



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Report on the Instructional Workload of the USM Faculty - (AY 2019-2020)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 12, 2021

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year’s report (AY 2019-2020) is the second of a 3-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:

- Overall, total credit hours produced by faculty outpaced total student enrollment.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 69% of all credit hours produced (up another 3% from last year).
- Further, over the five years since 2014-15, credit hours produced by tenured/tenure track faculty is up 5.65% while credit hours produced by part-time faculty (adjuncts, etc.) is down - 3.9%
- Faculty publication and scholarship continue at high levels.
- Faculty secured over \$1.5 billion in research funding, representing a 5.33% gain over last 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: January 12, 2021

BOARD ACTION:

DATE:

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

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OFFICE OF THE CHANCELLOR

December 10, 2020

The Honorable Guy Guzzone
Chair, Senate Budget & Taxation Committee
3 West Miller Senate Office Building
Annapolis, MD 21401

The Honorable Maggie McIntosh
Chair, House Appropriations Committee
121 House Office Building
Annapolis, MD 21401

RE: Fiscal 2021 Joint Chair's Report – Report on Faculty Workload (R75T00), Page 197

Dear Chair Guzzone and Chair McIntosh:

The Fiscal 2021 Joint Chair's Report, section R75T00, page 197, requires that the University System of Maryland (USM) Office report on USM instructional faculty workload:

The committees request that the University System of Maryland (USM), Morgan State University (MSU), and St. Mary's College of Maryland (SMCM) continue to provide annual instructional workload reports for tenured/tenure-track faculty. By focusing on these faculty, the committees gain a sense of the teaching activities for the regular core faculty. However, there are other types of instructional faculty at institutions such as full- and part-time nontenured/nontenure-track faculty including adjunct faculty, instructors, and lecturers. Focusing on only tenured/tenure-track faculty provides an incomplete picture of how students are taught. Therefore, the report should also include the instructional workload when all types of faculty are considered. Additional information may be included at the institution's discretion. Furthermore, the USM report should include the percent of faculty meeting or exceeding teaching standards for tenured/tenure-track faculty for the University of Maryland, Baltimore Campus.

Attached is the AY 2019-2020 Report of the Workload of the USM Faculty. This document is the second report in a three-year transition to the University System of Maryland's new workload reporting format under the Board of Regents' June 2019 policy amendment. The new format, as you may recall, is aimed at improving reporting accuracy and coverage, better aligning with current practice, and incentivizing policy goals around student success.

I am happy to address any questions you may have regarding this response.

Sincerely,

A handwritten signature in cursive script that reads 'Jay A. Perman'.

Jay A. Perman
Chancellor

Enclosures

cc: Sarah Albert, DLS; Sara J. Baker, DLS; Joann Boughman, USM; Ellen Herbst, USM; Patrick Hogan, USM

REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2019-2020



As requested on Page 197 of the FY21 Joint Chair's Report

Submitted by:

Office of the Senior Vice Chancellor for Academic and Student Affairs

Office of the Vice Chancellor of Administration and Finance

REPORT ON THE WORKLOAD OF THE USM FACULTY: ACADEMIC YEAR 2019-2020

KEY FINDINGS

- Overall, in 2019-20, total credit hours produced by faculty outpaced total student headcount enrollment. In the five years since 2014-15, USM enrollment decreased by 0.66% and USM total credit hours produced increased by 7.19% (see Table 2a).
- When disaggregated by the program and degree level of the courses taught (such as lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately mirrors the unique mission of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 69% of all credit hours produced (up another 3% from last year) (see Table 4).
- Further, over the five years since 2014-15, credit hours produced by tenured/tenure track faculty is up 5.65% while credit hours produced by part-time faculty (adjuncts, etc.) is down -3.9% (see Table 4).
- Full-time tenured/tenure-track faculty carry the largest load at the upper-division undergraduate and graduate levels as compared to other faculty types (see Table 5).
- The number of bachelor's degrees awarded continues to increase. There was a USM record 20,744 bachelor's degrees awarded in the most recent year, 489 more than last year and 1,269 more than five years earlier (see Table 7).
- Four-year graduation rates have improved this year to the best performance since this measure was first tracked (see Table 8a). Six-year graduation rates have also increased (see Table 8b).
- Faculty publication and scholarship continue at high levels (see Table 9) and at appropriate levels according to faculty type (Table 10).
- Faculty secured over \$1.5 billion in research funding, representing a 5.33% gain over last year (Table 11).

