



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Report on the Instructional Workload of the USM Faculty - (AY 2020-2021)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year’s report (AY 2020-2021) is the third of a multi-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy which was passed by the Board of Regents in June 2019.

As in the past, the report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- Despite the extraordinary circumstances that faculty and students endured during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36% Faculty publication and scholarship continue at high levels and at appropriate levels according to faculty type.
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over the previous year.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR’S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: November 8, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

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REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2020-2021



As requested on Page 202-203 of the FY22 Joint Chair's Report

Submitted by:

Office of the Senior Vice Chancellor for Academic and Student Affairs

KEY FINDINGS

- Despite the extraordinary circumstances that faculty and students endured during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment (see Table 3).
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately mirrored the unique mission of the USM institutions (see Table 5).
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Further, over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36% (see Table 6).
- Full-time tenured/tenure-track faculty carried the largest load at the upper-division undergraduate and graduate levels as compared to all other faculty types (see Table 7).
- Average student credit hour production for core instructional faculty was down somewhat from 2020-19 but on par with the previous 4 years.
- The number of bachelor's degrees awarded continued to increase in 2020-21. Across the institutions reported here there was a USM record 27,678 bachelor's degrees awarded (see Table 9).
- Four-year undergraduate graduation rates improved again in 2020-21 to the best performance since this measure was first tracked (see Table 10). Six-year graduation rates decreased slightly (see Table 11).
- Faculty publication and scholarship continued at high levels (see Table 12) and at appropriate levels according to faculty type (Table 13).
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over the previous year (Table 14).

INTRODUCTION

Since 1994 the University System of Maryland (USM) Board of Regents has provided an annual report to the General Assembly that synthesizes faculty workload, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2020-2021.

Background

The USM policies governing faculty workload 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. The primary USM Board of Regents policy governing faculty workload is II-1.25 POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES.¹

The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. However, since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. As a result, the "course unit" metric reported previously was requiring an increasing number of

¹ Other policies that clarify specific issues or relate to the faculty workload include: II-1.19 UNIVERSITY OF MARYLAND SYSTEM POLICY ON THE COMPREHENSIVE REVIEW OF TENURED FACULTY and II-1.05 POLICY ON THE EMPLOYMENT OF FULL-TIME, NON-TENURE TRACK INSTRUCTIONAL FACULTY IN THE UNIVERSITY SYSTEM OF MARYLAND.

exemptions and workarounds to establish equivalencies with the various academic innovations our institutions are embracing. This policy, therefore, was amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

This year's report continues the transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. While UMCES and UMB will not be included until next year, this report adds back previously exempted departments/colleges for Salisbury University, Towson University, and University of Baltimore and includes for the first time data from UMGC, which had been exempted in previous years.

As described, below, we have also made some definitional shifts in this report over the last 2 years:

- Numbers of faculty provided are based on *headcounts* instead of *full-time equivalents* (FTEs).
- Data for department chairs and non-departmental administrators who are also full-time faculty are included in the full-time faculty categories instead of being included as part of "other faculty."
- Data for full-time research faculty and teaching/graduate assistants are disaggregated into their own categories instead of being included as part of the previous "other faculty" category.
- Previously exempted departments/colleges for Salisbury University, Towson University, and University of Baltimore have been added back into calculations across years for consistency and comparison purposes.

While these definitional shifts will make some longitudinal comparisons a little more difficult over the next 5 years, we believe these changes will provide a clearer picture of how faculty are being deployed across teaching, research, and service in the analyses. The addition of student credit hour data disaggregated by course level should also help make clearer how faculty are being deployed across undergraduate and graduate programs. In addition, these changes put the definitions being used for purposes of this report into better alignment with COMAR and MHEC data definitions for various submissions, including the Employee Data System (EDS) report.

