

# **POLICY ON FACULTY TEACHING LOADS**

## **1. Background and Process**

The present document describes the policy of the Robert H. Smith School of Business governing the faculty teaching load. The policy is the end result of a process initiated by the Dean's Office in Fall 2006. It was finalized and distributed to all faculty of the School on April 2, 2007.

The need for an explicit policy arose from two important considerations. First, a survey of the actual on-load teaching at the School revealed that the average teaching loads were lower than expected for both tenured faculty and Tyser Teaching Fellows. In fact, the coverage of our courses with on-load teaching had fallen to alarmingly low levels. Second, it was clear that the determination of faculty loads which the Dean's office had delegated to the area chairpersons, had resulted in variable and inconsistent decisions. This had led to practices that were inequitable across the faculty and not financially viable in the long run. The Dean's Office therefore acted to return on-load teaching to a more equitable and sustainable state. In the discussions of the Executive Committee, the area chairpersons also favored an explicit, open, and clearly documented policy.

The policy evolved through several steps. In the first step, a draft policy was developed, refined, and revised by the Dean's Office and the Executive Committee. The resulting draft policy was then provided to the Faculty Council and distributed to all faculty members in January 2007. Additionally, the Dean requested the Faculty Council to examine the document and to gather faculty feedback on the draft policy. This was accomplished using various mechanisms including a town hall meeting and a survey. The comments and recommendations of the Faculty Council were then delivered to the Dean's Office and distributed to all faculty members. The Dean's Office met with the Faculty Council to discuss additional changes. A second round of revisions occurred in February-March 2007. The final policy was distributed to all faculty on April 2, 2007.

## **1. Course loads for tenured & tenure-track (T&TT) faculty**

The standard load for assistant professors pursuing tenure is three courses (nine credit hours) per academic year. If the faculty member is no longer pursuing tenure and is spending a terminal year at the Smith School as the final year of his or her contract, the course load for this final year is twelve credit hours.

The standard load for all tenured faculty other than chaired professors, department chairs, and tenured faculty assigned to administrative duties is four courses (12 credit hours) per year.

Faculty members with a current three-year record of research productivity will receive a reduction of one course (three credit hours). The course reduction will be determined annually by the Dean's Office taking into account the recommendation of the appropriate department chair and the research rating of the Salary Review Committee (SRC). A tenured faculty member without a three-year research record at the school will normally receive a course reduction until he or she has accumulated a research record spanning three years at the school.

The standard load for Endowed Chaired Professors is two courses (six credit hours) per academic year.

The standard load for area chairpersons is one course (three credit hours) per year. If a department has a deputy or assistant chair, that individual will receive a one course (three credit hour) reduction from his or her normal annual course load. Area co-chairpersons will normally split the total credit hour reductions available to a chair and deputy chair.

Tenured faculty members who have held full time administrative positions for three or more consecutive years will have a teaching load of three courses (nine credit hours) for the three years following their resumption of a normal faculty appointment.

If a faculty member's research productivity is at the margin to qualify for a teaching load reduction, the Dean's Office, in consultation with the appropriate department chair, will resolve the issue based on that faculty member's overall record of teaching, research, and service.

Reductions for multiple activities shall not normally be combined without prior written authorization from the Dean's Office.

## 2. Course Loads for Tyser Teaching Fellows

Tyser Teaching Fellows (TTFs) are expected to provide service as part of their obligations to the Smith School. Normal service to the School performed by TTFs shall not lead to course reductions.

Those TTFs providing substantial service in a given year will have a teaching load of six courses (18 credit hours) for the following year. Department chairs will nominate TTFs to the Dean's Office for all such course reductions.

The standard course load for a Tyser Teaching Fellow with a 100% assignment to the TTF category and not providing substantial service is eight courses (24 credit hours) per year. The exact implementation of this standard load will be based on the number of individual course preparations that faculty member is required to undertake as well as the total number of students being taught: A TTF undertaking four or more different new course preparations in an academic year would qualify for a teaching load reduction in that academic year. Teaching load considerations shall also take into account new course

development, the total number of students taught, team teaching and graduate versus undergraduate teaching. Faculty who teach MBA Core courses or MBA Selective courses benefit from additional credits gained beyond the official (registered) course credits as detailed in section 5c. The accumulation of these additional credits will result in course reductions. There are also additional credits awarded for teaching large courses as detailed in paragraph 5b.

It is recognized that a number of TTFs joined the Smith School with different standard teaching obligations. Further, standards have varied over time and across various areas. Some TTFs may be asked to adjust their obligations based on their service records and other factors such as new course development, the total number of students taught, team teaching and their graduate versus undergraduate teaching. In such cases, reasonable steps including transition periods will be taken. In a few cases, salary adjustments may be appropriate. The exact adjustments will depend on the currently expected TTF's teaching load and service record and obligations.