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 2019-2020.

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 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 is the second of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. While UMCES, UMGC, and UMB will not be included until next year, for the first time this year’s report incorporates teaching data from UB’s School of Law, UB’s Merrick School of Business, SU’s Perdue School of Business, TU’s College of Business & Economics, and any other departments and colleges that had been exempted in previous years.

As described, below, we have also made some definitional shifts in this year’s report:

- 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.

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 this year 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:

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.

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).

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 academic years since 2014-15 is reported in Table 1, below. This table includes SCH totals across all faculty types and instructional levels. The number and percent of 1-year change since 2018-19 and the 5-year change since 2014-15 are also reported.

Table 1. One-year (2018-19 vs. 2019-20) and 5-year (2014-15 vs. 2019-20) Change in Total SCH Produced

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 1-year change | | 5-year change | |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|--------------|----------------|--------------|
| | | | | | | | # | % | # | % |
| BSU | 126,225 | 121,580 | 130,328 | 141,908 | 142,389 | 149,722 | 7,333 | 5.15% | 23,497 | 18.62% |
| CSU | 68,287 | 71,361 | 73,302 | 72,329 | 72,014 | 43,904 | -28,110 | -39.03% | -24,383 | -35.71% |
| FSU | 124,447 | 126,599 | 121,206 | 121,392 | 112,865 | 117,702 | 4,837 | 4.29% | -6,746 | -5.42% |
| SU | 208,478 | 200,511 | 205,456 | 209,529 | 207,673 | 227,458 | 19,785 | 9.53% | 18,980 | 9.10% |
| TU | 477,122 | 472,248 | 462,548 | 464,834 | 471,472 | 551,865 | 80,393 | 17.05% | 74,743 | 15.67% |
| UB | 66,374 | 65,189 | 63,592 | 58,362 | 49,534 | 78,698 | 29,164 | 58.88% | 12,324 | 18.57% |
| UMBC | 317,452 | 322,899 | 322,225 | 317,416 | 321,734 | 320,027 | -1,707 | -0.53% | 2,575 | 0.81% |
| UMCP | 854,228 | 853,867 | 895,625 | 887,875 | 889,605 | 962,924 | 73,319 | 8.24% | 108,696 | 12.72% |
| UMES | 115,829 | 115,731 | 103,346 | 93,939 | 83,779 | 75,792 | -7,987 | -9.53% | -40,037 | -34.57% |
| Total | 2,358,442 | 2,349,985 | 2,377,628 | 2,367,584 | 2,351,065 | 2,528,091 | 177,026 | 7.53% | 169,649 | 7.19% |

Source: USM Report on Faculty Teaching Workload

Table 2a, below, provides a general sense of whether the number of total SCH produced by the institution is keeping pace with total enrollment. While there was a slight drop in USM fall headcount enrollment between Fall 2018 and Fall 2019 (-1.78%) there was an increase in overall USM SCH production (7.53%) between 2018-19 and 2019-20. This 1-year comparison roughly mirrors the 5-year comparison; between Fall 2018 and Fall 2019 there was a slightly lower enrollment headcount (-0.66%) and an increase in overall SCH production (7.19%). As can be seen in Table 2a, however, fluctuations in enrollment and SCH production varies for specific institutions.

