

**POLICY ON FACULTY RESPONSIBILITIES**  
**DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY, UMBC**

In accordance with the mission set forth by the University of Maryland Baltimore County, it is the policy of the Department of Chemistry and Biochemistry to provide the highest possible level of both education and research/scholarship in the chemical and biochemical disciplines. At the same time, the Department is committed to contribute scientific expertise and service to the University, its profession and to the community.

The dual emphasis of the Department toward teaching and research is not exclusive but is interrelated. Faculty involvement in current research is directly linked to the quality of graduate education provided and is critical for the availability of research opportunities to undergraduates. Classroom teaching also benefits from the added scholarship endeavors and provides students with access to and familiarity with the most modern scientific information, techniques and equipment. The nature of instruction in the chemical and biochemical sciences means that faculty are involved not only in traditional classroom instruction, but also in laboratory training at both the undergraduate and graduate level, independent tutorials, independent research projects for undergraduates, master's theses and doctoral dissertation mentoring, frequent mentoring of exceptional high school students, post-doctoral fellow training, participating in the examination processes, and academic or career advising for all levels of students. The Department also contributes to Interdepartmental courses such as Environmental Science and the newly mandated "Science for Non-majors", to Continuing Education courses at UMBC and to short courses organized by professional societies. Essential to all levels of education is the faculty's responsibility to provide the most up-to-date information by constantly revising course materials and creating new courses relevant to the newest developments in these rapidly changing disciplines.

The "University of Maryland Board of Regents Policy on Faculty Workload and Responsibilities", August 6, 1994, and that of the Department of Chemistry and Biochemistry states that the standard teaching load of faculty at the University of Maryland Baltimore County must be the equivalent of 5, three credit courses per year.

The Departmental policy applies to:

- 1) all F/T tenured and tenure-track chemistry and biochemistry faculty,
- 2) all department faculty who serve as Department chair, associate chair and program directors, or in the University Administration,
- 3) all F/T department instructors, tenured and non-tenured.

It does not apply to personnel who are classified as research faculty but who are paid totally from external funding sources, and not to any adjunct faculty.

The Departmental Workload Policy is determined by the Faculty, consistent with UMBC, and implemented by the Chair.

## STANDARD WORKLOAD ISSUES:

- 1) The Departmental Workload Standard has now been mandated by the University of Maryland Board of Regents to be the equivalent of five, 3 credit courses per year.
- 2) It is the policy for the Department that all majors courses be taught by tenured or tenure-track faculty and a small group of experienced, excellent instructors. All Graduate level courses are taught by graduate faculty members. Tenured and tenure-track faculty are assigned a balance of teaching between undergraduate and core graduate-level courses. They are also provided the opportunity to develop and teach new intensive, graduate-level courses within their areas of research specialization. Instructors are more limited in their choice of classes and are normally assigned basic undergraduate courses and laboratory courses in their areas of expertise, frequently teaching the same sequence of courses each year. Additionally, the Chemistry Tutorial Center is directed by a F/T instructor whose instructional duties also include coordination of Teaching Assistants and materials for the Introductory Chemistry discussion sessions.
- 3) Departmental advising, which is mandatory for all students, is carried out by tenured and tenure-track faculty for students who are assigned as per their designated major. It is expected that all core faculty participate in the advising process: advising undergraduate chemistry and/or biochemistry majors and interdisciplinary majors, and graduate thesis and dissertation students. Instructors are not expected to participate in the formal advising process, although they may (and do) contribute heavily to advising through casual student interaction. Both core faculty and instructors act as advisors to the Departmental Student Council of Majors (CHEMCOM), the American Chemical Society Student Affiliate Chapter.
- 4) All Graduate Faculty are expected to participate in the Thesis and Dissertation supervision of graduate students, directing their research and independent study, teaching techniques related to their scientific specialty, giving guidance and advice, mentoring them in both one-on-one and group situations, and providing an atmosphere which will instruct, challenge and develop the student into a skilled chemist or biochemist. Research and Independent Study courses will be converted to course units using the current table provided in the UMS Policy on Faculty Workload and Responsibilities (yearly Instructions and Definitions).
- 5) It is encouraged and expected that all able core faculty will participate in the Department's Undergraduate Research Program. Students enrolled for research credit or for pay will be mentored and trained in scientific thinking and methodology, instrumentation, and research techniques while working in a faculty laboratory on individual research projects or integrated into the primary research project of the laboratory. While exceptional high school students and minorities may also be mentored under NSF, ACS and HHMI programs, only those students registered for credit under CHEM 399 and 499 Undergraduate Research will be

