

## Policy on Faculty Responsibilities and Workload

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**Responsible Administrator:** Dean

**Sponsoring Unit:** Dean’s Office in collaboration with Department Chairs

**Effective Date:** 07/01/2016

**Last Review:** 03/15/2022

**Next Scheduled Review:** 12/2026

*This policy is in effect for academic year 2022 - 23. Interim review on an as-needed basis can occur before the policy is scheduled for full review.*

## **POLICY STATEMENT**

All full-time University of Maryland School of Nursing (UMSON) faculty members are expected to participate in teaching, research/scholarly activity, and service to the community; the profession; the University of Maryland, Baltimore (UMB); and UMSON. The relative distribution of workload among this triad may vary according to the type of appointment and the nature of the assignment. In addition, this distribution may change as an outcome of discussions between a faculty member and the department chair during a faculty member’s annual evaluation/assessment meeting or at other times during the academic year as needed.

Faculty members are expected to meet their responsibilities independently and in full accord with institutional expectations and established tenets of academic freedom.

A substantial difference between actual and workload expectations for any basic workload element (instruction, unfunded research/scholarship, service) will be balanced by compensatory changes in the other basic workload elements. Reductions in faculty effort in research/scholarship and/or service/practice will be balanced by a corresponding increase in instruction. During the academic year, modification to workload units due to funded practice, funded scholarship/research, and/or an administrative appointment will be made within a reasonable period of time.

Exceptions to UMSON’s workload expectations may be granted by the department chair.

## **RATIONALE**

The purpose of this policy on faculty responsibilities and workload is to promote optimal performance by UMSON faculty members in meeting the needs and expectations of students, colleagues, and other members of the UMSON and UMB community and to provide mechanisms that will ensure accountability for that performance. Because faculty members are the primary providers of the University System of Maryland's (USM) instruction, research/scholarship, and service, the policy must encourage and support faculty members in applying their creativity, ingenuity, initiative, knowledge, experience, and professional skills in performing many diverse roles.

## **SCOPE**

This policy applies to the following:

1. All persons holding tenure, tenure-track, and non-tenure-track positions who are classified as faculty members
2. All persons who, regardless of occupational classification, hold faculty rank and perform administrative duties at the level of the academic department or other academic unit, including department chairs, vice chairs, directors, etc.
3. Faculty members who are employed 0.5 FTE or less typically carry all of their workload in teaching; exceptions are made on a case-by-case basis.

This policy does not apply to the following:

1. Persons who hold faculty rank but who are assigned to full-time administrative duties outside UMSON
2. Faculty members hired solely to meet grant activities that fall outside of UMSON's normal instruction
3. Adjunct faculty members

## **FACULTY RESPONSIBILITIES FOR PROFESSIONAL DEVELOPMENT, INSTRUCTION, RESEARCH/SCHOLARSHIP, PRACTICE, AND SERVICE**

**Faculty Support the Mission of the School of Nursing:** to shape the profession of nursing and the health care environment by developing leaders in education, research, and practice. This is reflected in contributions to education, scholarship/research, practice, and service. All faculty are expected to conform to regulatory requirements at the federal, state, and local levels as well as within the USM. Faculty members are expected to meet their responsibilities independently and in full accord with institutional expectations and established tenets of academic freedom.

Faculty are expected to demonstrate this support in varied ways, including but not limited to the following:

### **Professional Development:**

- In consultation with the department chair, define annual goals and deliverables based on self-assessment of learning and mentoring needs
- Remain current in professional expertise and scholarship focus
- Actively seek opportunities to enhance teaching, scholarship/research, practice, and service effectiveness

### **Instruction:**

Actively engage in teaching, employing best practices for the content, the learner, and the format. This includes:

- Prepare, deliver, and evaluate instruction and learning.
- Schedule and hold at least one weekly office hour - *Office hours may be conducted in person or virtually e.g., in office, by phone, by video conference.*
- Maintain course schedule as defined in the syllabus - *When a faculty member has extenuating circumstances, and with the agreement of the course director/coordinator, the deadline for submitting an assignment will be extended for all students in all sections of the course.*
- Grade course assignments and post grades within two weeks of submission for fall and spring semesters, and within one week for summer semester. Grade final course assignments and post final grades within the deadline for posting final grades for the semester - *If a faculty member has extenuating circumstances that prevent him/her from grading an assignment according to the expected timeframe, he/she will discuss the situation with the course director/coordinator to determine how to reconcile. Consistency in timeliness of faculty posting grades in courses with multiple sections will be assured by the course director/coordinator.*
- Meet UMSON workload expectations for instruction as defined in this policy.
- Strive for excellence in teaching effectiveness for rank as defined in the [UMSON Appointment, Promotion, and Tenure Policy and Procedures](#)<sup>1</sup>.