Teaching load reductions of the course load below six courses (18 credit hours) for TTFs shall occur only under exceptional circumstances with the advanced written approval of the Dean's Office.

The reductions stated under different sections of this document cannot be combined to result in greater course reductions unless prior written authorization has been obtained from the Dean's Office.

### Joint Appointments

Faculty who hold 50% joint appointments with another part of the University of Maryland (e.g., ISR or UMIACS) should teach a minimum of two courses (six credit hours) for the Smith School annually. Depending on the percentage of salary paid to a faculty member and their relative annual research ranking (assigned by the Salary Review Committee), this number may be adjusted upwards or downwards. (For example, if the faculty member would ordinarily have a four course load and the Smith School is paying 75% of that faculty member's annual compensation, then the expected teaching load for the Smith School would be nine credit hours.)

### Sabbaticals

a) If a tenured faculty member takes a semester-long sabbatical with full pay, the individual is expected to teach two courses (six credit hours) on-load in the other semester when he or she is on regular duty regardless of other reductions. A faculty member holding an endowed chair will teach one course on-load in the semester when he or she is on regular duty during the sabbatical year. A faculty member who holds a 50% joint appointment-- as described in 3a above-- with a course load of two courses (six credit hours) is expected to teach one course (three credit hours) on-load in the semester when he or she is on regular duty during the sabbatical year.

## Special Arrangements and Administrative Elements

Action Learning Programs (ALPs) and MBA consulting projects (GFPs) shall not be counted towards a faculty member's on-load teaching. The normal process will be to credit fees for GFPs to the faculty member's ceiling account. Overloads for these efforts may be paid as long as faculty members do not exceed the maximum normal total overload compensation approved by the university.

Teaching a two credit MBA Core or Selective course will count as three credit hours towards the annual teaching load. Teaching a three credit hour MBA core or selective course will count as four credit hours towards the annual teaching load. Credit hour credits for such cases may be carried over to the following academic year with the written approval of the Department Chair and prior notification to the Dean's Office and consequently, can result in teaching load reductions in the following year.

Teaching a mass lecture course (on the order of 150-250 students) can earn a faculty member credit toward teaching 1.5 courses. Credit hour credits for such cases may be carried over to the following academic year with the written approval of the Department Chair and prior notification to the Dean's Office. In this way, teaching large lecture courses can result in teaching load reductions in the following year.

There shall be no extra credit for serving as an MBA Core course coordinator but service as a course coordinator shall be taken into account in the service component of the annual Salary Review process. This assessment shall take the quality of the course coordination into account.

On-load teaching of EMBA courses will be counted on a one-for-one credit hour basis.

If a faculty member teaches more than his or her normal course requirement on-load, the excess can be credited toward the next year's teaching load with the written approval of the department chair and prior notification to the Dean's Office. (To illustrate, suppose that a faculty member teaches an additional course in an academic year but does not receive an overload payment for that course. In the following year, that faculty member would normally teach one less course with the prior approval of the department chair.) In addition, if a faculty member with a nine credit hour normal load teaches eight credit hours in a given year, he or she may teach ten credit hours in the following year to meet the nine credit hour/year load.

In any given academic year, with the approval of the department chair, on-load teaching in the MBA, EMBA or MS programs can occur in any semester of the academic year. For MBA, EMBA or MS teaching, the academic year is defined as the Second Summer Session, the Fall, Winter, and Spring semesters, and the First Summer Session, in that

order. Stated otherwise, teaching in the first and second Summer sessions cannot be counted against the same academic year. On-load teaching obligations in the Undergraduate Program may be met by teaching in the Fall, or Spring Semesters. Undergraduate teaching during the Winter Term or the Summer Term shall not be on-load without the prior written approval of the Dean's Office.

Changes to course loads arising from movement from changes in the research productivity of a faculty member shall normally take place in the academic year after the status change. Because academic planning and scheduling must take place early in the academic year but SRC evaluations are available at the end of the same academic year, the prior years' SRC data will be used by the Dean's Office as part of the evaluation of research productivity.

Teaching load reductions may be granted for serving in certain demanding service positions, such the director of the Doctoral program or the MBA Academic Director. Such reductions may be given only by the Dean's Office and will be based on the intensity of service demanded by the position. The consent of the Dean should be obtained in writing to prevent miscommunication.

Teaching load reductions for external service to the profession (such as editorship of a premier A-level academic journal or president of a premier academic society) require the advanced written authorization of the Dean's Office. The decision of the Dean's Office will normally be based on the preeminence of the proposed activity, the faculty member's record of service and the faculty member's normal teaching load.

Multiple teaching load reductions for several activities shall not be combined without prior written authorization from the Dean's Office. As an example, the teaching load reductions for a faculty member who is receiving a course reduction due to research productivity but also happens to serve as a program director shall not be combined to yield a total course load lower than that of the program director's course load.

Last Reviewed June 6, 2007