INTRODUCTION

Responsibilities of faculty members in the UMD Department of Psychology include:

- Provide high quality instruction and mentoring to undergraduate and graduate students;
- Engage in research that yields excellent publications in high quality outlets, externally funded to the extent possible;
- Provide service to the Department, the University, the profession, the community, and the nation.

In that spirit, the goals of this workload policy are to:

- Bring the UMD Psychology Department teaching load more closely into line with those of major research psychology departments around the country, including at many of our peer institutions;
- Assure that all, or virtually all, of the tenured and tenure-track faculty contribute to undergraduate classroom teaching;
- Provide a fair way for faculty to adjust their time devoted to classroom teaching, graduate training, undergraduate research mentoring, research, and service activities while assuring that all aspects remain vital parts of their activities;

THE POLICY

I. Workload

A. During the spring semester, each faculty member will discuss with the chair his or her effort distribution and the associated merit evaluation weightings for research, teaching, and service for the coming year.
   o Procedures to guide this process follow at the end of the document.

B. The number of organized course\(^1\) credit-hours that each faculty member is required to teach each year will depend on her or his research, and to a lesser degree service activities.
   o This required number is termed the “baseline” for that year.

---

\(^1\) The 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.”
Working from that baseline, the faculty member may use research grant or contract funds to fund course release at a rate of 15% of academic-year salary per course. Effective July 1 2017 the 15% rate will no longer have a cap (previously this cap had been set at $20,000).

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.

C. 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.

- 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.
- Very large lecture classes that include integrated discussion/lab sections, multiple TAs, and TA mentoring may count as two courses.
- “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.

D. The normal baseline 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 very large classes, team-taught classes, and excess and deficit credit-hours apply to non-tenured tenure-track faculty as well.

E. 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.

F. Recipients of career development awards will negotiate their teaching arrangements with the chair so that the arrangements will conform to the requirements of the award.

- Where possible, salary released by the career development award will be used to replace the teaching responsibilities that have been waived.

II. Relationship 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 credit-hours of organized courses are shown in the table below.
  - This table is to serve as a guide, recognizing that other distributions may be appropriate in given cases.

<table>
<thead>
<tr>
<th>Number credit hours of organized courses</th>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>.8</td>
<td>.1</td>
<td>.1</td>
</tr>
<tr>
<td>9</td>
<td>.7</td>
<td>.2</td>
<td>.1</td>
</tr>
<tr>
<td>12</td>
<td>.5</td>
<td>.3</td>
<td>.2</td>
</tr>
<tr>
<td>15</td>
<td>.3</td>
<td>.5</td>
<td>.2</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>1.0</td>
<td>0</td>
</tr>
</tbody>
</table>

III. Guidelines for determining workload and merit weight distributions

A. Activities will be judged over the past three years.

B. The following expectations for baseline 9-, 12-, and 15-credit-hour organized course teaching loads provide guidelines for annual individual discussions between each faculty member and the chair.
  - Expectations for a 12-credit-hour load are provided first. Expectations for 9- and 15-credit-hour loads follow and are described relative to those for 12.

C. Expectations consistent with a baseline 12-credit-hour “organized” teaching load:
  - **Two to three publications** in high-quality outlets during the course of the past three years.
    - If it is not self-evident that the outlet is of high quality (e.g., an APA or APS journal, a high Google or ISI impact rating, a well-recognized top specialty journal, an *Annual Review* chapter, a chapter in a highly respected edited volume, etc.), then the faculty member must make the case based on other considerations.
    - Authored scholarly or scientific books with respected academic publishers that contain original material may count as two publications for this purpose.
    - Text books 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 high-quality peer-reviewed journal.
- 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.
    - Supervise 1-3 graduate students and possibly a few undergraduates.
    - Participate in a modest number (2-4) of department or university committees.

D. Expectations consistent with a baseline 9-credit-hour teaching load:
  - Rate of publication must be a minimum of 4 publications over the past 3 years.
  - 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.
  - Maintain an active research program with an appropriate number of undergraduate, graduate, and postdoctoral students.
  - Participate in a modest number (2-4) of department or university committees.
  - 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 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 high impact or important specialized journal, the president of the Faculty Senate or of APA, or combinations thereof.

E. Expectations consistent with a baseline 15-credit-hour teaching load.
  - Rate of publication is less than that described for the baseline four-course load.
  - Supervise 0-2 graduate students.
  - Participate in a modest number (2-4) of department or university committees.

F. In rare cases, either a 6- or 18-credit-hour organized teaching load may be appropriate.
  - Six credit-hours (e.g., 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 demonstrably time-intensive, as described above

- Eighteen credit-hours (e.g., 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.

**THE PROCESS**

A. No later than March 1 of each year, each faculty member will provide the chair with

- Her or his FAR for the previous year;
- Either an updated CV or a 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.

B. If the chair agrees with the request, nothing further is required.

C. 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.

**AMENDMENTS**

Sabbatical policy
Revision June 2017

The question has arisen regarding how course loads will be assigned for faculty with a 2-1 teaching load during the year in which they take a semester-long sabbatical. The issue is complicated, because there are two opposing pressures. On the one hand, it is important to foster excellent research by providing faculty members sufficient time for it. On the other, faculty duties not filled by those on leave must be shouldered by others. Relatedly, the faculty has endorsed the goal of preserving our current 2-1 teaching load (compared to the prior historical teaching load of 2-2) and this workload has implications for how to consider the sabbatical year teaching.
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.”

1. 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.

2. 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.

3. Effective June 16, 2017 (for sabbatical applications not already approved for AY 2017-2018): For faculty members taking a single semester sabbatical, the non-sabbatical semester will involve teaching two organized courses and at least one of these courses must be an undergraduate course.

4. Faculty may buy out of 1 course in the non-sabbatical semester. If a faculty member buys out of a course, the remaining course in the non-sabbatical semester must be an undergraduate course.

Implications for Non-Sabbatical Semester Awards

Historically our sabbatical leave policy has guided policy for other semester awards such as the campus Research and Scholarship Awards (RASA). The RASA award does not specify the number of courses that a faculty member is released from, rather the RASA simply indicates that the Faculty awarded a Semester RASA will be “released from teaching duties during the semester for which the award is granted.”

Based on the June 2017 sabbatical revision, future RASA semester awards will be taken during the semester of teaching 1 course (with the remaining non-award semester involving 2 courses).

As with a sabbatical, prior to submitting a RASA application, faculty are required to consult with their area head, Associate Chairs, and the Chair so that the department can plan appropriately for teaching needs in the event that an award is made.