### **Scholarship in Research and Practice\*:**

*\*Per UMSON's [Appointment, Promotion, and Tenure Policy and Procedures](#)<sup>2</sup>, practice is broadly defined to include clinical, educational, research, theoretical, technological, leadership, administrative, historical, policy, or other activities related to the discipline of nursing or health.*

Demonstrate a commitment to inquiry, including generating new knowledge, leading scholarly pursuits, translating findings to education and practice, and disseminating knowledge that aims to improve health. These include:

- Develop innovative scientific approaches that inform practice and advance health care.
- Influence policy through leadership activities, testimony, policy analysis, etc.
- Engage in academic-practice partnerships that advance both education and practice.
- Submit grant and contract applications to governmental agencies, foundations, and other funding organizations.
- Consult, review, or evaluate programs and research proposals.
- Disseminate one's work in high-quality, peer-reviewed venues.
- Meet UMSON workload expectations for scholarship as defined in this policy.
- Strive for excellence in scholarship in research, education, or practice for rank as defined in the UMSON [Appointment, Promotion, and Tenure Policy and Procedures](#)<sup>3</sup> (examples of activities that demonstrate research excellence are available on pages 12 - 14, education excellence pages 11 - 12, and practice excellence page 14 - 15).

### **Service:**

Engage in service to the school, the University, the community, and profession

- Meet UMSON workload expectations for service as defined in this policy.
- Strive for excellence in service by rank as defined in the UMSON [Appointment, Promotion, and Tenure](#)

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<sup>1</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf>

<sup>2</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf>

<sup>3</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf>

[Policy and Procedures](#)<sup>4</sup> (see pages 15 - 16 for activities that demonstrate service excellence).

Service to UMSON and the University includes:

- Engage actively in providing input to UMSON's mission, values, and strategic plan.
- Participate in UMSON and UMB activities, including committee work, all-school assemblies, academic department meetings, town hall meetings, Convocation and Graduation, accreditation self-studies, and program evaluation activities.

Service to the profession includes:

- Maintain active membership/leadership in relevant professional organizations at the local, regional, national, and international levels.

Service to the community includes:

- Work with groups and organizations relevant to one's professional expertise.
- Share professional knowledge with the media, associations, businesses, and/or community groups.
- Serve on boards of community-based organizations.

## **PRINCIPLES THAT SUPPORT ACADEMIC PRODUCTIVITY AND ACCOMPLISHMENT**

### **Culture of Collaboration:**

- Value teamwork as evidenced by cooperation with colleagues in support of UMSON's mission.
- Contribute to the advancement of UMSON and individuals within UMSON and UMB to achieve the missions.
- Actively engage in work with faculty colleagues, staff, and students.
- Practice respectful collegial communication.
- Model civil behavior with colleagues, staff, and students.
- Offer and accept constructive feedback.
- Demonstrate respect for diversity of viewpoints and experience, as well as diversity based on gender, ethnicity, lifestyle, and age.
- Be open to and adaptive to change.
- Maintain confidentiality of communication as appropriate and required, e.g., HIPAA, FERPA.

### **Communication-Rich Culture:**

- Provide genuine communication about challenging areas in need of improvement, including consulting with the appropriate individual(s) in UMSON's organization structure.
- Affirm the work of others in advancing UMSON's mission.
- Utilize internal communication pathways to disseminate information.

### **Culture of Accountability:**

- Keep Outlook calendar updated in Microsoft Office.
- Be reachable during routine working hours, except when on approved leave.
- Complete responsibilities in a timely manner.
- Be prepared for classes and meetings.
- Solicit support from department chair and/or appropriate dean when extenuating circumstances arise that

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<sup>4</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf>

interfere with meeting one's responsibilities.

**Shared Decision-Making at All Levels:**

- Engage in active and meaningful participation in faculty governance via departmental meetings, faculty committees, specialty meetings, all-school assemblies, and other venues as appropriate.
- Volunteer to serve on task forces, ad hoc groups, and standing committees.

**WORKLOAD EXPECTATIONS FOR INSTRUCTION, RESEARCH/SCHOLARSHIP, AND SERVICE**

The relative distribution of workload for instruction, research/scholarship, and service may vary according to the type of appointment and the nature of the assignment. Workload across the missions is negotiated with the department chair, within the parameters of this policy.

**Workload Expectations for Tenured and Tenure-Track Faculty – Research:** Workload expectations for tenured faculty members meeting rank expectations and tenure-track faculty members are as follows, and are based on a total of 10 Workload Units (WLUs) across the missions for a 12-month appointment. Ten-month faculty workload is pro-rated to 8.3 WLUs across the missions.

- **Instruction (IWLU):** 12-month appointment: 5.5 IWLUs, +/- 0.5
- **Unfunded Research/Scholarship (RSWLU):** Minimum of 1.0, additional negotiated per annual goals
- **Service/Practice (SWLU):** Minimum of 0.5, additional negotiated per annual goals

**Workload Expectations for Tenured and Tenure-Track – Education and Non-Tenure Track Faculty:**

Workload expectations for non-tenure-track faculty members meeting rank expectations are as follows and are based on a total of 10 WLUs across the missions for a 12-month appointment. Ten-month faculty workload is pro-rated to 8.3 WLUs across the missions.

