

CUSF General Body Meeting  
Frostburg State University (FSU)

**Minutes**

Tuesday, October 11, 2011

<b>Attendance:</b>	
<b>Bowie (2)</b>	Joan S. Langdon,
<b>Coppin (2)</b>	Virletta Bryant
<b>Frostburg (3)</b>	Robert B. Kauffman, Peter Herzfeld, Elesha Ruminski
<b>Salisbury (3)</b>	David L. Parker, E. Patrick McDermott (phone)
<b>Towson (4)</b>	Martha Siegel, Jay Zimmerman, Leonie Brooks, Cheryl Brown
<b>UB (2)</b>	Stephanie Gibson, John Callahan
<b>UMB (5)</b>	
<b>UMBC (3)</b>	Nagaraj Neerchal, Zane Berge (phone), Joyce Tenney
<b>UMCES (2)</b>	Keith Eshleman
<b>UMCP (6)</b>	William Stuart, Stephen Mount, Alan Matlage, William Montgomery,
<b>UMES (2)</b>	
<b>UMUC (3)</b>	Joyce Shirazi, Betty Jo Mayeske, Margaret Cohen, Richard Schumaker, David Hershfield (alt)
<b>Guests:</b>	Ben Passmore (USM) (speaker), Irwin Goldstein (guest, phone)

**CONVENING THE MEETING - 10:10 AM**

Joyce Shirazi, Chair, called the meeting to order at 10:10 AM in the Atkinson Room in the Lane Center at Frostburg State University.

**WELCOME FROM THE CAMPUS - 10:02 AM**

Robert Kauffman introduced Dr. Stephen Simpson, Provost of Frostburg State University. Dr. Jonathan Gibraltar, President, was on business in China. Dr. Simpson provided some of the new things that FSU is doing. He started with the renovation of the Lane Center, the new technology building, Crompton Science Building, and PAC Building. Dr. Simpson noted his contribution to shared governance including his contribution in the formation of FSU's Faculty Senate and CUSF. He introduced the new Ed.D program. Several questions were asked from the floor. One of those involved the 2020 plan and their attempt to increase retention rates, increase the quality of students, and increase experiential education.

## APPROVAL OF THE MINUTES - 10:26 AM

Initially, Joyce had everyone at the meeting reintroduce themselves and their committee assignment. At 10:41 AM, the minutes of the September 16, 2011 CUSF General Body meeting were approved by an unanimous vote.

## SENIOR VICE CHANCELLOR'S REPORT - 11:42 AM

By phone, Irv Goldstein, Senior Vice Chancellor, gave his report to the group.

**UMCP/UMB Merger Study:** Irv noted that there are twelve questions and that the committee titles were named by colors. Joyce noted that the three CUSF representatives on the study's purple group were: Martha Siegel (TU), Nagaraj Neerchal (UMBC), and Joan Langdon (BU). In response to a question, Irv noted that the merger is not a done deal and that it is moving along quickly to completion.

**BOR Retreat:** With the assistance of Joyce, Irv provided a brief update on the recent Board of Regents Retreat. First, on the plus side, Irv noted that we have built a strong higher education system that is designed to remain strong and to deliver quality programs. On the negative side, the economics including the budget are not going well.

Second, an update on the Strategic Plan titled: Powering Maryland Forward, was provided at the BOR Retreat. It was discussed briefly and the attached power point handout was circulated. [*The power point titled: Powering Maryland Forward: An Update on Progress Under the USM's 2020 Strategic Plan - Presentation to the BORs' Annual Retreat on October 6, 2011 is attached as an attachment to the minutes.*]

Third, and of concern to CUSF, Irv noted that there was a discussion regarding the tuition increase.

There were several questions from the CUSF members. The first involved **faculty salaries and equity**. Irv noted that there is talk regarding a possible COLA in 2012 and merit in 2013. In addition, it was noted that there are existing monies for retention of faculty who may be offered a job. Irv noted that the evidence does not need to be a formal offer because by then it is too late, but that the evidence could include the possibility of an offer such as phone conversations, etc.

There was a question regarding the status of the **Dream Act**. Irv noted that our enrollment isn't really influenced by the Dream Act since there aren't a lot of students that fit into the category covered by the Act. Also, he noted that the System doesn't have the hard data on the issue. Ben Passmore, Assistant Vice Chancellor for Administration and Finance and guest speaker, briefly addressed the issue.

There was a question regarding the **Adjunct Taskforce at UMUC**. Irv noted that it was in place. It was asked from the floor if CUSF could get a copy of the report. There is no report since it was done at each campus.

**Potpourri** - Next, Irv touched upon the following three studies without enumerating on them: the **Coppin Study, Baltimore City Committee, and Intercollegiate Athletics**. Completed, the Coppin Study was submitted. The other two committees are ongoing. There was no new information to report on these topics since the September CUSF meeting [Secretary's Note: *See the September 16, 2011 minutes for a*

*summary of this topic.].*

**Public Corporation:** Next, the System is an autonomous public corporation. The operative term is how autonomous is the System. The System is reexamining the original legislation regarding this issue. In addition, it has an excellent bond rating.

**Questions:** The members asked several questions. First, there was a question regarding MHEC, its new organization, and its new fee structure. There is the possibility that the unintentional consequence is that their measures will retard program development which will make the System less competitive in a changing educational environment.

A second question asked about the Coppin Study and its difficulty to complete.

