

## **University of Maryland Extension Tenured/Tenure-Track Faculty Workload Policy**

The University of Maryland (“the University”) is one of the nation’s first Land Grant institutions and, in that role, has the responsibility for operating an Extension unit to bring excellence in research and teaching to educational programs for its citizens through local offices and Research and Education Centers. Extension programs tie science-based information to needs-based informal education opportunities to improve quality of life and profitability of the local communities and industries. Extension Programs have historically been aimed at Agriculture and Natural Resources, Family and Consumer Sciences, and the 4-H Youth Development Program that educates youths while training the future generations of leaders. Program thrusts are developed through needs assessments and taught locally, regionally and statewide with their results measured and reported through short, medium and long term outcomes. These are documented in a dedicated reporting system that is used for evaluating both the faculty and their program impacts. In creating and teaching these programs, Extension faculty employ research, scholarship, creativity, teaching, mentoring and administrative duties as important elements of faculty workload that enables the University to fulfill its mission within the University System of Maryland (“USM”). To ensure that Extension faculty meet their workload expectations that complies with the USM Policy on Faculty Workload and Responsibilities (II-1.25), as amended on June 21, 2019, the following Policy on Full-Time Extension Tenure Track Faculty Workload and Responsibilities (“the Policy”) is created.

### **Statement of Equity**

As a statewide non-formal education system, University of Maryland Extension is committed to embedding our Diversity, Equity, Inclusion, and Respect (DEIR) goals, practices, and behaviors as key principles in operational structure, communication delivery, and outreach mechanisms to meet the needs of Marylanders. These provide contemporary focus to the long standing principles of the Land Grant System’s Affirmative Action that has been applied to Extension programs for over a half century. UME’s purpose is to provide leading and exceptional applied research and educational programming to all individuals and adopt our College of Agriculture and Natural Resources (AGNR) roadmap to change the lives of the community, faculty, staff, and stakeholders – one learner at a time.

UME is an inclusive entity within AGNR that respects and values differences, supports and creates opportunities to capitalize on those differences, fostering an environment that makes better educators, employees, and volunteers. Diversity, Equity, Inclusion and Respect (DEIR) is integrated into all of UME and is the foundation for carrying out the mission, reaching broader audiences, and assuring service and delivery reach every area of the state. UME audiences, volunteers, and employees reflect the general population and the ability to meet an array of needs.

This tenure track faculty workload policy is meant to provide guidance for equitable distribution of responsibilities in scholarship, extension teaching and service and will depend on the job position of tenured and tenured-track Extension faculty outlined in *Extension Position Types and*

*Appointments.* It *should not be inferred* from these examples that all of these must be accomplished in any given year or that an omission of a specific example implies that work may not be relevant. Unique to Extension, each faculty member is responsible for developing an annual Individual Extension Plan (IEP), which outlines a strategic plan for the individual's extension programming for the following year. This IEP helps guide the faculty member approach to successful extension programs.

The specific categories of research/scholarship, teaching, and service are the same as used in the University of Maryland curriculum vitae (CV) at <https://www.faculty.umd.edu/university-cv-template>. These categories are aligned with expectations, for the type of position for the different tenured or tenure-track faculty appointments in Extension. While scholarship, in the broader sense, is inherent to all UME faculty work, tenured or tenure track faculty have specific expectations based on their appointment.

### **Extension Position Types and Appointments** **[Refer to UMD Policy Number: II-1.00(A) part C. Field Faculty]**

The University of Maryland Extension (UME) Department offers tenure track commitment to Extension faculty through a ranking system of Agent (parallel to Assistant Professor), Senior Agent (parallel to Associate Professor) and Principal Agent (parallel to Full Professor). These faculty members generally consist of two types, Extension Educators and Extension Specialists.

**Extension Educators** are typically based in UME county/city offices within geographic clusters and teach research-based subject matter from the University for community residents based on identified local issues and needs. They assume leadership for the development and delivery of educational programs directed to clientele, peers and/or volunteers through train-the-trainer or other venues to extend program efforts across the state.

**Extension Specialists** are typically based in University Research and Education Centers, and are generally more focused in an area of expertise where they may conduct/coordinate applied research that leads to design and execution of educational programs to support a focus area. These faculty lead and deliver statewide educational programs, and support and collaborate with Extension Educators. They are expected to provide statewide leadership for UME in at least one area of expertise. Some Extension Specialists have a partial research appointment and are expected to conduct/coordinate applied research that leads to designing educational programs to support a focused area.