- **IWLU:** 12-month appointment.: 7.5 IWLUs, +/- 0.5
- **RSWLU:** Minimum of 1.0, additional negotiated per annual goals
- **SWLU:** Minimum of 0.5, additional negotiated per annual goals

**Modifications to Workload:**

- Exceptions to UMSON's workload expectations may be granted by the department chair.
- Workload across the missions may change as an outcome of discussions between a faculty member and the department chair during a faculty member's annual evaluation/assessment meeting or at other times during the academic year as needed.
- A substantial difference between actual and workload expectations for any basic workload element (instruction, unfunded research/scholarship, service) will be balanced by compensatory changes in the other basic workload elements. Reductions in faculty effort in research/scholarship and/or service/practice will be balanced by a corresponding increase in instruction.
- Funded practice (PSA) effort and/or externally funded scholarship/research grant effort result in a reduction in IWLUs, RSWLUs, and SWLUs. The minimum RSWLUs and SWLUs must be met, unless the department chair determines that there are extenuating circumstances and "waives" the minimum requirement.
- In instances where the scholarship/research is supported by externally funded grants and/or contracts, the accompanying reduction of expectations for instruction, unfunded scholarship, and service should mirror the replacement of faculty salary by externally funded salary support.
- Qualifying internally funded programs such as the Dean's Research Scholars, Interprofessional Education Fellows, etc., will result in reduction to IWLUs, RSWLUs, and SWLUs as identified in the program guidance.

- Assumption of administrative responsibility for the functions of associate or assistant dean, department chair, department vice chair, specialty/option director, or other administrative role will require reduction in expectations for instruction. The reduction will depend on the scope of administrative responsibilities and requires approval of the dean.
- Administrative effort reduces IWLUs at the actual percentage of effort and is calculated after funded practice and/or funded grant FTEs are deducted from IWLUs.
- During the academic year, modification to workload units due to funded practice, qualifying funded scholarship/research, and/or an administrative appointment will be made within a reasonable period of time.
- If assigned WLUs are not met or are exceeded, an adjustment may be made in the following year. If a workload adjustment is not feasible for the coming year, UMSON's [Policy on Faculty Supplemental Compensation](#)<sup>5</sup> will be in effect.
- At the discretion of the department chair, faculty who are new to the University faculty role may have their workload expectations adjusted during the first year of employment.
- Teaching outside of UMSON but within UMB must be negotiated with the department chair in advance if IWLUs are desired. Typically, the outside unit will provide salary relief for the associated effort.
- Rarely will a faculty member be approved for greater than 40% effort on a PSA; exception must be granted by the dean.
- If a faculty member has 65% funding from at least two or more external research grants, the faculty member will not be assigned IWLUs as outlined for Didactic Courses, Clinical Practica – Entry-Level Programs, Precepted Clinical Emphasis Practica, Clinical Practica – Master's Non-Clinical Specialty Programs, or Clinical Practica – Master's Clinical Specialty Programs/DNP Specialty Programs, if requested.
- All faculty, regardless of funding level, are expected to contribute to the teaching mission.

## WORKLOAD GUIDELINES: INSTRUCTION

### Definitions

**Course Unit:** For the purposes of defining instructional workload expectations, a course unit, i.e., an Instructional Workload Unit (IWLU) is defined as follows:

1. **One course unit/IWLU is equivalent to a 3-credit didactic course (45 contact hours).**
2. **One course unit/IWLU is equivalent to a 2-credit clinical practicum (90 contact hours); faculty whose instructional load includes simulations for groups of students are prorated for time spent consistent with clinical practicum (1 hour of simulation is equivalent to 2 hours of clinical).**
3. **One course unit/IWLU is equivalent to a 2-credit laboratory experience (90 contact hours).**
4. **Faculty members whose instructional load includes other than 3-credit courses, including faculty hired solely for supporting simulation, will have their standard instructional load expectations defined accordingly**

**Instructional Effort:** Instructional effort includes all concomitant activities necessary for the preparation, delivery, and evaluation of instruction and learning in addition to classroom or clinical instruction time. This includes course-related student advisement and additional assignments such as specialty and course coordination.

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<sup>5</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/Policy-UMSON-Faculty-Compensation-Supplemental-Policy.pdf>

## Determining IWLU Assignment:

Instruction:

- 5.5 (+/- 0.5) for tenured and tenure-track faculty
- 7.5 (+/- 0.5) for non-tenure-track faculty

IWLUs are assigned each semester and accrued over the 12-month period spanning the summer, fall, and spring semesters, unless stated otherwise.