A third question focused on the Baltimore City Study. Irv indicated that the purpose of the study was to increase graduation rates. Since the study has not really gotten underway, there is not much to discuss at this point.

A fourth question was asked regarding the status of the Family Leave Policy. Irv indicated that it was being worked on by Joe Vivona and JoAnn Goedert.

With no further questions, Irv left the discussion at 11:18 AM.

#### ASSIST. VICE CHANCELLOR FOR ADMINISTRATION & FINANCE - 11:19 AM

Prior to his formal presentation, Joyce asked Ben Passmore to comment on the BOR retreat. He indicated that there were three general foci addressed: 1) college retention, 2) research, and 3) academic transformation. He indicated that they are creating a system that can trace in a longitudinal study the academic careers of students. This includes the independents as well as the System institutions.

Following the above discussion, Ben Passmore, Assistant Vice Chancellor for Administration and Finance, began his formal presentation on the USM workload policy. The presentation began at 11:26 AM. The report is presented as an attachment to the minutes (*See attachment*). Since the graphics in the report formed the basis of his power point presentation, the report is included because it is more complete. The graphics in the report were the same as those in the power point.

#### LUNCH 12:20 PM

#### MEETING RECONVENED 1:00 PM

**Commercialization Clause.** [Secretary's Note: *For a full discussion of the topic, see the post lunch discussion by the Senior Vice Chancellor in the September 16, 2011 minutes.*] Joyce indicated that she read her report at the Chancellor's meeting. Also, the Executive Committee indicated that it had discussed the development of a resolution on the issue for the CUSF General Body to act upon. [Secretary's Note: *Since Irv brought a "concept" draft to facilitate discussion rather than seeking a formal response, the Executive Committee feels that it would be appropriate to provide him with feedback and to work with him as much as possible on the document before bringing a formal resolution to the floor on this matter.*]

**UMCP/UMB Merger.** It was noted from the floor that there will be public hearings on October 21<sup>st</sup> and the 28<sup>th</sup> at College Park. The hearings will be broadcasted on television also.

**UMCP Senate Committee on Equity, Diversity, and Inclusion** - The University of Maryland University Senate Committee on Equity, Diversity, and Inclusion (EDI) sent a request to CUSF requesting a written response in support of its recommendations regarding the expansion of employee benefits and policy coverage to include same-sex domestic partners. The Executive Committee concluded that the matter was currently an internal matter at College Park since it has not yet been passed by the Senate and that at this time it would be inappropriate for CUSF to act upon the request. A comment from the floor noted that CUSF has written a letter of support in the past on this matter. No further discussion occurred.

**UMUC Communications.** The Executive Committee is wrestling with this issue and the best course of action to take. Although there is nothing definitive to report at this time, the Executive Committee has spent considerable time and energy on this issue. Joyce indicated that as part of the process, we will 1) do some more research on the issue, 2) discuss faculty communications at all USM campuses at the upcoming Senate chairs meeting, and 3) address the issue of all USM faculty communications with Brit.

Several comments from the floor indicated that CUSF has spent an inordinate amount of time on this issue without resolution. The general consensus was that the problem needs to be solved. Several members noted that the much of the problem may be an internal problem that could best be solved by the UMUC faculty senate chair rather than CUSF. It was noted that in response to a meeting with a UMUC CUSF representative, Irv and Brit did an investigation on shared governance at UMUC this last year.

## COMMITTEE REPORTS - 1:52 PM

Due to time constraints, committee reports were abbreviated. [Secretary's Note: *The current listing of committee assignments is attached as an attachment.*]

**Ad Hoc Constitution and By-Laws committee** - No Report

**Membership and Rules** - No Report

**Legislative Affairs** - John Callahan, chair, indicated that the committee would like to review the report. The committee is gathering information on the UMCP/UMB merger, and on the issue of student aid, loans, and scholarship affecting enrollment.

**Academic Affairs** - No Report

**Faculty Rights and Benefits** - No Report

**Regents Faculty Awards** - No Report

## NEW BUSINESS - 1:56 PM

Joyce indicated that the new website is up and running and that the other two CUSF websites need to be redirected to the new USM-based CUSF website.

Steve Mount provided a brief report on the MHEC FAC meeting held on September 20<sup>th</sup> at the Anne Arundel Community College. He noted that 1) Dr. Danette Howard had been appointed as Maryland's Interim Secretary for Higher Education, 2) that MHEC would soon be moving to 6 N. Liberty, with Higher Ed., and 3) that MHEC had received a \$1M grant which will focus on developmental mathematics courses and course redesign.

Virletta provided a report on the BOR Education Policy Committee. She indicated that they focused on three things: 1) They approved a new college at Coppin State University. 2) They highlighted the general education in Psychology at Frostburg, and 3) they discussed the common core courses assessment.

## ADJOURNMENT - 2:00 PM


With no additional business, the meeting was adjourned at 2:00 PM.

