

**USM GUIDELINES FOR REPORTING FACULTY WORKLOAD**  
**(Accompanies II-1.25 – USM Policy on Faculty Workload and Responsibilities)**

Approved by Board of Regents – June 21, 2019  
*(Guidelines are amendable without additional Board of Regents approval.)*

Pursuant to the “USM Policy on Faculty Workload and Responsibilities,” this document provides guidelines to the USM institutions for annually accounting and reporting to the Chancellor the extent to which faculty are meeting standard workload expectations with respect to student success, their disciplines, and the institution. These guidelines, which will be reviewed and updated regularly by the University System of Maryland Office in collaboration with the USM’s shared governance bodies and stakeholders, are intended to allow adjustments to the measures reported as the faculty role on our campuses and our ability to capture data on faculty work continues to evolve.

Each year in the spring, the USM Office will provide the system institutions with instructions for reporting faculty contributions to student success, their disciplines, and the institution for the previous academic year. As described below, the focus of external accountability will be the institution, not the individual faculty member.

1. Measures of Faculty Contributions to Student Success: Because student success is the central focus of our degree-granting institutions, the primary measure of institutional accountability will be made up of the following student throughput measures that apply to *all* institutions and that reflect more broadly and inclusively how the work *all* faculty do results in the progress of students through our institutions (by part-time and full-time students):

- credit hours generated,
- enrollments,
- retention,
- persistence,
- completion,
- and time-to-completion rates.

In addition to the quantitative measures of student throughput, the institutions will also be held accountable for metrics that provide an indication of the quality of faculty-student interactions. These could include but are not limited to: advisement and mentoring; supervision of fieldwork and other off-campus activities (e.g. civic engagement and community-based learning); supervision of creative activity (performances, arts); curricular, program, and course development; and academic innovation activities (new pedagogical approaches, use of technology, development of open educational resources).

2. Measures of Faculty Contributions to their Discipline: While measures that account for faculty role in student success make up the basis of the report, the reputation of USM institutions is also built on the contributions faculty make to their disciplines locally, nationally, and internationally. So, in addition to instructional and student success activities, documenting faculty contributions to the research/scholarship/creative activity of their disciplines, the

## USM Bylaws, Policies and Procedures of the Board of Regents

---

reputation and financial resources of their institutions through funded projects, and the economic success of the state through entrepreneurial activity are also critical measures of faculty work.

These could include but are not limited to: amount of external funding; number of books published; number of refereed publications; number of non-refereed publications; participation in professional presentations; participation in creative activities; leadership of professional organizations; editorial and national reviewing activities; awards; entrepreneurial activities (company start-ups, patents, licenses).

3. Measures of Faculty Contributions to the Institution and the System: No institution or state system of higher education can be successful without the engagement of faculty in service and administrative roles. Documenting faculty contributions in supporting the institutional/system infrastructure is also an important part of our accountability to the Regents and the State.

These could include but are not limited to: service to institution (committees); academic administration assignments (course director, supervisory roles, review of adjuncts); peer mentoring and leadership development; support of more non-traditional and new platforms for teaching; days in public service to business, government, schools, and non-profit organizations; compliance / accreditation and assessment.