Table 2a. One-year and 5-year Change in Fall Undergraduate and Graduate Headcount and Total SCH Produced

| | 1-year change (2018-19 vs. 2019-20) | | 5-year change (2014-15 vs. 2019-20) | |
|--------------|--|--------------|--|--------------|
| | Enrollment | Total SCH | Enrollment | Total SCH |
| BSU | -2.36% | 5.15% | 8.36% | 18.62% |
| CSU | -0.51% | -39.03% | -13.05% | -35.71% |
| FSU | -2.19% | 4.29% | -8.27% | -5.42% |
| SU | 0.58% | 9.53% | -1.74% | 9.10% |
| TU | -0.93% | 17.05% | 1.90% | 15.67% |
| UB | -11.21% | 58.88% | -30.30% | 18.57% |
| UMBC | -1.20% | -0.53% | -2.70% | 0.81% |
| UMCP | -1.11% | 8.24% | 8.33% | 12.72% |
| UMES | -9.61% | -9.53% | -32.55% | -34.57% |
| Total | -1.78% | 7.53% | -0.66% | 7.19% |

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

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 closely 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. Drops in part-time enrollment, as experienced 2018-19,

can account for some of this variation. Table 2b illustrates the 1-year and 5-year change in fulltime and part-time headcount enrollments.

Table 2b. Total Undergraduate and Graduate Headcount Enrollment by Attendance Status

| | 1-year % | | | 5-year % | | |
|--------------|--------------------|---------------------|-----------------|--------------------|---------------------|-----------------|
| | Change in Fulltime | Change in Part-time | Change in Total | Change in Fulltime | Change in Part-time | Change in Total |
| BSU | -1.62% | -4.87% | -2.36% | 14.73% | -9.36% | 8.36% |
| CSU | 1.64% | -5.28% | -0.51% | -12.74% | -13.78% | -13.05% |
| FSU | -6.28% | 10.59% | -2.19% | -15.30% | 17.55% | -8.27% |
| SU | 0.30% | 2.78% | 0.58% | -1.09% | -6.47% | -1.74% |
| TU | -0.86% | -1.21% | -0.93% | 3.03% | -2.44% | 1.90% |
| UB | -12.75% | -9.68% | -11.21% | -35.31% | -24.72% | -30.30% |
| UMBC | -1.25% | -1.02% | -1.20% | -1.37% | -7.27% | -2.70% |
| UMCP | -0.92% | -2.63% | -1.11% | 10.11% | -4.20% | 8.33% |
| UMES | -10.62% | -3.67% | -9.61% | -32.86% | -30.85% | -32.55% |
| Total | -1.70% | -2.14% | -1.78% | 1.04% | -7.75% | -0.66% |

Source: USM Institutional Research Information System (IRIS)

This year the USM institutions also provided a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 3 provides the 2019-2020 SCH data by course level, illustrating the unique missions of each of the USM institutions.

Table 3. 2019-2020 SCH Production by Course Level

| | BSU | CSU | FSU | SU | TU | UB | UMBC | UMCP | UMES | USM |
|----------------|----------------|---------------|----------------|----------------|----------------|---------------|----------------|----------------|---------------|------------------|
| Lower-Division | 87,546 | 16,874 | 55,198 | 122,069 | 271,828 | 12,334 | 150,735 | 417,347 | 39,739 | 1,173,669 |
| Upper-Division | 48,487 | 22,861 | 52,972 | 91,847 | 242,816 | 29,226 | 136,781 | 407,749 | 22,366 | 1,055,105 |
| Graduate I | 6,810 | 0 | 8,502 | 12,688 | 34,424 | 36,274 | 21,606 | 87,412 | 11,538 | 219,254 |
| Graduate II | 4,495 | 0 | 612 | 854 | 2,189 | 573 | 4,008 | 30,733 | 1,445 | 44,909 |
| Graduate III | 2,384 | 4169 | 418 | 0 | 608 | 291 | 6,897 | 19,683 | 705 | 35,155 |
| Total | 149,722 | 43,904 | 117,702 | 227,458 | 551,865 | 78,698 | 320,027 | 962,924 | 75,792 | 2,528,091 |

Source: USM Report on Faculty Teaching Workload

Student Credit Hour Production by Faculty Type

Table 4, 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% of all SCH produced (up another 3% from last year). Of note, while non-tenure track instructional faculty produced over 24% more SCH than they did five years ago, the number of SCH produced has also increased for full-time tenured/tenure-track faculty overall by 5.65% while dropping for part-time faculty by -3.90%. Specific institutions do differ from this trend.