Definitions

For analysis purposes, this report combines various faculty activities and different faculty types into relatively broad categories. The metrics for these activities and the types of faculty are defined below:

Student Credit Hours (SCH): Student credit hours are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D). For example, a 3-credit course with ten students produces thirty student credit hours. Similarly, for a variable credit course where 10 students are enrolled at 2 credits and 10 other students are enrolled at 3 credits, the student credit hours generated would be 50 credits.

Academic Year: All data reported are for fall and spring terms only.

Faculty Types: Numbers of faculty included here represent headcounts and are disaggregated by their employment classification, as described below:

Full-time Tenured/Tenure-Track Faculty: This includes all persons, including department chairs and non-departmental administrators, holding tenured and tenure-track positions who are classified as faculty and had at least 1 instructional credit hour in the reporting year.

Full-time Non-Tenure Track Instructional Faculty: These are all full-time instructional faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting instructional faculty are also reported here.

Full-time Non-Tenure Track Research Faculty: This includes all full-time research faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting research faculty are also reported here.

Teaching/Graduate Assistant: These are graduate students with at least 1 instructional credit hour in the reporting year as part of their university employment.

Part-Time Instructional Staff: This category includes emeritus, adjunct and affiliated faculty, staff who teach, and all other part-time faculty with at least 1 instructional credit hour in the reporting year. Teaching/ graduate assistants are not reported here.

Course Levels: Per the USM's Policy for the Numbering of Academic Courses III-6.10, course levels are defined here as follows:

Lower Division: Undergraduate credit hours for 000-099 non-degree courses and 100 and 200 level courses.

Upper Division: Undergraduate credit hours for undergraduate courses 300 level courses and higher.

Graduate I: Graduate credit hours for post-baccalaureate certificate, master's and professional practice doctoral level courses

Graduate II: Graduate credit hours for post-master's and research/scholarship doctoral level courses.

Graduate III: Graduate credit hours for master's and doctoral research supervision courses (798, 799, 898, 899).

USM FACULTY PROFILE

In 2020-2021, the USM had a total instructional complement of 17,899 faculty by headcount across all institutions except UMCES. Table 1 provides a detailed breakdown of these faculty by tenure status and full or part time employment status for the institutions represented in this year's report.

Table 1. USM Faculty Profile (Academic Year 2020-2021)

	FT Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	FT Non-TT Research	Teaching/ Graduate Assistants	Other PT Instructional Staff	All Faculty
BSU	174	36	0	0	341	551
CSU	113	8	0	0	136	257
FSU	201	39	0	3	164	407
SU	344	91	0	20	309	764
TU	614	308	0	25	935	1882
UB	141	34	0	0	210	385
UMB	465	1122	357	37	1918	3899
UMBC	395	159	16	28	594	1192
UMCP	1,347	503	67	399	1,525	3,841
UMES	159	53	8	42	90	352
UMGC	0	203	0	0	4180	4383
Total*	3,955	2,555	448	554	10,401	17,913

Source: USM Report on Faculty Teaching Workload

*Note: Total does not include UMCES.

MEASURES OF FACUTLY CONTRIBUTIONS TO STUDENT SUCCESS

Because student success is the central focus of our degree-granting institutions, the primary measure of instructional productivity in this report is expressed in terms of credit hours produced. Additional student outcomes with respect to enrollments and graduation rates are also presented here as a measure of the faculty's contributions to student success.

Student Credit Hour Measures

Production of student credit hours (SCH) is the prescribed measure in the revised policy on faculty workload for evaluating instructional activity and deployment of faculty. SCH are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D) and further defined above.

Total SCH Production by Institution

The total SCH production by institution over the last 5 academic years is reported in Table 2, below. These SCH totals include all faculty types and instructional levels. The number and percent of 1-year change and the 5-year change are also reported.