Respectfully Submitted,

*Robert B. Kauffman*

Robert B. Kauffman  
Secretary

Attachments: Strategic Plan titled: Powering Maryland Forward  
The Seventeenth Annual Report on the Instructional Workload of the USM Faculty  
CUSF Committee Assignments



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*Powering Maryland Forward:*  
**An Update on Progress Under the USM's  
 2020 Strategic Plan**

Presentation to the Board of Regents'  
 Annual Retreat  
 October 6, 2011

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 **College Completion & Workforce Preparation  
 Enrollment: Progress to Date**

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- Fall 2011 undergraduate enrollments projected to be up 2% over Fall '10 (and 5% over Fall '09)\*
- Fall 2011 graduate enrollments projected up by .5% over Fall '10 (and 3% over Fall '09)\*
- **Assessment: Partly as a result of EFI and other strategies, USM institutions, as a group, appear to be meeting their commitments to enrollment growth in fall 2011. Absent additional funding, however, future growth is uncertain.**

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 **The USM 2020 Strategic Plan**

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- Four Key Goals for 2020
  - College Completion - 10,000 additional bachelor's degrees annually
  - Degree Production in STEM Fields - 40% increase in STEM graduates
  - Economic Competitiveness & Innovation - \$2.4 billion in extramural research funding and 325 new companies
  - Transforming the Academic Model - At least 40 critical gatekeeper courses redesigned through CRI

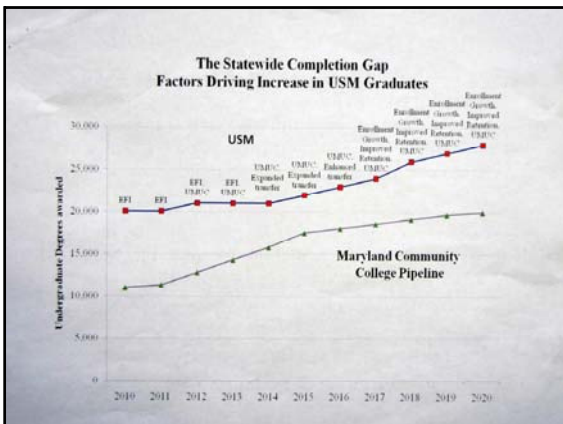
2

 **College Completion & Degree Mix  
 Degree Production: Progress to Date**

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- FY 2011 Baccalaureates up 6% over FY 10, and up 13% since FY 09
- FY 2011 Graduate Degrees (Master's-Doctorate) up 5% over FY 10, and up over 15% since FY 09
- **Assessment: USM currently on track to meet its 2020 goal of 10,000 additional bachelor's degrees. Ultimate success will require improved completion rates (5K degrees) expanded enrollment (5K degrees)**

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 **Degree Production in STEM Fields  
 Enrollments/Degrees: Progress to Date**

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- Fall 2011 undergraduate STEM enrollments are projected to increase by 3% over Fall 2010, and STEM graduate enrollments by 4%
- FY 2011 STEM bachelor's degrees are up 6% over FY 10 baseline and STEM graduate degrees are up by 12%
- **Assessment: We are off to a good start, but...**

\*All Fall 11 enrollments numbers are preliminary


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### Economic Competitiveness & Innovation: Progress to Date

- FY 11 extramural research at \$1.20 billion down 10% from FY 10 (Goal = \$2.4B by 2020)
- New Start Up Companies expected to come in around 30 or more through FY 10 (Goal = 350 by 2020)
- **Assessment: Progress is mixed. Extramural research dollars lower; new “start ups” above original estimates.**


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### Questions for Discussion

- Are current levels of growth in enrollment, degree production, and STEM sustainable absent EFI or other funding sources?

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### Transforming Academic Model: Progress to Date

- 12 courses redesigned through CRI in FY 11, up from 10 in FY 10\*
- 21 courses projected to have been redesigned by close of FY 12\*
- USM also has catalyzed similar efforts throughout state that will have a greater impact than original plan target
- **Assessment: USM currently on target to achieve goal (40 courses redesigned by 2020)**

\* Does not include UMUC's undergraduate curriculum reorganization


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### Questions for Discussion

- What are the keys to increased success in the area of economic competitiveness and innovation?
  - Impact of new laboratory space on research funding
  - Formation of a CIMIT-type organization for collaborative initiatives
  - Adjustments to APT policies to incentivize more commercialization
  - Enhanced infrastructure for promoting technology transfer and commercialization

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### Questions for Discussion

The Benefits of EFI, CAG, & E&E Initiatives

**EFI's Impact on Undergraduate Degree Growth**

Pre-EFI years  
– By 2008: 600 added (over 2005)

Post-EFI years  
– By 2010: 1,100 added (over 2008)


Projected total impact:  
– By 2013: 2,800-3,000 added per year (over 2008)

**Closing Achievement Gap (CAG) Initiative Impact**

Successful Gap Closers (TU, SU, and UMBC)  
– By 2010: 875 degrees added (vs. predicted)

**E&E's Impact**  
– Shortest time to degree in USM history

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### Questions for Discussion

- What should be the areas of priority under the plan over the next 3-5 years, given the constraints on state funding?
  - STEM-related enrollment funding
  - Increased programming at Shady Grove
  - Incentives for Associate's degree completion
  - Creation and commercialization of intellectual property

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**THE SEVENTEENTH ANNUAL REPORT**  
**ON THE**  
**INSTRUCTIONAL WORKLOAD OF THE USM FACULTY**



**Submitted to Board of Regents' Committee on Education Policy**  
**November 11, 2010**

**Office of the Chief Operating Officer /**  
**Vice Chancellor of Administration and Finance**



## USM FACULTY WORKLOAD REPORT ACADEMIC YEAR 2009-2010

### SUMMARY

Some highlights of this year's report include:

- Total Tenured/Tenure-Track faculty rose by 19 or .5%, while FTE student enrollment rose by 2,600 or 3% in AY 2009-2010.
- Tenure Track Faculty continue to meet overall workload demands at all 9 institutions detailed in this report (see table 1).
- Tenure Track Faculty met the required Course Unit levels at 6 of 9 institutions, with 8 of 9 reaching the required level when all Core faculty were included (see table 3 and 4).
- Faculty are teaching more students. 8 of 9 institutions saw the average semester credit hours generated per tenure track faculty member rise, and 7 of 9 for all core faculty (see table 5 and 6)
- Total bachelor's degrees awarded continues to rise rapidly with 1,000 more degrees awarded in the most recent year than 5 years earlier (see table 7)
- Time to degree and completion of degrees in 4 years are at the best levels since USM began tracking them in the 1980's (see table 8 and 9)
- Faculty publication and scholarship continue at high levels with more than 760 books and 13,000 refereed articles published in 2009-2010
- Faculty research funding again reached a new peak at nearly 1.3 billion dollars

## **USM FACULTY WORKLOAD REPORT ACADEMIC YEAR 2009-2010**

### **INTRODUCTION**

The workload of faculty in the University System of Maryland is governed by a series of policies which are overseen by the USM Board of Regents and which are designed to ensure maximum accountability while providing individual campuses high levels of flexibility to deploy faculty in the most effective and efficient way possible. These policies were initially adopted in 1994 under the overall heading: *Policy on Faculty Workload and Responsibilities*. This document was amended in 1999. It was further amended in 2003-2004 as part of the USM Effectiveness and Efficiency process. Prior to this last amendment, the Regents' policy called for an expected instructional workload range of 5-6 course units per tenured/tenure-track faculty member at USM research universities and 7-8 course units per tenured/tenure-track faculty member at USM comprehensive institutions. Beginning in 2004-2005, while the prescribed ranges have not changed, the Regents' E&E initiatives called for research and comprehensive universities to reach a target of 5.5 and 7.5 course units per full-time faculty member respectively.

An annual report has been issued since 1994 which synthesizes and scores instructional activities. This 17<sup>th</sup> annual report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2009-2010. As recommended by the USM Effectiveness and Efficiency Workgroup and the policy changes adopted by the Board of Regents in 2003-2004, the report focuses on faculty productivity at the institutional level rather than the individual level, attempts to characterize the full range of instructional productivity by using a variety of instructional workload metrics (including course assignments, credit hours and degrees awarded), and includes data on the contributions of full-time non-tenured/non-tenure track faculty when calculating an institution's instructional effort and workload averages. The key metric used for measuring instructional activity under the Regents' policy is the course unit (CU). One course unit is defined as a standard three-credit lecture course, and all other courses and instructional activity, including individual instruction (i.e., undergraduate research, dissertation research, etc.), are converted to course units using conversion factors defined in the USM policy. Instructional activity in this report is defined primarily in course units.

Discussion of faculty instructional workload can best be informed by an understanding of the distinctive missions across higher education institutions and the varied roles of faculty. A brief introductory discussion of three fundamental questions provides a richer context for interpreting the data presented in this report: (1) Who are the faculty? (2) What do they do? and (3) How can we further refine measures of productivity in keeping with USM Regents policy.

*Faculty Profile*

There are several types of faculty at an institution: tenured/tenure-track faculty, full- and part-time non-tenured/non-tenure-track faculty (who include adjunct faculty, instructors and lecturers) hired primarily for instructional purposes, and full- and part-time research faculty (who are usually funded through grants and contracts) hired primarily to conduct research. The composition of USM institutions' faculty bodies varies depending upon institutional mission, funding, and other factors. Regardless of overall composition, each faculty type is an integral part of the institution and its students' experiences. For example, research faculty members play an important role in the training and mentoring of undergraduate and graduate students in the conduct of research and critical analysis.

**Table 1 - 2009-2010 Faculty Composition of USM Comprehensive and Research Institutions (Headcount excluding UMB and UMUC)**

Faculty Type	Research		Comprehensive		Total	
	N	%	N	%	N	%
Tenured/Tenure Track *	1,854	38%	1,668	43%	3,522	40%
FT NT/NTT Instructional	355	7%	545	14%	900	10%
FT NT/NTT Research	1,542	31%	4	<1%	1,546	17%
Part-time	1,192	24%	1,680	43%	2,872	32%
<b>Total</b>	<b>4,943</b>		<b>3,897</b>		<b>8,840</b>	

\* Includes those with primary assignments of Instruction or Research  
 Source: MHEC Employee Data System (EDS)

Table 1 depicts the mix of faculty at all USM institutions. Consistent with the profiles of colleges and universities across the nation, the importance of part-time and full-time non-tenured/non-tenure-track faculty is evidenced in Table 1. These faculty members constitute a majority of all faculty within the USM. One implication of this fact for instructional workload reporting is that focusing only upon tenured/tenure-track faculty provides an incomplete picture of how USM students are taught. Therefore, this report includes information about the contributions of full-time non-tenured/non-tenure-track faculty, as well as tenured/tenure-track faculty, because of their importance to the instructional mission of each USM institution.