Depending on factors outlined in this policy, such as course presentation style, the IWLU for class size and course coordination will be adjusted in consultation with the department chair.

### 1. Didactic Courses (Classroom and Online)

- A. 1 IWLU = 3-credit didactic course (45 contact hours/semester) with 10 - 30 students
- B. If more than one faculty member teaches a didactic course or a section, the IWLUs will be divided proportionately, based on instructional effort. IWLUs will be adjusted proportionately for courses greater or less than 3 credits, e.g., 2-credit course = 0.67 IWLUs; 5-credit course = 1.66 IWLUs
- C. Didactic courses:
  - i. Less than 10 students – requires administrative approval to offer course
  - ii. If approved, IWLU may be prorated based on course workload in a -0.1 increment
  - iii. 31 - 40 students + 0.1 IWLUs
  - iv. 41 - 60 students + 0.25 IWLUs
  - v. 61 - 80 + 0.5 IWLUs
  - vi. 81 - 100 + 0.75 IWLUs
  - vii. 101 -120 + 1.0 IWLUs
  - viii. 121 -140 + 1.25 IWLUs
  - ix. 141 - 160 +1.5 IWLUs
- D. Online courses: Minimum enrollment of 10. Enrollment will be capped at 25 students per section. Administration reserves the right to increase the enrollment cap by two students, and anything greater requires instructor's permission. When enrollment exceeds 30 students, an additional 0.1 IWLUs will be given for increments of five students.

### 2. Courses with Simulation Lab Components

- A. 1 IWLUs = 2-credit laboratory component (90 contact hours/semester)
- B. IWLUs will be adjusted proportionately for courses greater or less than 2 credits, e.g., 1-credit lab component (45 contact hours) = 0.50 IWLUs
- C. Additional IWLUs can be allocated for approved simulation activities that are unique to a course, degree program, or location. The appropriate administrators, i.e., chair/vice chair, academic associate dean, must approve the additional workload

### 3. Clinical Practica - Entry-Level Programs and RN-BSN/MSN Options

- A. 1 IWLUs = 2-credit clinical practicum component (90 contact hours/semester)
- B. IWLUs will be adjusted proportionately for courses greater or less than 2 credits, e.g., 3-credit clinical course = 135 hours/semester = 1.5 IWLUs; 4 credit clinical course = 180 hours/semester = 2.0 IWLUs

### 4. Precepted Clinical Emphasis Practica - NURS 429/523

- A. NURS 429: 3-credit seminar (1 IWLUs); 4-credit precepted clinical (1.0 IWLUs)

- B. NURS 523: 2-credit seminar (0.67 IWLUs); 4-credit precepted clinical and 2-credit quality improvement project (1.5 IWLUs)
- C. Full workload credit is based on 15 students per section, with the goal of having no fewer than five students in a section. IWLUs will be prorated for fewer than 15 students.
- D. Clinical practicum sites, contracts, and compliance documentation are managed by the Office of Student and Academic Services
- E. Faculty responsibilities include instruction, site visits, student evaluation, and student assignment feedback.
- F. Seminar IWLUs are prorated proportionally, based on instructional effort, if more than one faculty member is assigned

**5. Clinical Practica – Master’s Non-Clinical Specialty Programs, DNP Core Courses, and Non-Clinical Certificates**

- A. The assigned IWLUs for non-clinical-focused graduate practica are as follows:
  - i. 1 credit (45 hours) 0.5 IWLUs
  - ii. 2 -3 credits (90 - 135 hours) 1.0 IWLUs
  - iii. 4 + credits (180 + hours) 1.25 IWLUs
- B. Full workload is based on 14 students/section. This IWLUs will be prorated for fewer than 14 students. Workload adjustments can be made to reflect special circumstances such as those related to large numbers of students or sites, travel times to practice sites for the purpose of monitoring student-preceptor dyads, and/or number of site visits per semester.

**6. Clinical Practica – Master’s Clinical Specialty Programs and DNP Specialty Programs**

- A. The assigned IWLUs for clinical-focused graduate clinical/practicum are as follows:
  - i. 2 credits (90 hours) 1.0 IWLUs
  - ii. 3 credits (135 hours) 1.25 IWLUs
  - iii. 4 credits (180 hours) 1.5 IWLUs
  - iv. 5 credits (225 hours) 1.75 IWLUs
  - v. 6 credits (270 hours) 2.0 IWLUs
- B. Full workload is based on 6 students/section according to National Organization of Nurse Practitioner Faculties guidelines. The IWLUs will be prorated based on the number of students. NDNP 890 will be prorated by the number of credits and number of students.
- C. IWLUs allocation reflects faculty effort associated with establishing and overseeing graduate student-preceptor dyads, National Task Force on Quality Nurse Practitioner Education (NTF) guidelines, or direct on-site instruction by the faculty member in a clinical setting.
- D. Workload adjustments may be made to reflect special circumstances such as those related to large numbers of students or sites, travel times to practice sites for the purpose of monitoring student-preceptor dyads, and/or number of site visits per semester.