Table 2. One-year and 5-year change in total SCH produced.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	1-yr change (2020-21 vs. 2019-21)		5-yr change (2020-21 vs. 2015-16)	
							#	%	#	%
BSU	121,580	130,328	141,908	142,389	149,722	147,901	-1,821	-1.22%	26,321	21.65%
CSU	71,361	73,302	72,329	72,014	65,674	65,192	-482	-0.73%	-6,169	-8.64%
FSU	126,599	121,206	121,392	112,865	117,702	107,662	-10,040	-8.53%	-18,937	-14.96%
SU	223,537	222,151	226,494	223,402	227,458	212,474	-14,984	-6.59%	-11,063	-4.95%
TU	541,783	534,520	536,584	542,978	551,865	526,026	-25,839	-4.68%	-15,757	-2.91%
UB	112,471	108,029	100,387	89,689	78,698	73,396	-5,302	-6.74%	-39,075	-34.74%
UMBC	322,899	322,225	317,416	321,734	320,027	314,074	-5,954	-1.86%	-8,826	-2.73%
UMCP	853,867	895,625	887,875	889,605	962,924	969,969	7,045	0.73%	116,102	13.60%
UMES	115,731	103,346	93,939	83,779	75,792	67,229	-8,562	-11.30%	-48,502	-41.91%
UMGC	749,237	772,224	789,320	786,602	771,941	802,652	30,711	3.98%	53,415	7.13%
Total*	3,239,065	3,282,956	3,287,644	3,265,057	3,321,802	3,286,575	-35,227	-1.06%	47,510	1.47%

Source: USM Report on Faculty Teaching Workload

*Note that total does not include UMB or UMCES.

Table 3, below, illustrates whether the total SCH produced by the institution is keeping pace with total enrollment. Over the last year, there was a slight drop in USM fall headcount enrollment (-1.18%) and an almost equal drop in overall USM SCH production (-1.06%). Over 5 years, however, enrollments are up slightly overall (3.45%) and total SCH generated has also increased (1.47%).

Table 3. One-year and 5-year change in fall headcount enrollment and total SCH produced.

	1-yr change (2020-21 vs. 2019-20)		5-yr change (2020-21 vs. 2015-16)	
	Enrollment	Total SCH	Enrollment	Total SCH
BSU	1.28%	-1.22%	15.10%	21.65%
CSU	-13.80%	-0.73%	-24.45%	-8.64%
FSU	-6.20%	-8.53%	-15.62%	-14.96%
SU	-5.72%	-6.59%	-6.31%	-4.95%
TU	-3.49%	-4.68%	-1.65%	-2.91%
UB	-6.86%	-6.74%	-33.07%	-34.74%
UMBC	-0.77%	-1.86%	-2.47%	-2.73%
UMCP	-0.08%	0.73%	6.74%	13.60%
UMES	-8.32%	-11.30%	-40.74%	-41.91%
UMGC	0.42%	3.98%	16.47%	7.13%
Total*	-1.18%	-1.06%	3.45%	1.47%

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

*Note that total does not include UMB or UMCES.

Given SCH is calculated as the number of students in a course multiplied by the number of course credit hours, one might expect enrollment changes to exactly mirror SCH changes. However, undergraduate and graduate headcount enrollment includes both full time and part-time students, who differentially impact SCH due to the numbers of credits they are taking in a given year. Part-time students count equally in enrollment headcount numbers, but account for fewer SCH within a given year. Given this, variations in drops or increases in part-time and fulltime enrollments can account for some of this variation. Table 4 illustrates the 1-year and 5-year change in fulltime and part-time headcount enrollments.

Table 4. Total undergraduate and graduate headcount enrollment by attendance status.