Table 4. Percentage of SCH Produced by Faculty Type and 5-Year Percent Change (2019-20 vs. 2014-15)

| | FT Tenured/Tenure Track | | Full-time Non-Tenure Track Instructional | | FT non-TT Research | | Teaching/Graduate Assistants | | Other PT Instructional Staff | |
|----------------|-------------------------|--------------|--|---------------|--------------------|--------------|------------------------------|--------------|------------------------------|---------------|
| | % of total | % 5yr change | % of total | % 5yr change | % of total | % 5yr change | % of total | % 5yr change | % of total | % 5yr change |
| BSU | 44.67% | 23.36% | 0.14% | 4.10% | 0.00% | -- | 0.00% | -- | 43.28% | 86.31% |
| CSU | 90.32% | 2.94% | 4.24% | -21.90% | 0.00% | -- | 0.00% | -- | 5.44% | -89.83% |
| FSU | 65.62% | 1.91% | 13.92% | 16.60% | 0.00% | -- | 0.41% | -- | 20.05% | 4.53% |
| SU | 60.53% | 23.83% | 19.49% | 19.50% | 0.00% | -- | 0.55% | -- | 19.43% | 0.89% |
| TU | 40.20% | 23.02% | 28.89% | 6.50% | 0.00% | -- | 0.42% | -- | 30.49% | 8.10% |
| UB | 55.28% | 89.63% | 14.27% | -10.40% | 0.00% | -- | 0.00% | -- | 30.45% | -30.51% |
| UMBC | 29.40% | -7.24% | 31.17% | 14.00% | 0.26% | -- | 1.72% | -- | 37.45% | 12.02% |
| UMCP | 33.43% | -6.32% | 36.31% | 56.30% | 1.54% | -- | 6.43% | -- | 22.29% | -16.46% |
| UMES | 48.62% | -34.25% | 23.52% | -31.40% | 0.53% | -- | 0.41% | -- | 26.92% | -34.28% |
| Overall | 41.13% | 5.65% | 27.71% | 24.20% | 0.63% | -- | 2.84% | -- | 26.98% | -3.90% |

Source: USM Report on Faculty Teaching Workload

Note: FT non-TT Research and Teaching/Graduate Assistants have not been reported separately before this year, so percent of 5 year change could not be calculated.

Table 5, below, illustrates how faculty are being deployed across undergraduate and graduate programs by faculty type. As one would expect, 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 (practitioners in the field) at the Graduate I Level, which are typically master's and professional practice courses.

Table 5. 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 |
|----------------|------------------|-------------------------|--------------------|------------------------------|------------------------------|------------------|
| Lower-Division | 369,871 | 409,471 | 6,779 | 45,529 | 342,021 | 1,173,669 |
| Upper-Division | 499,836 | 267,878 | 7,419 | 24,993 | 254,981 | 1,055,105 |
| Graduate I | 106,464 | 38,521 | 1,473 | 1,225 | 71,571 | 219,254 |
| Graduate II | 35,855 | 1,980 | 280 | 46 | 6,750 | 44,909 |
| Graduate III | 27,672 | 591 | 80 | 0 | 6,812 | 35,155 |
| Total | 1,039,697 | 718,439 | 16,031 | 71,790 | 682,134 | 2,528,091 |

Source: USM Report on Faculty Teaching Workload

Average Student Credit Hour Production for Core Instructional Faculty

Table 6, which reports average SCH production for all core instructional faculty indicates that USM average SCH produced by FT instructional faculty increased quite a bit in 2019-20 with core instructional faculty at five of the nine institutions producing significantly more SCH as compared to 2018-19. Overall SCH production is also up significantly for the five-year period since 2014-15.

Table 6. Trends in Average SCH Generated by All Core Faculty²

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-----|---------|---------|---------|---------|---------|---------|
| BSU | 387 | 341 | 332 | 329 | 355 | 314 |
| CSU | 285 | 325 | 325 | 349 | 355 | 340 |
| FSU | 371 | 375 | 348 | 357 | 352 | 388 |

² Due to the shift this year from calculating average SCH using faculty headcount instead of FTEs, data in this table will differ from previous reports but have been recalculated across the years for consistency and comparison purposes.