*Tenured and Tenure Track Faculty*

**The total number of tenured and tenure-track faculty rose from 3,503 to 3,522 from 2008-2009 to 2009-2010. This represents an increase of 19 (a .5% increase) tenure-track faculty members in a year which saw an increase of more than 2,600 FTE students (a 3% increase) system-wide.**

The core of any university is its complement of tenured/tenure-track faculty. As such, it is a key measure of the quality of instruction. In addition, it has considerable implications on a campus for the performance of other faculty members as the tenured/tenure-track faculty oversee departmental and discipline curriculum and advising. They also participate

in university committees and department service activities. It can also be taken as an indicator of funding and reflects a university's priorities in the use of resources.

Whether tenured/tenure-track faculty members are at a comprehensive or a research university, they are expected to engage in each of three types of faculty activity: teaching, research, and service. These three activities are highly *integrated* and it is often difficult to separate them into distinct categories thus, a faculty member's research and service to the community enhance his or her expertise and ability to provide quality instruction to students, just as engagement with students can enhance research agendas and allow faculty to provide more informed service to the institution and community. Research is converted into knowledge and incorporated into the instructional curriculum. The Regents' faculty workload policy recognizes that the emphasis on each of these three activities will vary depending on institutional mission and funding.

The Board of Regents' policy on faculty workload recognizes that, because differential assignments of instructional, research, and service responsibilities maximize the effectiveness and efficiency of individual departments and affect how each department contributes to the institutional mission, the focus of external accountability should be "the department or academic unit and not the individual faculty member" (*Policy on Faculty Workload and Responsibilities, Approved by the Board of Regents, August 19, 1994 and amended on July 9, 1999*). Given the responsibilities and professional pursuits of tenured/tenure-track faculty, it is common for academic departments to use this flexibility to meet their instructional, research, and service obligations. Departments allocate instructional assignments among the different types of faculty at their disposal. In so doing, departments can achieve their goals in an efficient, cost-effective manner while advancing the quality of the academic program. Therefore, faculty instructional workload is best reviewed at the department or academic unit level because departments have responsibility for establishing instructional loads, making instructional assignments, and monitoring and reporting how those assignments are carried out. Reporting by USM institutions to USM is done using departments as the basic unit of analysis, with department data aggregated to the institutional level for reporting to the Regents.

## **2009-2010 INSTRUCTIONAL AND NON-INSTRUCTIONAL PRODUCTIVITY**

The remainder of this report for the 2009-2010 academic year is divided into two sections: data related to instructional workload activities of faculty (including efficiency and outcomes data) and data on the scholarship and service activities of faculty. This is done for convenience purposes only. As noted elsewhere, it is often very difficult to separate out these activities because they are highly integrated. Faculty members working with undergraduates on research projects are both teaching and conducting research. Faculty engaged in service learning projects may be teaching, conducting research, and/or providing service. A brief summary and discussion of future issues related to faculty composition and workload conclude the report.

### *Instructional Productivity at the Department Level*

Academic departments are expected to meet the standard instructional expectations set forth by USM and institutional policies. Often, individual faculty members are assigned alternate responsibilities in place of, and at times in addition to, their standard loads. These additional responsibilities are recognized as those related to instruction (such as unusually large advising loads, developing new curriculum or modality of instruction); department administrative duties; and critical research and service activities. Each responsibility is crucial to the success of the institution in creating a quality learning environment for students as well as fulfilling the institutional role in the State as a community resource. Although these recognized responsibilities do not alter the overall teaching expectations of a department or an institution, they will affect the distribution of the teaching assignments among faculty members within a department.

One of the indicators collected from all USM institutions and reviewed at this level is the instructional productivity ratio for each department. For tenured/tenure-track faculty, this ratio is the number of course units taught by tenured/tenure-track faculty divided by the number of course units expected to be taught by those faculty members. The number of course units expected to be taught is based on the expected load for each full-time equivalent (FTE) tenured/tenure-track faculty member, with adjustments made for externally funded research, sabbaticals, and non-credit bearing instructional activity. Thus, an outcome of 1.00 would mean that the tenured/tenure-track faculty members of a department or institution taught 100% of the expected course units, while a number greater than 1.00 indicates that a department or institution exceeded expectations. When academic departments do not achieve a ratio of 1.00/1, it is the responsibility of the appropriate institutional academic officers to examine why and to take action necessary to correct the situation.

Table 2 displays the instructional productivity percentages for each USM institution. The data indicate that the tenured/tenure-track faculty members of each USM institution are generating more course units than expected based on the Board of Regents' policy. Those faculty members at comprehensive institutions collectively produced a ratio of 1.1/1, meeting 114% of Regents policy expectations and those at the research institutions produced a ratio of 1.5/1 and met 155% of the Regent's policy expectations. In other words, collectively USM faculty in 2009-2010 exceeded the Regents' expectations, as set by Regents' policy.

**Table 2 - Percent of Expected Course Units taught, by Institution (2009-2010)**

<b>Institution</b>	<b>Total # of Depts.</b>	<b>Total FTEF</b>	<b>Expected CUs</b>	<b>Actual CUs</b>	<b>% of Expectations Met</b>
Bowie	17	137	889	998	112%
Coppin	16	126	898	999	111%
Frostburg	26	186	1213	1395	115%
Salisbury	27	228	1339	1727	129%
Towson	34	475	3161	3299	104%
UB	7	45	291	318	109%
UMES	17	101	558	844	151%
<b>All Comprehensives</b>	<b>143</b>	<b>1298</b>	<b>8397</b>	<b>9580</b>	<b>114%</b>
UMBC	34	340	1563	2135	137%
UMCP	61	1153	5472	6730	123%
<b>All Research</b>	<b>95</b>	<b>1493</b>	<b>7035</b>	<b>8865</b>	<b>126%</b>

Notes: Percentages are calculated for all departments using instructional data from T/TT faculty. Excluded are faculty on sabbatical and those exempted as a result of illness or death. Adjustments are also made for instruction-related activity and external funding. Data for UB, SU and TU exclude the business and law schools because accreditation requires law faculty to teach 4.0 CU's and business faculty to teach 6.0 CU's annually.