	1-year % (2020-21 vs. 2019-20)			5-year % (2020-21 vs. 2015-16)		
	Change in Fulltime	Change in Part-time	Change in Total	Change in Fulltime	Change in Part-time	Change in Total
BSU	1.42%	0.81%	1.28%	21.61%	-3.23%	15.10%
CSU	-12.36%	-17.22%	-13.80%	-21.64%	-30.71%	-24.45%
FSU	-7.77%	-2.04%	-6.20%	-21.48%	3.65%	-15.62%
SU	-6.12%	-2.71%	-5.72%	-5.26%	-13.39%	-6.31%
TU	-5.10%	3.08%	-3.49%	-3.08%	4.12%	-1.65%
UB	-4.11%	-9.49%	-6.86%	-36.22%	-29.54%	-33.07%
UMB	-0.29%	18.75%	4.54%	2.71%	48.70%	12.77%
UMBC	-2.40%	5.23%	-0.77%	-2.94%	-0.84%	-2.47%
UMCP	-1.78%	13.70%	-0.08%	6.33%	9.70%	6.74%
UMES	-9.47%	-2.02%	-8.32%	-41.50%	-36.57%	-40.74%
UMGC	10.45%	-1.55%	0.42%	21.59%	15.41%	16.47%
Total*	-3.51%	2.57%	-2.42%	-2.81%	-4.63%	-3.16%

Source: USM Institutional Research Information System (IRIS).

*Note that total does not include UMB or UMCES.

Beginning last year USM institutions began also providing a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 5 provides the 2020-21 SCH data by course level. Variations illustrate the unique missions of each of the USM institutions.

Table 5. SCH production by course level.

	BSU	CSU	FSU	SU	TU	UB	UMBC	UMCP	UMES	UMGC	TOTAL*
Lower Division	86,711	31,444	48,971	109,979	247,002	12,311	143,278	414,505	35,823	342,406	1,130,023
Upper Division	47,789	29,721	48,151	88,359	239,856	24,903	137,950	420,768	17,016	344,425	1,054,513
Graduate I	6,965	4,027	9,697	13,359	35,836	35,371	21,773	84,011	9,532	114,088	220,571
Graduate II	4,419	0	617	777	2,660	495	3,922	30,678	4,168	1,341	47,736
Graduate III	2,017	0	226	0	673	316	7,151	20,007	690	392	31,080
Total*	147,901	65,192	107,662	212,474	526,026	73,396	314,074	969,969	67,229	802,652	2,483,923

Source: USM Report on Faculty Teaching Workload.

*Note that total does not include UMB or UMCES.

Student Credit Hour Production by Faculty Type

Table 6, below, illustrates the degree to which different types of faculty are responsible for the production of SCH. Core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 69.45% of all SCH produced (up again slightly over last year). Of note as a continuing trend, total credit hours produced in the five years since 2015-16 by core instructional faculty is up again this year by 2.42% while the number of SCH produced by teaching/graduate assistants and other part-time faculty has dropped again this year by -3.36%. Specific institutions do differ from this trend. For example, UMGC is not reported in these totals at all due to their unique business model. Part-time faculty there account for almost 93% of SCH production.

Table 6. Percentage of SCH produced by faculty type.

	FT Tenured/Tenure Track		Full-time Non-Tenure Track Instructional		FT non-TT Research		Teaching/Graduate Assistants		Other PT Instructional Staff	
	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21
BSU	46.58%	44.04%	18.02%	0.06%	0.00%	0.00%	0.00%	0.00%	35.40%	45.12%
CSU	62.83%	60.71%	2.60%	8.58%	0.00%	0.00%	0.00%	0.00%	34.57%	30.71%
FSU	65.51%	68.96%	13.05%	14.39%	0.00%	0.00%	0.38%	0.11%	21.07%	16.54%
SU	59.61%	61.09%	18.32%	18.95%	0.00%	0.00%	1.40%	1.07%	20.67%	18.89%
TU	41.25%	40.74%	26.98%	28.75%	0.00%	0.00%	0.87%	0.43%	30.90%	30.08%
UB	50.83%	59.17%	11.86%	13.77%	0.00%	0.00%	0.00%	0.00%	37.31%	27.06%
UMBC	34.40%	29.62%	28.85%	33.60%	2.84%	0.47%	3.33%	1.90%	30.57%	34.41%
UMCP	40.61%	34.82%	22.81%	36.47%	0.37%	1.91%	6.91%	5.30%	29.30%	21.50%
UMES	46.57%	48.98%	26.03%	19.03%	0.45%	0.34%	1.77%	0.14%	25.19%	31.51%
Total*	44.58%	41.47%	22.44%	27.97%	0.52%	0.81%	3.22%	2.50%	29.24%	26.60%

