

**Coppin State University**

**II-1.25 POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES**

**(Approved by the Board of Regents, August 19, 1994; Amended by the Board of Regents, July 9, 1999)**

I. Purposes

The purposes of the "UMS Policy on Faculty Workload and Responsibilities" are to promote optimal performance by the University of Maryland System and by each of its institutions in meeting the needs and expectations of its students and other clientele, and to provide mechanisms that will ensure public accountability for that performance. Because faculty are the primary performers of the System's instruction, research/scholarship and service, the policy must encourage and support faculty in applying their creativity, ingenuity, initiative, knowledge, experience, and professional skills in performing many diverse functions. Faculty are expected to meet their responsibilities independently and in full accord with both institutional expectations and established tenets of academic freedom.

This policy reflects the centrality of instruction at degree-granting institutions while acknowledging the essential development of knowledge through research/scholarship and its application to societal needs.

II. Application

The policy applies to the following individuals:

1. All persons holding tenured and tenure-track positions who are classified as faculty (instructional, research and public service) and are so reported to the Maryland Higher Education Commission through the Employee Data System;
2. 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.;
3. All persons who, while neither tenured nor on the tenure track, are employed full time by the UMS, are classified as instructional faculty and are so reported to the Maryland Higher Education Commission through the Employee Data System; and
4. All persons who, while neither tenured nor on the tenure track, are employed full time by the UMS, 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.

The University of Baltimore Law School and the University of Maryland at Baltimore schools of law, medicine, dentistry and pharmacy shall develop separate policies for their faculties. These policies, subject to the approval of the Chancellor, shall provide accountability fully comparable to that provided in this policy. 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.; nor does it 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. Responsibilities

Coppin State University's (CSU) President shall establish, in consultation with faculty and academic administrators, and subject to approval by the Chancellor, institution-specific policy and implementation mechanisms consistent with the University of Maryland System's "Policy on Faculty Workload and Responsibilities." Institution-specific policies, including proviso for departmental/school variation, shall include explicit statements of expectations and accountability mechanisms, including the means for comparing faculty performance with workload expectations and reporting the results of such comparisons.

### IV. Standard Workload Expectations

CSUs policy shall include standard expectations for faculty workload. It is understood that there will be exceptions and that those exceptions will be both accounted for and justified. Generally, standard expectations will cover instruction, research/scholarship, and service, and will be consistent with the mission of the university. The proper balance among instruction, scholarship/research, and service for an individual faculty member may change over the faculty member's career. For each individual faculty member, any substantial difference between the actual and the standard expectation for any basic workload element will be balanced by compensating changes in one or both of the other basic workload elements. Workload expectations for each faculty member should be reviewed annually by the responsible department chair and/or other appropriate administrator and adjusted as necessary and appropriate. The following table provides guidelines for the general standard expectation in the categories of instruction, research/scholarship and service. It is understood that there may be differences across departments, as approved by the president.

INSTITUTION TYPE SERVICE	INSTRUCTION	RESEARCH/SCHOLARSHIP
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COMPREHENSIVE

% of Total Effort	65-77	15-25	5-15
# Course Units/Yr	7-8		

RESEARCH

% of Total Effort	45-55	35-45	5-15
# Course Units/Yr	5-6		

NON-DEGREE GRANTING

% of Total Effort	5-15	75-85	15-25
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\*Including directed research and individual studies

Instructional effort includes, in addition to classroom time, all concomitant activities necessary to the preparation, delivery and evaluation of instruction and learning, including the various forms of student advising. The sum of the “% of total effort” in each area must equal 100% for each individual faculty member. For purposes of defining standard instructional load expectations, the course unit is defined as equivalent to a three-credit course. Individuals whose instructional load includes other than three-credit courses will have their standard instructional load expectations defined accordingly. As an example, the following weights should be used to convert graded instructional experiences that do not follow the traditional course format (e.g., individual studies, supervision of dissertation research, etc.) to course units.

COURSE LEVEL	No. of Credits
Supervised= 1 Course Unit	
800-899 (dissertation & doctoral level individual studies) credit hours = 1 course unit	9
799 (masters thesis) credit hours = 1 course unit	12
500-798 (other graduate level individual studies) credit hours = 1 course unit	18
100-499 (graduate/undergrad level individual studies) credit hours = 1 course unit	21

Workload expectations for each faculty member in the areas of research/scholarship and service shall be specified according to university mission.

In order to focus on the centrality of instruction, all faculty members, including those with administrative responsibilities at the departmental level, shall be involved in the instructional program. Further, senior faculty in departments having undergraduate programs shall participate in undergraduate teaching.

#### V. Exceptions to Standard Workload Expectations.

All faculty at CSU are expected to be involved in instruction, research/scholarship and service as previously defined. Recognizing that some faculty will assume new or additional responsibilities in any one of these areas, exceptions to the standard workload may be made. However, the department is responsible for making the necessary adjustments in the total faculty workload so that departmental expectations in each of these areas are fulfilled. These expectations will be determined by student and curricular needs, shall be consistent with the resources available to the department, and shall be approved by the president. CSU shall make the minimum number of exceptions necessary for fulfillment of its institutional mission. Exceptions to the standard workload may be made based on the following considerations.

1. Instruction. Exceptions from the standard instructional load may be based upon a number of factors, including class size; development of new courses; modality of instruction, including distance education; level of instruction; discipline; accreditation requirements; etc.
2. Departmental Administration. Assumption of responsibility for the functions of chair, assistant chair, or program director, or for special departmental projects, may require reduction of expectations for service, research/scholarship or instruction. The magnitude of such reduction shall be dependent on the scope of administrative responsibilities and size of the department.
3. Externally Funded Research and Service Activities. Assignment of additional time for research or service activities can be supported by external funds, either research or training grants. In these instances, the accompanying reduction of expectations for service or instruction should mirror the replacement of departmental salary support by externally-funded salary support.
4. Department-Supported Research. (Departmental Research). Assignment of additional time for research activities supported by the department and consequent reduction of expectations for service or instruction should be related to the institution's mission.

5. Department-Supported Service. Assignment of additional time in areas of service and consequent reduction of expectations for research/scholarship or instruction should be directly related to the duration and the extent of the commitment. For example, individual faculty members may be released from the standard expectation in the areas of research/scholarship or instruction in order to make major professional contributions -- e.g., to work in partnership with the public schools or with business or industry.

## VI. Accountability

The institutional reward structure will take cognizance of the workload assignment for each faculty member. Deans and department chairpersons will have responsibility for the systematic review of faculty, recognize outstanding performance, and establish consequences for failure to fulfill expectations. Annual workshops will be provided.

The focus of external accountability (to the Regents and to the State) will be the department or academic unit, not the individual faculty member. The primary measure of departmental accountability should be the total number of course units produced on load by the department or academic unit's tenured/tenure track faculty (excluding the department chair) divided by the number of full-time equivalent faculty adjusted for sabbaticals.

CSUs President shall submit annually to the Chancellor an accountability report in a form to be developed by the Chancellor.