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------|------------|------------|------------|------------|------------|------------|
| SU | 364 | 347 | 349 | 356 | 353 | 407 |
| TU | 348 | 344 | 335 | 337 | 333 | 412 |
| UB | 146 | 168 | 167 | 164 | 151 | 294 |
| UMBC | 370 | 378 | 384 | 357 | 360 | 358 |
| UMCP | 295 | 294 | 314 | 307 | 324 | 359 |
| UMES | 368 | 346 | 334 | 337 | 295 | 264 |
| Average | 325 | 322 | 327 | 323 | 328 | 366 |

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

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 each year. Until the recent shifts in USM policy, UMB has applied a different set of standards for judging faculty instructional workload from the other institutions that were more appropriate for its professional schools. Starting with next year's report, both UMB and UMGC data will be integrated into the above tables.

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 did so 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 7. Trends in the Undergraduate Degrees Awarded (FY 2015 to FY 2020)

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|
| BSU | 801 | 832 | 713 | 781 | 826 | 870 |
| CSU | 416 | 464 | 421 | 399 | 378 | 335 |
| FSU | 1,032 | 964 | 1,060 | 1,027 | 1,078 | 967 |
| SU | 1,935 | 1,982 | 2,026 | 1,873 | 1,805 | 1,907 |
| TU | 4,422 | 4,428 | 4,628 | 4,609 | 4,619 | 4,701 |
| UB | 694 | 721 | 755 | 711 | 615 | 521 |
| UMBC | 2,432 | 2,521 | 2,572 | 2,578 | 2,658 | 2,632 |
| UMCP | 7,166 | 7,253 | 7,292 | 7,559 | 7,768 | 8,295 |
| UMES | 577 | 574 | 514 | 482 | 508 | 516 |
| Total | 19,475 | 19,739 | 19,981 | 20,019 | 20,255 | 20,744 |

Source: USM Institutional Research Information System (IRIS)

Note: Total does not include all USM institutions.

The number of graduating students continues to rise and is at the highest level yet achieved by the USM. Table 7, above, displays the number of degree recipients for the last five years at the USM institutions included in this report. USM also continues to see overall progress in student time-to-degree. Table 8a, below, illustrates changes over time in the four-year graduation rates and Table 8b documents changes in the six-year graduation rates. Although

graduation rates reflect only part of the larger picture (and transfers are not included), they are a useful measure of student success.

Table 8a. Four-Year Graduation Rate by Entering Year

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|----------------|------------|------------|------------|------------|------------|------------|
| BSU | 15% | 16% | 16% | 17% | 18% | 18% |
| CSU | 9% | 9% | 12% | 12% | 12% | 9% |
| FSU | 27% | 29% | 27% | 27% | 27% | 31% |
| SU | 50% | 50% | 52% | 49% | 49% | 50% |
| TU | 45% | 46% | 45% | 47% | 49% | 47% |
| UB | 8% | 15% | 17% | 18% | 22% | 20% |
| UMBC | 36% | 40% | 39% | 42% | 43% | 45% |
| UMCP | 63% | 66% | 66% | 65% | 69% | 70% |
| UMES | 20% | 22% | 21% | 21% | 15% | 20% |
| All USM | 44% | 46% | 46% | 47% | 48% | 49% |

Source: USM Institutional Research Information System (IRIS)

Notes: "All USM" includes USM institutions not reported here. Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

Table 8b. Six-Year Graduation Rate by Entering Year

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------------|------------|------------|------------|------------|------------|------------|
| BSU | 44% | 41% | 42% | 46% | 46% | 46% |
| CSU | 19% | 20% | 23% | 21% | 25% | 31% |
| FSU | 61% | 55% | 56% | 57% | 57% | 59% |
| SU | 74% | 74% | 76% | 71% | 74% | 70% |
| TU | 73% | 72% | 74% | 75% | 72% | 75% |
| UB | 38% | 36% | 34% | 41% | 44% | 40% |
| UMBC | 65% | 66% | 65% | 68% | 71% | 72% |
| UMCP | 86% | 86% | 85% | 86% | 87% | 87% |
| UMES | 37% | 42% | 42% | 44% | 46% | 45% |
| All USM | 69% | 68% | 70% | 70% | 72% | 72% |

Source: USM Institutional Research Information System (IRIS)

Notes: "All USM" includes USM institutions not otherwise reported here. 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 9 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB). During the 2018-2019 academic year, USM faculty published 523 books and over 13,900 peer-reviewed articles. Faculty also participated in almost 4,800 juried and non-juried creative activities combined. USM faculty logged more than 37,000 days in public service to their communities, government, schools, and non-profit organizations. Table 10, below, provides these same data disaggregated by faculty type.

