

## **Faculty Workload Guidelines**

### **College of Business & Economics**

The “Policy on Faculty Workload and Responsibilities” (II-1.25) of the University System of Maryland provides that “Each institution’s policy shall include standard expectations for faculty workload.” The established guidelines for the “general standard expectation in categories of instruction, research/scholarship and service” for a comprehensive university are as follows:

Comprehensive	Instruction	Research/Scholarship	Service
% of Total Effort	65-75%	15-25%	5-15%
# Course Units per Year	7-8		

Although a faculty member’s balance across categories may change from year to year within these guidelines, the total of the three categories must always add up to 100%. The policy further states that “It is understood that there will be exceptions and that exceptions will be both accounted for and justified.”

The projected annual workload for Towson faculty is recorded on the faculty member’s Annual Review form, Part II. As provided for in the Towson University Appointment, Rank, and Tenure (ART) policy, faculty evaluation relies in significant part on these projections and reports of faculty work. Departments are expected to establish standards and procedures that recognize the variable distribution of faculty workloads and evaluate faculty performance in relation to those distributions.

Guidelines and definitions for what may count as a workload unit may be found both in the USM policy II-1.21 and, more specifically, in the document Towson University Comprehensive Faculty Workload Guidelines (2005). Please note that most statements of guidelines provide frameworks that may be applied, often subject to the approval of the dean or in some case the Provost or President.

The guidelines below for the College of Business & Economics provide a framework to for implementation of both USM and University workload policies.

#### **Tenure-track and Tenured Full-time Faculty Teaching Load**

These standards have been developed to allow some flexibility within the teaching standard of a comprehensive university within the University System of Maryland, which is a 3-4 course load.

The final determination of a faculty’s workload is made by the Dean, in consultation with the academic department Chair. Points are determined by the chart included at the end of the document.

#### ***1. New Faculty***

All new tenure-track faculty members will carry a 3-3 course load for the first three years of their employment. To continue on a 3-3 course load for the

remaining two years, scholarly research productivity of a faculty member in this category should include:

- A minimum of one refereed journal article published (or forthcoming) in an academic or practitioner's journal and evidence of scholarly work that will lead to further publications in the next two years.

## **2. *Tenured/Tenure-track Faculty (after 3 years)***

For tenured faculty and tenure-track faculty, who do not meet the scholarship criteria in #1 above, the following standards apply.

### **a. *Standard Course Load***

#### ***3-4 Course Load***

Chairs will evaluate faculty members for the standard course load on the basis of performance during the past five years in the areas of teaching, scholarly research, and service and recommend to the Dean. The previous five years are defined as the five-year period ending May 31<sup>st</sup> prior to the next academic year. At the minimum, scholarly research productivity of a faculty member in this category should include:

- One refereed journal article published (or forthcoming) in an academic or practitioner's journal and 11 total points. (*See point system on next page*)

### **b. *Non-standard Course Load***

#### ***3-3 Course Load***

Chairs will evaluate faculty members for the 3-3 course load on the basis of performance on scholarly research during the past five years, as well as teaching and service, and recommend to the Dean. At the minimum, scholarly research productivity of a faculty member in this category should include:

- Two refereed journal articles published (or forthcoming) in an academic or practitioner's journal and 18 total points.

#### ***4-4 Course Load***

Faculty members, who do not meet the requirements specified under 3-4 course load, will be assigned a 4-4 course load.

The 4-4 course load is expected to be transitional and faculty members are expected to progress to the 3-4 course load. In addition to teaching and service, faculty members in this category will be encouraged to conduct scholarly research and apply for contracts/grants by working with co-authors and mentors. It is expected that the faculty member, in consultation with the Chair, will outline a timeline for efforts in the area of intellectual contributions and submission of applications for contracts/grants.

## **3. *Non-tenure Track Faculty***

Towson University's contractual policy assigns faculty hired as lecturers, clinical faculty, or visiting faculty to a workload including 8 courses per year. Other responsibilities for these non-tenure track faculty may be distributed within the total effort according to the established policies governing those categories of faculty.

#### **4. *Department Chairs***

Department chairs by policy will have a minimum of 50% of their time assigned to administration of the department. By USM policy, all chairs shall also be involved in the instructional program. The balance of administrative responsibility and instructional responsibility within the workload of chairs must be agreed upon between the chair and the dean.

#### **Point System for Intellectual Contributions**

<b>Type of Academic Engagement</b>	<b>Points</b>
Article published in a Category 3 or 4 [A/A+] peer-reviewed journal	13
Article published in a Category 2 [B] peer-reviewed journal	9
Principal Investigator or Co-PI on a research grant from external agencies with an award totaling at least \$50,000	9
Published book (first edition of textbook, edited volume, academic or practitioner)	9
Article published in a Category 1 [C] peer-reviewed journal	5
Peer reviewed practice-oriented ICs (professional or practitioner journal)	5
Principal Investigator or Co-PI on research grant from external agencies with an award totaling at least \$25,000 but less than \$50,000	5
Peer-reviewed book chapter	5
Significant annual editorial responsibilities for a quality peer reviewed journal	5
Principal Investigator or Co-PI on research grant from external agencies with an award totaling less than \$25,000	3
Publication of a professional book	3
Peer-reviewed published case study with instructional materials	3
Peer-reviewed paper presentation at academic or professional conferences	3
Peer-reviewed conference proceeding	3
Development of first-edition, peer-reviewed, publicly available software with instructional materials	3
Editorially reviewed ICs	2
Revision of a published textbook	2

<b>Type of Professional Engagement</b>	<b>Points</b>
Principal Investigator or Co-PI on a research grant from external agencies with an award totaling at least \$50,000	9
Peer reviewed practice-oriented ICs (professional or practitioner journal)	5
Principal or secondary investigator in a research grant of at least \$25,000 but less than \$50,000 from external agencies	5
Relevant and active service on boards of directors	4
Paper presentation at an academic or professional conference	3
Invited paper presentation	3
Leadership positions and participation in recognized academic or industry societies and associations (e.g., session chair, program chair, officer, etc.)	3
Principal Investigator or Co-PI on research grant from external agencies with an award totaling less than \$25,000	3
Documented maintenance of a current professional certification or license	3
Documented continuing professional education experiences	3
Material and time intensive consulting activities	3
Faculty internships	3
Development and presentation of executive education programs	3
Significant participation in business professional associations	3
Maintaining an active consulting practice deemed to be significant and related tot teaching area	3
Development of a new course or new degree program	3
Meaningful participation in faculty development and continuous education programs with demonstrated pedagogical outcomes	3
Editorially reviewed ICs	2
Panel discussant at an academic or professional conference	2
Reviewer for a journal or conference in the area of specialization	2
Participation in professional events (e.g., speaking engagements)	2

### **Procedure**

A faculty member will submit his/her CBE Workload Request and documentation to the department chair before April 30<sup>th</sup>. The materials should cover the previous five years (defined as the most recent five-year period ending the current May 31<sup>st</sup>), as well as a plan for intellectual contributions over the next year.