Source: USM Report on Faculty Teaching Workload
 *Note that total does not include UMB, UMCES, or UMGC.

Table 7, below, illustrates how faculty types are being deployed across undergraduate and graduate programs. As expected, full-time tenured/tenure-track faculty carry the largest load at the graduate level as compared to other faculty types. Of note, the institutions appropriately make heavy use of part-time faculty (usually also practitioners in the field) at the Graduate I Level, which are typically master's and professional practice courses.

Table 7. Course Levels of Total SCH Produced by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Teaching/Graduate Assistants	Other PT Instructional Staff	Total*
Faculty Headcount	3,488	1,231	91	517	4,304	9,631
Lower-Division	363,495	396,796	12,270	40,821	316,642	1,130,023
Upper-Division	495,065	274,767	6,295	20,335	258,051	1,054,513
Graduate I	109,560	36,486	1,252	1,003	72,270	220,571
Graduate II	35,997	2,233	338	18	9,151	47,736
Graduate III	26,053	502	32	-	4,493	31,080
Total*	1,030,170	710,784	20,187	62,176	660,606	2,483,923

Source: USM Report on Faculty Teaching Workload
 *Note that totals do not include UMB, UMCES, or UMGC.

Average Student Credit Hour Production for Core Instructional Faculty

Table 8 indicates that USM average SCH produced by FT core instructional faculty decreased in 2020-21 from the previous year with core instructional faculty at five of the nine institutions reported here producing fewer SCH as compared to 2019-20. That said, overall SCH production is on par with the five-year period since 2015-16.

Table 8. Trends in Average SCH Generated by FT Core Instructional Faculty

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
BSU	357	348	353	387	314	311
CSU	365	364	391	398	340	373
FSU	401	364	381	376	388	374
SU	421	427	413	404	407	391
TU	413	405	405	403	412	396
UB	351	341	344	336	294	306
UMBC	385	394	365	367	358	358
UMCP	299	319	311	328	359	374
UMES	365	344	349	308	264	216
Total*	346	346	340	344	366	350

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)
 * Note that totals do not include UMB, UMCES, or UMGC.

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report. Until the recent shifts in USM policy, UMB has applied a different set of standards for judging faculty instructional workload that were more appropriate for its professional schools. Starting with next year's report, UMB will be integrated into the above analyses to the extent possible.

For 2020-21, UMB reports that 95% of all core faculty met or exceeded the institution's standard faculty instructional workload, consistent with the attainment for previous years. In fact, nearly half of faculty exempted from teaching the standard load taught anyway to pursue opportunities for externally funded or department supported research and service.

Student Outcomes

While SCH are one measure of faculty production, student outcomes --such as number of degrees awarded and graduation rates-- are also useful indicators of faculty contributions to student success. While an increase or decrease in the number of degree recipients can reflect a number of factors such as the institution's growth in enrollment and their level of success in retaining students to graduation, students' ability to graduate in a timely fashion is also dependent on the efficiency and productivity of the faculty, the quality of advising, and the appropriateness of course offerings.

Table 9. Five-year trends in undergraduate degrees awarded by institution.