Table 9. Scholarship and Service of the USM Faculty (Academic Year 2019-2020)

| | # 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 | Leadership in Professional Societies | # Days Spent in Public Service |
|----------------------|-------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|------------------------------|------------------------------|--|------------------------------|--------------------------------------|--------------------------------|
| Comprehensive | | | | | | | | | | | |
| BSU | 7 | 90 | 52 | 5 | 43 | 141 | 3 | 24 | 3 | 10 | 1,088 |
| CSU | 1 | 37 | 5 | 18 | 0 | 93 | 2 | 31 | 0 | 12 | 1,740 |
| FSU | 7 | 119 | 60 | 12 | 404 | 132 | 1 | 19 | 0 | 10 | 1,661 |
| SU | 25 | 398 | 116 | 101 | 175 | 570 | 53 | 32 | 3 | 143 | 4,013 |
| TU | 55 | 745 | 243 | 122 | 753 | 695 | 75 | 79 | 0 | 179 | 6,287 |
| UB | 11 | 89 | 88 | 15 | 13 | 59 | 91 | 30 | 0 | 29 | 1,249 |
| UMES | 19 | 203 | 63 | 80 | 46 | 306 | 19 | 75 | 0 | 29 | 720 |
| Research | | | | | | | | | | | |
| UMB | 281 | 5,673 | 829 | -- | 2,388 | 4,023 | 456 | 2,316 | -- | -- | 15,749 |
| UMBC | 31 | 777 | 217 | 0 | 290 | 1,421 | 22 | 173 | 10 | 498 | 2,393 |
| UMCP | 86 | 5,769 | 239 | 54 | 273 | 296 | 103 | 1,482 | 18 | 65 | 2,221 |
| Total | 523 | 13,900 | 1,912 | 407 | 4,385 | 7,736 | 825 | 4,261 | 34 | 975 | 37,121 |

Source: USM Report on Faculty Teaching Workload

Notes: Includes tenured/tenure track, department chairs, and full-time non-tenure track instructional and research faculty from all departments for the entire institution. UMB data reported using old reporting format, that did not separate juried/non-juried created works or include patents or professional society leadership positions.

Table 10. 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 | 206 | 25 | 4 | 7 | 242 |
| # Refereed Publications | 7,512 | 181 | 57 | 477 | 8,227 |
| # Non-refereed Publications | 967 | 83 | 5 | 28 | 1,083 |
| # Juried Creative Works | 352 | 51 | 0 | 4 | 407 |
| # Non-juried Creative Works | 1,494 | 485 | 7 | 11 | 1,997 |
| # Professional Presentations | 3,246 | 337 | 68 | 62 | 3,713 |
| # Prestigious Faculty Awards | 312 | 29 | 2 | 26 | 369 |
| # Faculty Awarded Externally Funded Grants and Contracts | 1,150 | 65 | 99 | 631 | 1,945 |
| # Patents Awarded to Faculty | 33 | 0 | 1 | 0 | 34 |
| # Faculty in Leadership Positions in Professional Societies | 748 | 168 | 54 | 5 | 975 |
| # Days spent in public service | 15,441 | 5,625 | 73 | 233 | 21,372 |

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 11 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2019-2020 academic year, the USM was awarded over \$1.5 billion in external awards. This represents a 5.33% increase from the 2018-2019 academic year.