### **Extension Faculty Workload Expectations**

Each tenure-track or tenured faculty in Extension is expected to develop community needs-based programs through scholarship and teaching via non-traditional teaching methods. A service component to support the Extension department, the College of AGNR and the University is also expected. Annual faculty reviews, three-year reviews, and the process of promotion to tenure and

promotion takes these components into consideration. No specific level of effort for each component has been enacted, and an expectation of proficiency in each of the three components is mandatory. Level of effort in the three components may be adjusted based on faculty's level of promotion or amount and quality of each component that the faculty member is performing, and can be adjusted with agreement from the faculty's program leader. For example, Principle Agents perform far more Departmental, College and University Service, as junior faculty are focusing on developing and executing extension programming and measuring impact. This is a unique system of faculty accountability that does not exist in other parts of the University of Maryland System.

## **Research/Scholarship**

Extension programming begins with scholarly research and funding. While expectations of applied research are inherent with Extension Specialists, Extension Educators can also participate in research with campus faculty, Extension Specialists, other Educators, or on their own to support their extension programming.

As a requirement for tenured promotion and advancement, Extension faculty will show evidence of scholarly work through the creation, integration, and application of research-based knowledge, which is validated by peers and communicated for the adoption and benefit of communities and residents.

For non-tenured, tenure-track Extension faculty, annual research and scholarly activities which lead integrated programs can include, but are not limited to:

1. Development, synthesis, and dissemination of knowledge in the form of scholarly publications and products primarily designed to broadcast information directly to clientele and stakeholders. These include peer-reviewed UME or other Extension entity publications, professional presentations, conference proceedings, posters, abstracts, web-based or other social media publications, videos, trade magazines, and may include articles in refereed journals, books, and chapters in books.
2. Development and/or adaptation of educational curricula/materials, with a significant portion of those materials being original and peer-reviewed. Regardless of form, peer review and validation through a publication system and other editorial reviews related to publication venue, is the minimum requirement for scholarship. In most cases, UME peer-reviewed scholarship has been reviewed for relevance and accuracy by subject matter experts at the University of Maryland, other universities and/or recognized experts outside of the University. Behavioral and significant beneficial changes to clientele and the adoption by peers outside of the department are the ultimate goals of Extension scholarship.
3. Generation of resources (e.g. grants, gifts, and in-kind donations) to fund research, and/or sustain programs.
4. Conducting and/or participating in applied research which addresses needs at the county, area or state level. Applied research is encouraged of Extension Educators, but expected of Extension Specialists.

5. Awards or other recognition for scholarly work and program excellence can signify creative activities and peer validation and recognition.

After appointment to the rank of Senior Agent, the candidate must continue a successful UME education program that includes a consistent and ongoing record of performance in each of the three areas mentioned above, which will result in significant achievements in program development, evidenced by long-term impacts including application of skills learned, behavior and practice changes, and ultimately improvements in environmental, production, lifestyle, economic, and/or social conditions.

Through continuing these activities the candidate will have established a national or international reputation for his or her Extension work. This reputation may be confirmed by activities beyond the state which may include:

1. Presentations
2. Collaborations
3. Awards and/or grants
4. Distribution of printed or electronic publications authored by the candidate
5. Adoption by others of educational programs developed by the candidate
6. Acknowledgement of specific expertise of the candidate and similar indicators of professional leadership.

### **Extension Teaching**

A significant aspect of the work of an Extension Agent is Extension teaching. However, extension positions may specify more of a focus on research, as opposed to teaching. Therefore, it will be important to ensure position descriptions are clear about the priority of different positions.

Extension teaching is different from on campus instruction in several key ways. Classes can vary in length, number of sessions, and number of participants. Therefore, setting a specific number of classes does not capture the potential variation in workload for a particular class or program. Additionally, an Extension Educator might convene or coordinate a teaching event. Since communities have diverse needs, Educators may need to bring in outside experts to speak on a given topic. Events where the Educator must coordinate these speakers would be included as teaching events, even if the Educator is not directly reaching. Additionally, many Extension Educators manage active volunteer-based programs. Volunteers often teach programs in the community and are able to do so because of the training, management, and support of the Educator. Management and activities of volunteers contribute to the teaching of the Educator as well. Time spent in each of these activities is difficult to quantify, but all are critical to the success of an Extension Educator.