**7. Course Director for Required Single-Section Course and Multiple-Section Course Administration**

- A. Single section required course – 0.1 IWLUs
- B. Didactic course sections – 2 sections 0.2, 3 - 5 sections 0.5 IWLUs, 6 - 8 sections 0.75 IWLUs, and a 0.25 increase for each additional 3 sections
- C. Labs, clinicals, and practica with seminars, and DNP project courses – 2 - 5 sections 0.5 IWLUs, 6 - 9 0.75 IWLUs, and a 0.25 increase for each additional 4 sections
- D. DNP project preparation – Fall semester prior to NDNP 810 in spring semester, NDNP 810 course director responsibilities 1.0 IWLUs

## 8. **Dissertation (PhD) and Post-Doctoral Fellow**

- A. Dissertation committee chairs and members for UMSON PhD students, in consultation with the associate dean for the PhD program and the department chair/vice chair, will allocate the IWLUs per faculty member throughout the dissertation process. The number of IWLUs is based on the minimum of 12 credits required in the program of study. The IWLU for dissertation credit is 0.2, for a total of 2.4 IWLUs per enrolled student. The associate dean for the PhD program can recommend to the department chair that additional workload units be assigned if there has been a change in the dissertation chair or there are extenuating circumstances that require additional faculty time.
- B. Post-doctoral Fellow - 0.5 IWLU per year, unless exception granted by department chair.

## 9. **Scholarly Project (DNP)**

IWLUs for the Scholarly Project are assigned to NDNP 810 (1 credit), NDNP 811 (1 credit), NDNP 812 (1 credit), and NDNP 813 (1 credit) at 0.5 IWLU/section. Workload is based on six to seven students per section. IWLUs will be prorated for fewer than six or more than seven students per section.

The Second Project Reviewer on the DNP Scholarly Project (NDNP 810 and NDNP 813) will receive 0.1 IWLU per six to seven students for each course. IWLUs will be prorated for fewer than six or more than seven students per section.

## 10. **Independent Study**

The following formulas will be used to convert graded instructional experiences that do not follow the traditional course format to IWLUs.

### **Course Level / # of Credits = 1 IWLU**

- 500 - 898 (Graduate-level independent studies) /10 credits = 1 IWLU (0.1/credit/student)
- 300 - 499 (Undergraduate-level independent studies) /15 credits = 1 IWLU (0.075/credit/student)

Prior to committing to an independent study, the faculty member must ensure that the appropriate paperwork is completed and approved by the appropriate academic associate dean with notification to the appropriate department chair/vice chair.

## 11. **Other Teaching Workload Considerations**

- A. Development of a new course or substantive revisions to an existing course up to 1.0 IWLU/3 credits. IWLUs will be adjusted proportionately for courses greater or less than 3 credits.
- B. Substantive revisions that go beyond regular course updates require discussion with the course director or specialty director and department chair/vice chair as appropriate. The academic associate dean may request widespread substantive changes to course objectives, content, and/or teaching modalities that require approval by the appropriate curriculum committee.
- C. Dual-numbered courses will be treated as one course for the purpose of calculating IWLUs. If the combined courses have different credit allocations, WLU will be based on the course with the higher credit allocation.
- D. IWLU allocations may be adjusted per the department chair's discretion to reflect extraordinary circumstances, e.g., faculty member's IWLU allocation for teaching a required course that has a low enrollment, specialty director's IWLU allocation for low-enrollment programs.
- E. In exceptional circumstances, additional IWLUs may be applied in response to significant revisions to course delivery.

## 12. Educational Grants and Other Instructional Compensation

Faculty members who receive salary support from externally funded education grants or other sources of funding for the purpose of developing or teaching a course or regular administrative responsibilities within their role do not qualify for release time or reduction in workload expectations for instruction, unfunded scholarship, or service.

Reference the UMSON [Appointment, Promotion, and Tenure Policy and Procedures](#)<sup>6</sup> for guidance on standards of performance for instruction by rank.

### RESEARCH/SCHOLARSHIP AND SERVICE

Workload for Research/Scholarship and Service is based on Bureau of Labor Statistics guidance for full-time work. It calculates full-time work at 2,080 hours per year, based on a 40-hour work week. Using this estimate for time commitments and deliverables for Research/Scholarship and Service, 1 WLU accounts for approximately 200 hours.

### WORKLOAD GUIDELINES: RESEARCH/SCHOLARSHIP

- Up to 4.5 RSWLUs for tenured and tenure-track faculty with expectation of funding; minimum 1.0 unfunded RSWLU
- Up to 2.0 RSWLUs for non-tenure-track faculty; minimum of 1.0 unfunded RSWLU

Faculty members who are not doctorally prepared but are making satisfactory progress in a doctoral program can request up to 1.0 RSWLU per year, not to exceed five years from the year of original enrollment.