*Average Course Units Taught Per Faculty*

Table 3 shows the five-year trends for the number of course units taught per FTE tenured/tenure-track faculty. During the 2009-2010 academic year, tenured/tenure-track faculty at the USM comprehensive institutions taught an average of 7.4 course units while the tenured/tenure-track faculty at the USM research institutions taught an average of 6.0 course units. In 2009-2010, 6 of 9 USM institutions reported a level of instructional productivity for their tenured/tenure-track faculty members at or above the expectation.

Towson University, the University of Baltimore and Bowie State University reported lower than expected faculty workload by this measure. At Towson University, this reflects a number of trends including increased research activity (which rose by 15% over last year, see table 10) and the institutional development of a trimester program. At the University of Baltimore, the institution reported an average course unit measure over 7.0 for the second straight year. A large number of faculty at UB are in the Law and Business schools where accreditation standards require faculty to teach less than the stipulated workload. This leaves a relatively small number of tenured and tenure track faculty to meet course unit requirements and all other activities of the T/TT faculty. This has resulted in a shortfall in a number for a number of years, but UB successfully leverages its full-time non-tenure track faculty to achieve desired levels of instruction. Similarly, Bowie State University fell short of its goals because of high levels of release time related to the Institution's 10 year Middle States accreditation activities. As with UB, Bowie utilized other core faculty to effectively meet course unit goals. This is the first year that Bowie has performed below its goal and the level is expected to rise in the next academic year.

**Table 3 - Trends in Average Course Units (CU) Taught by Tenured/Tenure-Track Faculty (2005-2006 thru 2009-2010)**

INSTITUTIONS	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	CU /FTEF	CU /FTEF	CU /FTEF	CU /FTEF	CU /FTEF
BSU	7.5	7.9	7.9	7.5	7.3
CSU	9.2	8.5	8.5	7.9	7.9
FSU	7.8	7.7	7.8	7.5	7.5
SU	7.9	7.9	7.9	7.9	7.6
TU	7.1	7.0	6.9	7.0	7.0
UB	6.9	6.7	7.3	7.1	7.1
UMES	7.8	7.8	7.4	7.7	8.4
<b>Comprehensives</b>					
<b>Avg.</b>	<b>7.7</b>	<b>7.5</b>	<b>7.5</b>	<b>7.4</b>	<b>7.4</b>
UMBC	5.8	5.8	6.0	6.1	6.6
UMCP	6.1	5.9	5.8	5.7	5.8
<b>Research Avg.<sup>1</sup></b>	<b>6.0</b>	<b>5.9</b>	<b>5.8</b>	<b>5.8</b>	<b>6.0</b>

<sup>1</sup> Research institutions may include Only State Supported FTE at their discretion

Note: The Course unit calculations for Salisbury, Towson and UB omit the schools of law and business because accreditation requires law faculty to teach 4.0 CU's and business faculty to teach 6.0 CU's.

In addition to the tenured/tenure-track faculty, the non-tenured/non-tenure-track instructional faculty members contribute to and support the instructional goals of each institution. Table 4 shows the average course units taught by these two groups of full-time instructional faculty combined. In AY 2009-2010, the total course units taught by tenured/tenure-track and full-time non-tenured/non-tenure-track instructional faculty averaged 7.9 at the comprehensive institutions and 6.0 at the research institutions.

**Table 4 - Average Course Units Taught by Tenured/Tenure-Track & FT Non-tenured/Non-tenure-track Instructional Faculty ( 2008-2009 and 2009-2010)**

Institution	2008-2009			2009-2010		
	FTEF	CU's	AVG CU's	FTEF	CU's	AVG CU's
BSU	178	1,424	8.0	177	1,338	7.6
CSU	134	1,102	8.2	141	1,485	10.5
FSU	215	1,632	7.6	219	1,632	7.5
SU	278	2,197	7.9	307	2,340	7.6
TU	663	4,884	7.4	694	5,090	7.3
UB	66	498	7.5	69	529	7.6
UMES	156	1,235	7.9	143	1,331	9.3
<b>Comprehensives</b>	<b>1,690</b>	<b>12,972</b>	<b>7.7</b>	<b>1,750</b>	<b>13,745</b>	<b>7.9</b>
UMBC	421	2,721	6.5	422	2,861	6.5
UMCP	1,392	7,913	5.7	1,368	7,950	5.8
<b>Research*</b>	<b>1,813</b>	<b>10,634</b>	<b>5.9</b>	<b>1,790</b>	<b>10,810</b>	<b>6.0</b>

\* Research Universities may include only State Supported FTE at their discretion in addition to Full-time Non-tenured

Note: Salisbury, Towson and UB's FTE's and CU's are adjusted to omit the schools of business and law.