	2016	2017	2018	2019	2020	2021
BSU	832	713	781	826	870	881
CSU	464	421	399	378	335	332
FSU	964	1,060	1,027	1,078	967	1,023
SU	1,982	2,026	1,873	1,805	1,907	1,842
TU	4,428	4,628	4,609	4,619	4,701	4,628
UB	721	755	711	615	521	468
UMBC	2,521	2,572	2,578	2,658	2,632	2,643
UMCP	7,253	7,292	7,559	7,768	8,295	7,839
UMES	574	514	482	508	516	384
UMGC	5638	5883	6206	6346	6663	7,638
Total*	25,377	25,864	26,225	26,601	27,407	27,678

Source: USM Institutional Research Information System (IRIS)

*Note total does not include UMB or UMCES.

As seen in Table 9, above, the number of graduating students continues to rise and is at the highest level yet achieved by the USM. USM also continues to see overall progress in student time-to-degree. Table 10, below, illustrates four-year graduation rates and Table 11 documents changes in the six-year graduation rates. Although graduation rates reflect only part of the larger picture, they are a useful measure of student success.

Table 10. Four-year undergraduate graduation rate by entering year.

	2012	2013	2014	2015	2016	2017
BSU	16%	16%	17%	18%	18%	15%
CSU	9%	12%	12%	12%	9%	9%
FSU	29%	27%	27%	27%	31%	34%
SU	50%	52%	49%	49%	50%	48%
TU	46%	45%	47%	49%	47%	45%
UB	15%	17%	18%	22%	20%	23%
UMBC	40%	39%	42%	43%	45%	46%
UMCP	66%	66%	65%	69%	70%	71%
UMES	22%	21%	21%	15%	20%	19%
UMGC	6%	3%	4%	5%	6%	6%
Total*	46%	46%	47%	48%	49%	50%

Source: USM Institutional Research Information System (IRIS)

*Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen.

Table 11. Six-year undergraduate graduation rate by entering year.

	2010	2011	2012	2013	2014	2015
BSU	41%	42%	46%	46%	46%	44%
CSU	20%	23%	21%	25%	31%	25%
FSU	55%	56%	57%	57%	59%	55%
SU	74%	76%	71%	74%	70%	74%
TU	72%	74%	75%	72%	75%	75%
UB	36%	34%	41%	44%	40%	42%
UMBC	66%	65%	68%	71%	72%	73%
UMCP	86%	85%	86%	87%	87%	87%
UMES	42%	42%	44%	46%	45%	37%
UMGC	14%	11%	15%	17%	13%	13%
Total*	68%	70%	70%	72%	72%	71%

Source: USM Institutional Research Information System (IRIS)

*Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen.

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Scholarship and Service Activity

Table 12 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB). During the 2020-21 academic year, USM faculty published 587 books and 15,762 peer-reviewed articles. Faculty also participated in 4,221 juried and non-juried creative activities combined. Despite COVID-19 shutdowns, USM faculty still logged 37,804 days in public service to their communities, government, schools, and non-profit organizations. Table 13, below, provides these same data disaggregated by faculty type.

Table 12. Scholarship and service of the USM faculty.

	# Books Published	# Refereed Publications	# Non-Refereed Publications	# Juried Creative Works	# Non-Juried Creative Works	# Professional Presentations	# Prestigious Faculty Awards	# Faculty Awarded Externally Funded Grants and Contracts	# Patents Awarded to Faculty	# Faculty in Leadership Positions in Professional Societies	# Days Spent in Public Service
Comprehensive											
BSU	36	161	58	19	36	399	49	67	3	71	1,602
CSU	1	37	5	18	0	93	2	30	0	12	1,740
FSU	11	99	60	6	228	130	0	15	0	7	1,265
SU	25	165	51	57	81	7	24	18	1	33	749
TU	73	865	240	362	452	613	60	96	0	256	5,957
UB	10	84	53	11	0	55	15	38	0	21	490
Research											
UMB	304	6,564	963	--	2,437	3,432	502	819	--	--	16,207
UMBC	19	655	187	17	102	702	81	172	13	99	1,953
UMCP	93	7,007	803	54	283	207	162	1,202	117	99	6,335
UMES	15	125	42	32	26	184	16	57	0	44	1,505
UMGC	8	14	13	4	6	25	8	3	1	22	56
Total*	587	15,762	2,462	576	3,645	5,822	909	2,484	134	642	37,804