### UMSON Appointment, Promotion, and Tenure Criteria V Scholarship in Research and Scholarship in Education

For Tenure-Track Assistant Professor – Research:

- demonstrates competence and productivity in research
- demonstrates evidence of a focused area of research with specialized knowledge
- conducts research and disseminates findings within this area of specialization
- participates in collaborative or interdisciplinary studies
- has received or sought funding to support research
- shows promise of leading and contributing as a collaborator on research activities and mentorship of doctoral students
- recognized at local and regional levels as an expert in area of specialization

For Tenure-Track Assistant Professor – Education:

- demonstrates potential for excellence in teaching scholarship, especially including depth of knowledge in area of specialization and having the potential for development into a focused educational training program
- contributes as a collaborator to secure peer-reviewed external funding and publications

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<sup>6</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/APT-Committee-Policy-and-Procedures--FINAL.pdf>

For Tenured/Tenure-track Associate Professor - Research:

- demonstrates excellence in research by sustained productivity, especially by being a principal investigator or co-investigator on externally funded research grants, with a substantial contribution to peer-reviewed competitive external funding, and by publications in peer-reviewed journals
- recognized nationally as an expert in area of specialization
- mentors doctoral students and faculty in research

For Tenure Track Associate Professor – Education:

- demonstrates leadership in curricula development, implementation, and evaluation
- recognized for outstanding teaching practice internally and externally
- develops educational resources and serves as an evaluator or consultant regarding educational programs at other institutions

For Tenured Professor – Research:

- demonstrates sustained excellence and consistent productivity in research activities by being a principal investigator with peer-reviewed competitive external funding
- recognized nationally and internationally as an expert in area of specialization
- provides leadership by making substantial contributions to knowledge in area of specialization
- mentors doctoral students and faculty in research

For Tenured Professor – Education:

- demonstrates sustained excellence in achieving teaching/learning outcomes
- attains significant funding related to education from external competitive sources
- recognized nationally and internationally as an expert in an area of specialization in program and/or curricula development and evaluation
- provides evidence of significant contributions to scholarship through peer-reviewed published works
- recognized for outstanding teaching practice grounded in pedagogical theory

Examples of Activities that Demonstrate Research Excellence for Tenured and Tenure-track faculty:

- consistent production of data-based publications and/or publications that address conceptual, methodological, or health policy research issues in high-quality peer reviewed intra- and/or interdisciplinary journals — some peer-reviewed, data-based publications must be first authored
- dissemination of data-based scholarship at peer-reviewed scientific meetings at regional (assistant), national (associate), or national and/or international (professor) levels
- peer-reviewed external funding for research that results in data-based publications
- substantive participation in interdisciplinary collaborative research projects/initiatives.
- service as a reviewer of research proposals for regional (assistant), national (associate), or national and/or international (professor) review or study committees.
- service as a peer reviewer and/or editorial board member of scholarly journals in area of research and scholarship
- consultation as an expert in chosen area of research at regional (assistant), national (associate), or national and/or international (professor) levels
- mentoring faculty and students, including direction of doctoral dissertations or other final scholarly doctoral products

Examples of Activities that Demonstrate Educational Excellence for Tenured and Tenure-track Faculty: Standards

of Performance

- classroom/practice instruction that demonstrates a thorough knowledge of content and a mastery of appropriate instructional techniques
- development and/or application of innovative teaching strategies
- contribution to the School's continuing education and training programs
- promotion of academic excellence through course and curriculum development, evaluation, and revision within the School and/or in collaborative interdisciplinary or interprofessional education
- support and guidance of students to promote learning, including professional and academic advising
- integration of appropriate and innovative use of technology in teaching and learning
- contribution to graduate education, including serving on committees for culminating student projects and/or dissertations
- development of educational resources, including media materials and educational software
- service as a site visitor for accreditation and/or a consultant to evaluate effectiveness of educational programs at other institutions

**UMSON Appointment, Promotion, and Tenure Criteria V Scholarship in Practice\***

*\*Practice is broadly defined to include clinical, educational, research, theoretical, technological, leadership, administrative, historical, policy, or other activities related to the discipline of nursing or health.*

For Non-Tenure-Track Clinical Instructor:

- demonstrates potential for excellence in practice scholarship

For Non-Tenure-Track Assistant Professor:

- demonstrates competence and productivity in practice scholarship
- demonstrates evidence of a focused area of practice with specialized knowledge
- demonstrates scholarship related to practice and disseminates findings within this area of specialization
- recognized at the regional level as an expert in area of specialization

For Non-Tenure-Track Associate Professor:

- demonstrates excellence in practice scholarship by sustained productivity, especially by being a principal investigator or co-investigator with a substantial contribution on peer-reviewed competitive external funding and by publications in peer-reviewed journals
- recognized nationally as an expert in area of specialization
- mentors students and faculty in practice scholarship