*Average Credit Hour Generation per Faculty*

Table 5 displays the FTE and the average credit hours generated over the past three years by tenured/tenure-track faculty. In 2009-2010, tenured/tenure-track faculty members at USM institutions semester credit hour productivity varied considerably but rose at 8 of 9 institutions indicating faculty are teaching larger classes. Table 6 includes full-time non-tenured/non-tenure-track faculty members and reflects this same increase at 7 of 9 institutions. These data can be interpreted to imply that USM institutions are holding class sizes relatively constant over time despite rising enrollment levels and economic pressure which threaten the breadth of course offerings.

**Table 5 - Trends in the Average Credit Hours Generated by Tenured/Tenure-Track Faculty (2007-2008 thru 2009-2010)\***

Institution	2007-2008		2008-2009		2009-2010		3 year
	FTEF	Avg. SCH	FTEF	Avg. SCH	FTEF	Avg. SCH	Avg. SCH
BSU	116	472	128	521	137	550	514
CSU	110	458	119	289	126	299	349
FSU	180	479	183	488	186	496	488
SU	207	493	205	528	228	552	524
TU	429	432	453	417	475	419	423
UB	38	390	45	444	45	392	409
UMBC	321	368	320	368	326	371	369
UMCP	1148	467	1171	492	1153	511	490
UMES	95	395	100	448	101	725	523

\* Excluded are faculty on sabbatical and those exempted as a result of illness or death. Adjustments are also made for instruction-related activity and external funding. Salisbury, Towson and UB's FTEs are adjusted to omit the schools of business and law.

**Table 6 - Trends in the Average Credit Hours Generated by Tenured/Tenure-Track Faculty AND Full-Time, Non-Ten./Non-Ten.-track Instructional Faculty (2007-2008 thru 2009-2010)\***

Institution	2007-2008		2008-2009		2009-2010		3 year
	FTEF	Avg. SCH	FTEF	Avg. SCH	FTEF	Avg. SCH	Avg. SCH
BSU	140	492	178	575	177	570	546
CSU	128	490	134	276	141	284	350
FSU	209	491	215	486	219	491	489
SU	262	510	278	527	307	546	528
TU	611	454	663	436	694	439	443
UB	61	382	66	444	69	418	415
UMBC	415	457	421	463	422	465	462
UMCP	1366	536	1392	555	1368	580	557
UMES	151	412	156	471	143	744	542

\* Excluded are faculty on sabbatical and those exempted as a result of illness or death. Adjustments are also made for instruction-related activity and external funding. Salisbury, Towson and UB's FTEs are adjusted to omit the schools of business and law.



### *Faculty Workload at the University of Maryland, Baltimore*

UMB applies a set of standards that are more appropriate for its professional schools for judging faculty workload. UMB reports that 94% of all core faculty met or exceeded the institution's standard faculty workload. When compared to previous years, this represents a consistent level of attainment in meeting the standard workload. More than half of the faculty exemptions from teaching the standard load did so to pursue externally funded or department supported research and service.

### *Student Outcomes (Degrees Awarded and Time-to-Degree)*

All of the measures of faculty instructional productivity which have been presented to this point are measures of production efficiency within the system; however, the question is ultimately one of outcome efficiency in terms of degrees produced. The student receiving a high quality degree in a reasonable period of time is the end product which defines success for students, faculty, and the public. Increase or decrease in number of degree recipients reflects the institution's growth in enrollment, success in retaining students to graduation, and the faculty's productivity. The number of graduating students rose steadily in recent years and has held steady at the elevated level in the most recent year. Table 7 reports the degrees recipients at USM institutions for the last 5 years.

**Table 7 - Trends in the Undergraduate Degrees Recipients (2005-2009)**

<b>Institution</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
BSU	578	610	621	615	613
CSU	314	335	375	290	354
FSU	834	848	796	789	752
SU	1,298	1,387	1,420	1,512	1,557
TU	2,984	3,164	3,120	3,167	3,358
UB	488	496	507	517	528
UMBC	1,819	1,720	1,914	1,844	1,798
UMCP	5,920	5,939	5,749	5,936	6,301
UMES	389	452	436	448	429
<b>Total</b>	<b>14,624</b>	<b>14,951</b>	<b>14,938</b>	<b>15,118</b>	<b>15,690</b>

Source: Degree Information System

As part of the Effectiveness and Efficiency effort implemented by the USM Board of Regents, improving student time-to-degree has been identified as a major academic initiative. The most recent graduating class recorded the most rapid time-to-degree of any class since records have been kept on the measure. Many factors can influence a student's time-to-degree including level of pre-enrollment preparation, need to work while enrolled, requirements of degree program, and the degree of clear realistic planning by the student. The ability of students to rapidly and successfully matriculate is also dependent on efficiency and productivity of the faculty, the quality of advising, and the appropriateness of course offerings. Changes in time-to-degree are thus, in part, a reflection of faculty productivity. In recent years, the system overall has seen progress in this area. Table 8 presents the time to degree of recent class cohorts. Table 9 illustrates changes in the four-year graduation rates which, although only a part of the graduation

rate picture, are a useful supplemental measure of time to degree. When taken together these elements place the process measures into a more complete context.