Table 11. External Funding per Institution (FY 2015 – FY 2020)

| | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Comprehensive | | | | | | |
| BSU | \$8,786,813 | \$7,988,546 | \$8,750,023 | \$10,025,960 | \$9,870,789 | \$12,195,822 |
| CSU | \$6,815,776 | \$5,850,572 | \$7,765,864 | \$6,524,176 | \$8,250,738 | \$9,674,730 |
| FSU | \$6,975,842 | \$3,279,980 | \$7,818,382 | \$2,041,543 | \$3,564,730 | \$3,185,636 |
| SU | \$4,882,812 | \$4,584,488 | \$5,760,833 | \$5,141,941 | \$8,032,505 | \$5,791,637 |
| TU | \$17,729,843 | \$16,789,859 | \$10,439,414 | \$12,953,604 | \$14,724,204 | \$6,707,767 |
| UB | \$7,399,317 | \$7,729,907 | \$10,582,279 | \$13,698,053 | \$14,813,294 | \$16,972,599 |
| UMES | \$21,224,282 | \$17,827,443 | \$19,728,418 | \$15,601,754 | \$16,750,307 | \$18,772,791 |
| UMGC | \$51,321,961 | \$52,172,670 | \$51,111,131 | \$54,782,797 | \$57,041,537 | \$75,575,017 |
| Research | | | | | | |
| UMB | \$497,918,281 | \$494,477,177 | \$553,170,320 | \$664,599,070 | \$664,120,371 | \$684,752,810 |
| UMBC | \$71,134,098 | \$76,215,884 | \$92,193,683 | \$77,180,308 | \$79,741,464 | \$72,517,690 |
| UMCP | \$545,633,305 | \$554,177,223 | \$509,225,382 | \$538,013,239 | \$566,559,047 | \$613,620,510 |
| UMCES | \$24,508,834 | \$24,815,908 | \$24,739,098 | \$26,833,197 | \$21,424,116 | \$23,184,557 |
| USM Total | \$1,264,331,164 | \$1,265,909,657 | \$1,301,284,827 | \$1,427,395,642 | \$1,464,893,102 | \$1,542,951,566 |

Source: USM Annual Extramural Awards Survey

Note: USM Total includes all USM institutions.

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2019-2020 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 outpaced overall enrollment trends in 2019-20, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion. 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 \$1.5 billion in the last year in 2019-2020.

APPENDIX A: FACULTY PROFILE

USM Faculty Complement

In 2019-2020, the USM had a total instructional complement of 16,817 faculty by headcount across all 12 institutions. Table A-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 A-1. USM Faculty Profile (Academic Year 2019-2020)

| | FT Tenured/ Tenure Track | Full Time Non-Tenure Track Instructional | FT Non-TT Research | Teaching/ Graduate Assistants | Other PT Instructional Staff | All Faculty |
|----------------|-----------------------------|---|-----------------------|-------------------------------------|------------------------------------|---------------|
| BSU | 178 | 36 | 0 | 0 | 345 | 559 |
| CSU | 115 | 7 | 0 | 0 | 135 | 257 |
| FSU | 201 | 40 | 0 | 5 | 205 | 451 |
| SU | 350 | 97 | 0 | 23 | 321 | 791 |
| TU | 607 | 319 | 0 | 25 | 1020 | 1971 |
| UB | 147 | 39 | 0 | 0 | 250 | 436 |
| UMB | 469 | 1079 | 352 | 35 | 1778 | 3713 |
| UMBC | 394 | 148 | 16 | 28 | 649 | 1235 |
| UMCP | 1,370 | 500 | 82 | 506 | 1,648 | 4,106 |
| UMES | 155 | 52 | 7 | 18 | 145 | 377 |
| Overall | 3,986 | 2,317 | 457 | 640 | 6,496 | 13,896 |

Source: USM Report on Faculty Teaching Workload

Note: Overall totals do not include UMCES or UMGC

Tenured and Tenure-Track Faculty

Once again this year, the overall headcount of tenured and tenure-track faculty for the institutions reported here decreased both from 2014-2015 and from 2018-2019 to 2019-2020. Table A-2 displays the number of tenured/tenure-track faculty at each institution and the 1-year and 5-year percent change in number.

