption to the academic program or unit is minimized.” Prior to submitting a sabbatical request, faculty are required to consult with their area head, Associate Chairs, and the Chair so that the department can plan appropriately for teaching needs. Teaching plans associated with sabbatical leave must be communicated by the faculty member requesting leave to the appropriate associate chairs, as well as the chair. To minimize disruption in teaching, it is important to plan far ahead. Per campus policy requests should be submitted at least six months prior to the start of the proposed sabbatical but ideally at the time that teaching plans are being made during fall of the prior year.

5 Process and Review of Workload

The default workload distribution for research active faculty shall be the equivalent of 9-credits, corresponding to a workload distribution of 70% research, 20% teaching, 10% service. A change in workload distribution may be initiated by either the chair or the faculty member. The chair may initiate a change

in workload when annual reviews or post-tenure reviews indicate that the faculty member's contributions do not conform to workload policy guidelines. If a change in workload distribution is requested, the faculty member shall meet with the chair no later than March 1, and provide the chair with:

- A summary of the faculty member's activity over the most recent three-year period of performance. This shall include the following:
 - The UM Faculty Activity Report summarizing the most recent three-year time period of evaluation.
 - Either an updated annotated CV or an annotated list of (i) publications, (ii) sources of external funding; and (iii) funding applications (titles, abstracts, and source applied to - both successful and unsuccessful) for the past three years;
 - The names of graduate students currently being mentored and number of new students expected, if any;
 - If relevant, a description of service commitments for the coming year
 - Any explanatory material deemed necessary, e.g., with regard to publication outlet quality, experience in seeking external funding, etc.
 - A request for a specific "organized" course load and associated distribution of merit evaluation weights.
- If the chair agrees with the request, nothing further is required. The agreed upon workload distribution weights will remain in effect until either the chair or the faculty member initiates a change, at which point a meeting will be initiated by the requesting party to discuss a revision.
- If the chair disagrees with the request, then the chair and the faculty member will talk. They will make every effort to reach an agreement. If that is not possible, the chair's decision will prevail.
- The faculty member may appeal the chair's decision to the Executive Committee, which can endorse the chair's decision or recommend a different distribution and merit weighting. Following considerations of the Executive Committee's recommendation, the chair will decide upon the appropriate distribution of effort and merit weights.

6 Relation between Workload and Merit Review

The annual merit review process includes peer-evaluation of research, teaching, and service. The relative weights accorded to the three components for each faculty member will depend on the effort distribution in effect for the given year. Sample weight distributions as a function of number of organized credit-hours taught are shown in the table below. This table is to serve as a guide, recognizing that other distributions may be appropriate in given cases.

Courses (Credit Hours)	Research	Teaching	Service
2 (6 credit)	.8	.1	.1
3 (9 credit)	.7	.2	.1
4 (12 credit)	.55	.35	.1
5 (15 credit)	.4	.5	.1
6 (18 credit)	0	.8	.2

Table 1: Relation between number of organized courses (credit hours) taught and workload distribution weights for prototypical cases. Weights are used as the basis for annual / merit review.