counted in the workload total. Those credits will be converted to course units using the current UMS Workload Report on Teaching Load, Instructions and Definitions table. Externally well-funded faculty also train post-doctoral fellows, if they desire to do so. Instructors are not required to support research programs, although they occasionally will mentor undergraduate credit research projects. In such cases, the research course units taught will not replace any of their normal teaching load.

- 6) Faculty are encouraged to participate in extra-departmental instructional activities such as the development of new interdisciplinary courses or continuing education programs both on campus or supported by professional organizations. Faculty members receive workload credit for the presentation of Honors sections of regular courses.
- 7) It is expected that all faculty, with the exception of the instructors, support active research programs: seeking and securing external funding, publishing scholarly papers in peer reviewed journals, making presentations at meetings and conferences in their disciplines, and directing independent study/research by masters and doctoral-level graduate students as well as undergraduate students. Faculty are encouraged to provide service to their profession by way of organizational offices, journal editorships and study or grant review sections. They are also encouraged to provide consultation with outside organizations, local businesses and schools where needed.
- 8) In addition, all faculty are expected to contribute to the total functioning of the Department, providing not only classroom teaching and research training, but also lending their experience and time to departmental committees and program administration, University administrative assignments and Departmental service such as CHEMCOM advising, organizing seminar series and maintaining the instructional and research instrumentation. It is understood that these responsibilities and commitments will vary with individual talents, external funding, career developmental stages and professional commitments. It is also understood that these commitments will vary during the individual faculty member's career or even from semester to semester, so that all factors must be regularly analyzed and evaluated in the equitable assignment of faculty teaching responsibilities so that the individual and the Department meet the requirements of University policy with respect to instructional workload.

#### **STUDENT CONTACT CALCULATIONS:**

In the assignment of faculty teaching responsibility, additional course units, above the standard course load are given for several categories based on specific considerations.

- 1) Instruction – considerations could include but not be limited to class size, development of new courses, modality of instruction, level of instruction, and multi-section laboratories which are necessitated by the discipline and impact course load. Examples:
  - a) Class size and level:
    - Greater than 100 students = up to 1 course unit
  - b) Multi-section laboratories:
    - Greater than 100 students = up to 1 course unit
    - Greater than 200 students = up to 2 course units
    - Advanced labs (9-12 cont.hrs./section) > 40 students = up to 1 course unit
  
- 2) Departmental Service – the assignment of additional time for service activities (professional, internal or public), which would include but not be limited to: Chemistry Tutorial Center: Directorship of Center which is open 9-4, 5 days/wk = up to 4 course unit.
  
- 3) Departmental and University Administration – assignments which require release time with respect to instructional load in order to meet their responsibilities include but are not limited to:
 

Chair	up to 3 course unit
Associate Chair (Gr. TAs)	up to 1 course unit
Graduate Program Director	up to 1 course unit
Undergraduate Program Director	up to 1 course unit

## DEFINITION OF EXCEPTIONS

- 1) Externally Funded Research and Service Activities – the assignment of additional time for research which may result from external or internal funding (either research or training grants). In the case of research, such responsibilities include but are not limited to overseeing externally funded research and budgets, and graduate student research training.
  
- 2) Department Supported Research – assignment of additional time for research activities supported by the department resulting in consequent reduction of expectations for instruction. This might include but not be limited to new faculty hires. New Faculty must be given ample time and opportunity to set up a laboratory, develop a research program, secure external funding, develop course presentations and initiate undergraduate and graduate student training. Appropriate course reductions will be given to each new hire in their first year.
  
- 3) Additional exceptions may include faculty on sabbatical or leave w/o pay, special appointments or awards, and illness. The reduction in load will relate directly to the duration and extent of the commitment, event or responsibilities.