Table A-2. Tenured/Tenure Track Faculty

| | 2014-15 | 2018-19 | 2019-20 | 1-Year Change in Tenured/ Tenure Track | 5-Year Change in Tenured/ Tenure Track |
|----------------|--------------|--------------|-------------|---|---|
| BSU | 161 | 156 | 178 | 14.1% | 10.6% |
| CSU | 141 | 138 | 115 | -16.7% | -18.4% |
| FSU | 214 | 201 | 201 | 0.0% | -6.1% |
| SU | 289 | 350 | 350 | 0.0% | 21.1% |
| TU | 514 | 608 | 607 | -0.2% | 18.1% |
| UB | 173 | 155 | 147 | -5.2% | -15.0% |
| UMB | 539 | 488 | 469 | -3.9% | -13.0% |
| UMBC | 386 | 394 | 394 | 0.0% | 2.1% |
| UMCP | 1456 | 1439 | 1370 | -4.8% | -5.9% |
| UMES | 170 | 159 | 155 | -2.5% | -8.8% |
| Overall | 4,043 | 4,088 | 3986 | -2.5% | -1.4% |

Source: USM Report on Faculty Teaching Workload

Note: Overall totals do not include UMCES or UMGC

Full-time Non-Tenure Track Instructional faculty

The total headcount of full-time, non-tenure track instructional faculty has continued to increase. In the period from 2014-2015 through 2019-2020, the numbers increased by 269 or about 28%. Table A-3 displays the number of full-time, non-tenure track instructional faculty at each institution and the 1-year and 5-year percent change in number.

Table A-3. Full-Time Non-Tenure Track Instructional Faculty

| | 2014-2015 | 2018-2019 | 2019-2020 | 1-Year Change in Non-Tenure Track | 5-Year Change in Non-Tenure Track |
|----------------|------------|-------------|-------------|--|--|
| BSU | 72 | 53 | 36 | -32.08% | -50.00% |
| CSU | 14 | 10 | 7 | -30.00% | -50.00% |
| FSU | 40 | 34 | 40 | 17.65% | 0.00% |
| SU | 83 | 96 | 97 | 1.04% | 16.87% |
| TU | 294 | 330 | 319 | -3.33% | 8.50% |
| UB | 26 | 39 | 39 | 0.00% | 50.00% |
| UMBC | 131 | 141 | 148 | 4.96% | 12.98% |
| UMCP | 250 | 397 | 500 | 25.94% | 100.00% |
| UMES | 59 | 55 | 52 | -5.45% | -11.86% |
| Overall | 969 | 1155 | 1238 | 7.19% | 27.76% |

Source: USM Report on Faculty Teaching Workload
Note: Overall totals do not include UMCES or UMGC

Part-time Faculty

While part-time faculty continue to play an important role in instruction at USM institutions, the headcount of part-time faculty used to teach courses decreased dramatically in 2019-2020; by -24.15% from 2018-2019 and by -14.22% from 2014-2015. Table A-4 displays the headcount of part-time faculty at each institution and the 1-year and 5-year percent change.

Table A-4. Part-Time Faculty

| | 2014-2015 | 2018-2019 | 2019-2020 | 1-Year Change in Part-Time | 5-Year Change in Part-Time |
|----------------|--------------|--------------|--------------|----------------------------------|----------------------------------|
| BSU | 259 | 368 | 345 | -6.25% | 33.20% |
| CSU | 141 | 135 | 135 | 0.00% | -4.26% |
| FSU | 183 | 161 | 205 | 27.33% | 12.02% |
| SU | 368 | 399 | 321 | -19.55% | -12.77% |
| TU | 998 | 1091 | 1020 | -6.51% | 2.20% |
| UB | 358 | 295 | 250 | -15.25% | -30.17% |
| UMBC | 570 | 622 | 649 | 4.34% | 13.86% |
| UMCP | 2407 | 2995 | 1648 | -44.97% | -31.53% |
| UMES | 216 | 154 | 145 | -5.84% | -32.87% |
| Overall | 5,500 | 6,220 | 4,718 | -24.15% | -14.22% |

Source: USM Report on Faculty Teaching Workload
Note: Overall totals do not include UMCES or UMGC