Table 13. Measures of Research and Scholarly/Creative Productivity by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Other	Total
# Books Published	246	31	1	13	291
# Refereed Publications	7,738	347	135	992	9,212
# Non-refereed Publications	1,198	106	24	184	1,512
# Juried Creative Works	440	129	0	11	580
# Non-juried Creative Works	902	235	13	64	1,214
# Professional Presentations	2,104	240	23	48	2,415
# Prestigious Faculty Awards	312	54	10	41	417
# Faculty Awarded Externally Funded Grants and Contracts	1,113	62	66	457	1,698
# Patents Awarded to Faculty	100	2	7	26	135
# Faculty in Leadership Positions in Professional Societies	514	111	6	33	664
# Days spent in public service	14,717	5,411	188	1,337	21,653

Source: USM Report on Faculty Teaching Workload

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also 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. 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.

Table 14 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2020-2021 academic year, the USM was awarded over \$1.6 billion in external awards. This represents a 3.83% increase from the 2019-2020 academic year.

Table 14. External funding per institution over the last 5 years.

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Comprehensive						
BSU	\$7,988,546	\$8,750,023	\$10,025,960	\$9,870,789	\$12,195,822	\$16,783,732
CSU	\$5,850,572	\$7,765,864	\$6,524,176	\$8,250,738	\$9,674,730	\$9,826,256
FSU	\$3,279,980	\$7,818,382	\$2,041,543	\$3,564,730	\$3,185,636	\$3,351,082
SU	\$4,584,488	\$5,760,833	\$5,141,941	\$8,032,505	\$5,791,637	\$5,135,529
TU	\$16,789,859	\$10,439,414	\$12,953,604	\$14,724,204	\$6,707,767	\$14,364,535
UB	\$7,729,907	\$10,582,279	\$13,698,053	\$14,813,294	\$16,972,599	\$15,962,335
UMGC	\$52,172,670	\$51,111,131	\$54,782,797	\$57,041,537	\$75,575,017	\$56,772,279
Research						
UMB	\$494,477,177	\$553,170,320	\$664,599,070	\$664,120,371	\$684,752,810	\$690,112,744
UMBC	\$76,215,884	\$92,193,683	\$77,180,308	\$79,741,464	\$72,517,690	\$72,825,769
UMCP	\$554,177,223	\$509,225,382	\$538,013,239	\$566,559,047	\$613,620,510	\$663,211,652
UMCES	\$24,815,908	\$24,739,098	\$26,833,197	\$21,424,116	\$23,184,557	\$23,461,321
UMES	\$17,827,443	\$19,728,418	\$15,601,754	\$16,750,307	\$18,772,791	\$30,209,484
Total*	\$1,265,909,657	\$1,301,284,827	\$1,427,395,642	\$1,464,893,102	\$1,542,951,566	\$1,602,016,718

Source: USM Annual Extramural Awards Survey

Note: Includes all USM institutions.

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2020-2021 academic year in the areas of faculty contributions to student success, their disciplines, and service activities.

While there are variations across institutions, production of SCH kept pace with overall enrollment trends in 2020-21, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion despite the extraordinary circumstances that faculty worked in during the global pandemic. This is further substantiated by the fact that the number of degrees awarded continues to rise and four-year and six-year graduation rates continue to improve. That said, to ensure we are keeping pace with longer-term enrollment trends, the USM continues to track SCH generated by core instructional faculty.

The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-tenure track instructional faculty whose primary responsibility is for teaching.

At the same time, non-instructional productivity in the form of scholarship and service remained at very high levels. External research funding rose again in the last year to over \$1.6 billion in the last year in 2020-21.