**Table 8 - Undergraduate Time-to-Degree in Semesters**

	Entering Year						
	1996	1997	1998	1999	2000	2001	2002
BSU	9.7	9.7	10.0	9.6	10.0	9.7	9.5
CSU	10.7	10.8	10.3	9.8	10.3	10.0	10.3
FSU	9.2	9.3	9.3	9.2	9.2	9.2	9.2
SU	8.5	8.5	8.6	8.3	8.5	8.6	8.7
TU	9.1	9.1	9.0	9.0	9.0	8.9	8.8
UMBC	9.3	9.4	9.3	9.1	9.2	9.1	9.2
UMCP	9.2	9.1	8.9	8.7	8.7	8.6	8.4
UMES	9.3	9.2	9.1	9.0	9.0	8.8	8.7
<b>All USM</b>	<b>9.2</b>	<b>9.2</b>	<b>9.0</b>	<b>8.9</b>	<b>8.9</b>	<b>8.8</b>	<b>8.7</b>

Source: Degree Information System, Enrollment Information System

Note: Time-to-degree will vary from institutionally produced figures. They include students excluded from IPEDS rates, students graduating from any USM institutions, and part-time students. UB is not included in these data because they have only recently begun admitting first-time freshmen students

**Table 9 - 4-Year Graduation Rate**

	Entering Year				
	2001	2002	2003	2004	2005
BSU	14%	18%	14%	15%	23%
CSU	6%	5%	4%	4%	4%
FSU	23%	24%	24%	24%	21%
SU	46%	46%	48%	49%	48%
TU	34%	38%	44%	39%	40%
UMBC	33%	31%	35%	35%	34%
UMCP	53%	57%	58%	58%	61%
UMES	18%	21%	20%	20%	15%
<b>All USM</b>	<b>37%</b>	<b>39%</b>	<b>41%</b>	<b>40%</b>	<b>41%</b>

Source: Degree Information System, Enrollment Information System

Notes: Rates will vary from institutionally produced rates. Graduation rates include students excluded from IPEDS rates and students graduating from any USM institutions. UB is not included in these data because they have only recently begun admitting first-time freshmen students.

### 2008-2009 Scholarship and Service Activity

Table 10 is a summary of the scholarship and service activity of the USM faculty from degree-granting institutions (including UMB). Data show that in AY 2009-2010, USM faculty published 763 books and over 13,000 peer-reviewed articles and made or participated in more than 11,000 professional presentations and creative activities. These levels remain at among the highest levels of scholarly production since these measures have been tracked. The average USM faculty member spent approximately 13 days in public service to business, government, schools, and non-profit organizations.

Table 10 also records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. In AY 2008-2009, the USM

was awarded nearly 1.3 billion dollars in external awards exceeding last year's number by more than 7% or 80 million dollars. These data reflect the overall grants and contract productivity for each institution. This represents the highest total achieved in the USM, both at the research and at the comprehensive institutions. Although, USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars.

As State funding has decreased, external funding has become even more critical for higher education. It is used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines.

**Table 10**  
**Scholarship and Service of the USM Faculty,\* AY 2009-2010**

	# FTEF Faculty	# of Books Published	# of Refereed Publications	# of Non-Ref. Publications	# Creative Activities	Professional Present.	Days in Pub. Service per FTEF	External Grants & Contracts
<i>Comprehensive</i>								
<b>BSU</b>	194	3	31	25	8	85	9.9	\$20,431,218
<b>CSU</b>	157	10	85	36	83	115	19.2	\$ 9,486,977
<b>FSU</b>	245	21	116	77	322	201	10.4	\$ 4,144,578
<b>SU</b>	371	19	238	139	298	363	10.3	\$ 4,700,613
<b>TU</b>	822	62	701	256	1134	872	11.5	\$29,493,680
<b>UB</b>	169	28	192	203	50	206	13.2	\$ 4,594,526
<b>UMES</b>	160	5	103	56	88	204	10.3	\$19,233,655
<i>Research</i>								
<b>UMB</b>	1,638	221	4,523	964	1,913	3,442	10.0	\$565,961,418
<b>UMBC</b>	503	101	813	65	456	1,478	8.0	\$ 89,011,751
<b>UMCP</b>	1,981	293	6,528	3,262	366	758	23.1	\$540,906,304
<b>Total USM</b>	<b>6,240</b>	<b>763</b>	<b>13,330</b>	<b>5,083</b>	<b>4,718</b>	<b>7,724</b>	<b>12.6</b>	<b>\$1,287,964,720</b>

Source: Faculty Non-instructional Activity Survey (all categories except External Grants and Contracts), 2010 Annual Extramural Awards Survey "Total Less other USM" (External Grants and Contracts category)

\* Includes Ten/Ten Track, department chairs, & FT Non-tenure/non-tenure-track instructional and research faculty from all departments for the entire institution.

## SUMMARY

This report provides summary data for USM for the academic year 2009-2010. The data indicate that in 2009-2010 individual USM institutions have, in all but a few instances, successfully met the goals set by Regents' policy often in the face of fiscal strictures. Overall, the core faculty collectively met the expected instructional productivity standards in most categories at both the comprehensive and research institutions. The number of undergraduate and graduate degrees awarded, after a year of relative stability, rose rapidly in the past year. The improvement in the "through-put" of students through the system as demonstrated by reduced time to degree and improved 4 year graduation rates continued in the most recent year. **The time to degree, in particular, continues to fall and remains one of the most significant current trends to create greater efficiency.** Finally, non-instructional productivity (i.e., scholarship and service) remains at impressive levels, and **external research funding has reached record levels rising to nearly 1.3 billion dollars in one year which is an all-time high point.**

Approved

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2011-2012

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