For Non-Tenure-Track Professor:

- demonstrates sustained excellence and consistent productivity in practice scholarship by being a principal investigator with peer-reviewed competitive external funding
- recognized nationally and/or internationally as an expert in area of specialization and provides leadership by making substantial contributions to knowledge in area of specialization
- mentors students and faculty in practice scholarship

Examples of Activities that Demonstrate Practice Excellence for Non-Tenure-Track Faculty:

- publication of innovative practice models, systematic reviews, outcome evaluation results, reports and evaluations of new practice methods, evidence-based policies, and programs in high-quality peer-reviewed journals

- development, implementation, and management of new health service/practice strategies emphasizing nursing's unique role in health care
- presentations on innovative practice strategies at the regional (assistant), national (associate), or national and/or international (professor) levels
- consultation related to your practice scholarship at the local (assistant), national (associate), or national and/or international (professor) levels to organizations and institutions
- obtaining funding for health services practice sites, personnel, and training or educational programs that result in dissemination of innovative teaching/practice models, outcome evaluation results, reports, and evaluations of new practice methods and programs

## **WORKLOAD GUIDELINES: SERVICE— SCHOOL, CAMPUS, UNIVERSITY, PUBLIC, AND PROFESSION**

Minimum of 0.5 Service (SWLU) for tenure, tenure-track, and non-tenure-track faculty

### **UMSON Appointment, Promotion and Tenure Criteria VI Service for Tenured, Tenure-Track, and Non-Tenure-Track Faculty**

For Clinical Instructor:

- demonstrates potential for excellence in service to the School, community, or profession

For Assistant Professor:

- demonstrates potential for excellence in service to the School, community, or profession
- participates in regional professional service activities

For Associate Professor:

- demonstrates excellence in service to the School, community, or profession
- demonstrates excellence in national professional service activities

For Professor:

- demonstrates sustained excellence in service to the School, community, or profession
- demonstrates sustained excellence in national and/or international professional service activities

Examples of Activities that Demonstrate Service Excellence for Tenured, Tenure-Track, and Non-Tenure-Track Faculty:

- Service to the School, University, and University System
  - serves on (assistant), chairs or provides leadership (associate/professor) to department, School, University, or university system committees/councils
  - represents the School or University and profession in the community
  - advises student organizations
  - receives service awards for service to the School, University, or university system
- Service to the Profession
  - holds office, chairs committee, or takes leadership position in professional organizations at local/state/regional (assistant), national (associate), or national and/or international (professor) levels
  - serves on policy-making bodies; influences development of regulations and legislation; advocates in area of expertise at local (assistant), state (associate), and/or national/international (professor) levels
  - organizes, designs, and/or leads conferences and workshops at local/state (assistant), state/national (associate), or national and/or international (professor) levels

- reviews journal manuscripts (assistant) and serves as editor or on editorial advisory boards (associate/professor)
- Service to the Community
  - participates in community activities that promote health, well-being, and/or community goals
  - serves as member, holds office, or chairs local community groups, health agency boards, etc., as related to professional expertise
  - provides consultation in area of professional expertise to government agencies, schools, nonprofit organizations, and businesses on a voluntary basis
  - engages in public speaking, testimony, or publications that make use of professional expertise to provide information to the community or contribute to the development of government policy and legislation

Public and professional service is expected of all faculty members; however, there are certain instances for which this expectation may require unusual commitments. Assignment of additional service time and the consequent reduction of expectations for instruction and/or research/scholarship should be directly related to the duration and the extent of the commitment.

## **COMMITMENT FOR IMPLEMENTING POLICY ON FACULTY RESPONSIBILITIES AND WORKLOAD**

### **Faculty Commitment**

1. At the end of each academic year, all faculty members discuss, with the department chair and/or vice chair, their self-evaluation and goals (including teaching) for the next academic year; review workload distribution requirements based on type of appointment; and discuss the resources needed to promote success, including promotion if desired.
2. Notifies department chair of changes in one or more areas of responsibility that may impact other areas of workload responsibilities, particularly changes in funding that will lead to decreases or increases in teaching assignment, in a timely manner.
3. Provides input regarding desired teaching assignments on the program level and within the specialties and regularly communicate preferences for teaching to the chair, vice chair, course or specialty directors, or associate deans as appropriate.
4. Review draft course schedule and assignments and immediately communicate issues to the chair/vice chair as appropriate.