For tenured Extension faculty, responsibilities in teaching can be fluid as well. According to the Appointment, Promotion, and Tenure materials, promotion to the rank of Principal Agent requires long-term impacts including application of skills learned, behavior and practice changes, and

ultimately improvements in environmental, production, lifestyle, economic, and/or social conditions. Additionally, for promotion to Principal Agent, the faculty member should demonstrate a national or international reputation for their Extension work. Activities supporting this goal are included in the listed activities because they are appropriate work in the teaching area. However, they would not be expected of an Agent who does not seek promotion (as the Senior Agent promotion process is not required).

The following is a list of activities that would be considered appropriate work in the area of Teaching, Mentoring, and Advising. Educators should use their IEP, CV, Impact Statements, and Self-Evaluation to make their work in this area clear to their Area Extension Director (AED) and Program Leader. (Parentheses indicate how data is collected)

1. Design, implementation, and evaluation of a needs assessment (IEP, IRB)
2. Teaching a program, or coordination of (UMERS)
3. Creation of a new major extension program, or workshop (CV)
4. Presenting at a teaching event coordinated by another co-worker or agency (UMERS)
5. Consultations, and one-on-one time spent educating *e.g.*, phone call, virtual or in person (UMERS)
6. Acceptable peer and clientele teaching effectiveness ratings when compared to average teaching effectiveness ratings for UME faculty. (Collected via Qualtrics, included in AFR)
7. Creation of resources to be used for teaching; *e.g.*, PowerPoint, handout, factsheet, activity, or some other resource (CV)
8. Development of a program, method, or resource for ensuring culturally relevant programming (CV, impact statement)
9. Creation and collection of appropriate evaluations for programs (CV, Impact statement)
10. Creation of impact statements indicating effect work has in community (Impact statements)
11. Development of class or program marketing materials, or other marketing tools to increase program diversity (CV)
12. Writing and development of non-peer-reviewed educational materials such as newsletters, videos, blogs, podcasts, and websites (UMERS).
13. Leadership, management, and expansion of enrollment based programs (program specific platforms, *e.g.*, 4-HOnline)
14. Utilization of volunteers or partners to expand the reach of UME programming (UMERS, or other program specific function)
15. Program expanded to a national or international level (CV)
16. Creation of professional development for statewide colleagues (CV)
17. Engagement in UME program committees, action teams, or task forces (CV)
18. Leadership in state level collaboration/partnership (CV)
19. Leadership in creating a program that achieves Signature Program Status (CV)
20. Regional or national recognition by peers for teaching, mentoring, or advising(CV)
21. Mentoring and supervision of UME colleagues, staff, interns, work study undergraduate and graduate students, and recruitment, training, management, and retention of volunteers. (CV)

## **Service and Outreach**

Extension faculty will actively support and participate in local, Department, College, University, and relevant professional national and/or international organizations on boards, commissions, and committees. This participation should include membership and active leadership roles. This participation widens the faculty member's breadth of understanding issues as well as establishes partnerships that direct the course of work.

Recognized activities under the service category include, but are not limited to:

1. Professional collaborations, editorships, editorial boards and reviewing activities for conferences, journals, and other learned publications.
2. Engagement, relevant or significant roles within University of Maryland Extension, the College of Agriculture and Natural Resources, the University of Maryland College Park, University System of Maryland and/or the University of Maryland Eastern Shore.
3. Engagement, relevant, or significant leadership roles within professional associations, societies, and conferences.
4. Engagement or leadership in industry, community, state, and national organizations/agencies.
5. Contributions to media, including digital or print form, and other methods relevant to clientele.
6. Service awards and honors recognized by peers and others.
7. Public Engagement, Scholarship and Practice with media, community, legislative, or advisory roles.

## **Assessment of Workload**

Assessments of faculty performance are given in an annual faculty review (AFR). All faculty are evaluated by the Assistant Director/Program Leader within their program. Extension has four major extension programs, Family & Consumer Sciences, 4-H Youth Development, Agriculture and Food Systems, and Environment and Natural Resources. For Extension Educators, additional evaluation input is given to the Program Leader by the Area Extension Director. Faculty are reviewed based on their IEP, the annual reporting through the University of Maryland Extension Reporting System (UMERS) in Digital Measures Watermark Faculty Success, program evaluations from attendees of their programs and peers, and other program area specific tracking methods or software.

## **Mechanism Dispute Management**

Complaints by faculty concerning workload will be first handled by the Program Leader and, with county-based Extension Educators, the Area Extension Director will be copied. The Associate Dean/Associate Director will receive the report of complaints by the Program Leader and follow up with the appropriate next level.

## **Policy Review and Renewal**

This policy will be reviewed in two years and then every five years following the last policy review.

**Approved by faculty vote - April 2023**