### **Administrative Commitment of Department Chair\*/Vice Chair as Delegated**

1. In collaboration with each faculty member, at the end of each academic year, discusses Course Evaluation Questionnaires (CEQs), Faculty Evaluation Questionnaires (FEQs), self-evaluation, and goals (including teaching) for the next academic year; reviews workload distribution requirements based on his/her type of appointment; and discusses the resources needed to promote success, including promotion if desired.
2. Develops teaching assignments that are consistent with the faculty member's skills, competencies, and the workload policy.
3. Consults with individual faculty members, course directors, specialty directors, and other administrators regarding instructional needs and other factors that may have workload consequences for individual faculty members.
4. Prepares a draft teaching assignment/course schedule document approximately two months before the first day of each semester and disseminates it to the faculty for review and comment. Final assignments are communicated approximately one month before the beginning of the semester. In rare cases where courses are cancelled or sections are added, to adjust for late enrollment, the chair and vice chair will work with the

faculty to adjust teaching responsibilities in as timely a way as possible.

5. Develops and implements procedures for ongoing monitoring of faculty adherence to workload policy requirements and modifications to a faculty member's workload distribution. Maintains records of faculty instructional workload. In the event of instructional overload, submits compensation recommendations to the dean, per the [Policy on Faculty Supplemental Compensation](#)<sup>7</sup>.
6. Submits required annual reports of instructional workload to the dean or the dean's designee. (The USM requires an annual report that captures overall workload. UMSON requires reports on instruction underload and overload for internal use.)

### **Additional Commitments for New Faculty and their Academic Department Chair/Vice Chair as Delegated**

1. During the recruitment process, the appropriate chair or vice chair discusses area of specialization and teaching options with candidates.
2. Upon hire, the appropriate chair or vice chair discusses with new faculty:
  - their personal teaching goals
  - resources of the UMSON Institute for Educators and the University
  - the opportunity to enroll in UMSON's Teaching in Nursing and Health Professions Certificate program
  - the availability of the UMSON associate dean for faculty development as a resource for teaching support
  - UMSON's workload expectations.
3. New full-time faculty members submit first-year goals (including preferences for teaching) within four weeks of hire to their department chair.
4. New faculty members without teaching experience will establish a plan for professional development that utilizes the resources of UMSON and the University to develop and enhance teaching.

\*The chairs or their designees will collaborate to determine teaching assignments for the coming academic year.

### **CONTACTS**

Questions regarding the general policy, applicability, procedures, and guidelines should be directed to the chair of the relevant academic department.

### **RELATED POLICIES, PROCEDURES, STATUTES, AND REGULATIONS**

#### **School of Nursing Policies and Procedures**

- [UMSON Policy on Faculty Supplemental Compensation](#)<sup>8</sup>

#### **USM, UMB, or Other External Policies, Statutes, and Regulations**

- UMB II-1.25 (A) [Policy on Faculty Workload and Responsibilities](#)<sup>9</sup>
- USM II-1.25 [Policy on Faculty Workload and Responsibilities](#)<sup>10</sup>

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<sup>7</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/Policy-UMSON-Faculty-Compensation-Supplemental-Policy.pdf>

<sup>8</sup> <https://www.nursing.umaryland.edu/intranet/media/son/intranet/policies-procedures/Policy-UMSON-Faculty-Compensation-Supplemental-Policy.pdf>

<sup>9</sup> <https://www.umaryland.edu/policies-and-procedures/library/faculty/policies/ii-125a.php>

<sup>10</sup> <https://www.usmd.edu/regents/bylaws/SectionII/II125.html>

- UMB II-3.10 (A) [Policy on Professional Consulting and Other External Activities](#)<sup>11</sup>
- USM II-3.10 - [Policy on Professional Commitment of Faculty](#)<sup>12</sup>

### **INTERIM REVIEWS**

- Approved by UMSON Governance Council, Feb. 16, 2016
- Revisions made to Clinical Practica – Master’s Non-Clinical Specialty Programs, DNP Core Courses, and Non-Clinical Certificates – Approved by Governance Council, Sept. 5, 2017
- Revisions made to Examples of Unfunded Research and Scholarship Workload Units (RSWLU) and Examples of Unfunded Service Workload Units (SWLU) – Approved by Governance Council, Feb. 20, 2018, following review by Faculty Council
- Revisions made to Instructional Workload Units (IWLU) size adjustment for Didactic Classes, Course Administration for Required Multiple Section Course Administration and Unfunded Service Workload Units (SWLU) for comp exams and DNP project readers – Approved by Governance Council, Aug. 10, 2018, followed by review by Faculty Council.
- Workload Task Force surveyed faculty in Spring 2019, consulted with Dr. Kerry Ann O’Meara in Dec. 2019, held an open forum with Dr. O’Meara in Jan. 2020, presented changes to Faculty Council in Dec. 2021, held two faculty forums in Feb. 2022, and met beginning March 2020 through March 2022 to revise the policy.
- Presented to Governance Council March 15, 2022.



Approved by Dean Kirschling, March 17, 2022

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<sup>11</sup> <https://www.umaryland.edu/policies-and-procedures/library/faculty/policies/ii-310a.php>

<sup>12</sup> <https://www.usmd.edu/regents/bylaws/SectionII/II310.html>