



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Report on the Instructional Workload of the USM Faculty - (AY 2021-2022)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 10, 2023

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year’s report (AY 2021-2022) is the fourth 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 69.15% of all credit hours produced (down slightly from the previous year).
- Over the five years since 2016-17, credit hours produced by part-time faculty dropped by -0.96%.
- Four-year undergraduate graduation rates improved again in 2021-22 to the best performance since this measure was first tracked. Six-year graduation stayed steady.
- Faculty secured over \$1.57 billion in research funding, representing a 1.78% decrease over the previous year.
- Average student credit hour production for core instructional faculty was down somewhat from 2020-21, but on par with 5-year averages.

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 10, 2023

BOARD ACTION:

DATE:

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

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OFFICE OF THE CHANCELLOR

December 18, 2022

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

The Honorable Ben Barnes
Chair, House Appropriations Committee
121 House Office Building
Annapolis, MD 21401

RE: Fiscal 2023 Joint Chair’s Report – Report on Faculty Workload (R75T0001), Pages 201

Dear Chair Guzzone and Chair Barnes:

Language in R75T0001 on page 201 of the Fiscal 2023 Joint Chair’s Report requires that the University System of Maryland Office to report on 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 2021-2022 Report of the Workload of the USM Faculty, the 4th year of our transition to the University System of Maryland’s new workload reporting format under the Board of Regents’ June 2019 policy amendment 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,

Jay A. Perman
Chancellor

Enclosures

cc: Sarah Albert, DLS; Sara J. Baker, DLS; Ryan Wilkens, DBM; Joann Boughman, USM; Ellen Herbst, USM; Patrick Hogan, USM; Sophia Kasdan, USM; Zakiya Lee, USM

REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2021-2022



As requested on Page 201 of the FY23 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 4).
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.15% of all credit hours produced (down slightly from the previous year).
- Further, over the five years since 2016-17, credit hours produced by part-time faculty dropped by -0.96% (see Table 5).
- 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 6).
- Average student credit hour production for core instructional faculty was down somewhat from 2020-21 (See Table 7), but on par with 5-year averages.
- The number of bachelor's degrees awarded continued to increase in 2021-22. Across the institutions reported here there was a USM record 27,989 bachelor's degrees awarded (see Table 8).
- Four-year undergraduate graduation rates improved again in 2021-22 to the best performance since this measure was first tracked (see Table 9). Six-year graduation stayed steady (see Table 10).
- Faculty publication and scholarship continued at high levels (see Table 11) and at appropriate levels according to faculty type (Table 12).
- Faculty secured over \$1.57 billion in research funding, representing a 1.78% decrease over the previous year (Table 13).

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 2021-2022.

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 more fully incorporates data from UMGC, which only began reporting for the first time last year.

As described, below, we have also made some definitional shifts in this report over the last 3 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 are providing 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 2021-2022, the USM had a total instructional complement of 18,010 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 2021-2022)

	FT Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	FT Non-TT Research	Teaching/ Graduate Assistants	Other PT Instructional Staff	All Faculty
BSU	176	46	0	0	391	613
CSU	85	38	0	0	99	222
FSU	198	43	0	6	155	402
SU	343	89	0	24	264	720
TU	592	313	0	24	971	1900
UB	140.00	30.00	0.00	3.00	222.00	395.00
UMB	465	1122	357	37	1918	3899
UMBC	385	159	11	32	644	1231
UMCP	1,362	550	120	432	1,528	3,992
UMES	151	48	2	35	133	369
UMGC	0	185	0	0	4082	4267
Overall	3,897	2,623	490	593	10,407	18,010

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.

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1-yr change (2021-22 vs. 2020-21)		5-yr change (2021-22 vs. 2016-17)	
							#	%	#	%
BSU	130,328	141,908	142,389	149,722	147,901	150,435	2,534	1.71%	20,107	15.43%
CSU	73,302	72,329	72,014	65,674	65,192	46,168	-19,024	-29.18%	-27,134	-37.02%
FSU	121,206	121,392	112,865	117,702	107,662	97,271	-10,391	-9.65%	-23,935	-19.75%
SU	222,151	226,494	223,402	227,458	212,474	194,907	-17,567	-8.27%	-27,244	-12.26%
TU	534,520	536,584	542,978	551,865	526,026	495,783	-30,243	-5.75%	-38,737	-7.25%
UB	108,029	100,387	89,689	78,698	73,396	64,500	-8,897	-12.12%	-43,530	-40.29%
UMBC	322,225	317,416	321,734	320,027	314,074	313,637	-437	-0.14%	-8,588	-2.67%
UMCP	895,625	887,875	889,605	962,924	969,969	964,737	-5,232	-0.54%	69,112	7.72%
UMES	103,346	93,939	83,779	75,792	67,229	61,739	-5,491	-8.17%	-41,608	-40.26%
UMGC	772,224	789,320	786,602	771,941	802,652	764,406	-38,246	-4.76%	-7,818	-1.01%
Total*	3,282,956	3,287,644	3,265,057	3,321,802	3,286,575	3,153,582	-132,993	-4.05%	-129,374	-3.94%

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 drop in USM fall headcount enrollment (-3.13%) and a roughly equivalent drop in overall USM SCH production (-4.05%). Over 5 years, enrollments are down overall (-4.15%) and total SCH generated has also decreased (-3.94%).

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

	1-yr change (2021-22 vs. 2020-21)		5-yr change (2021-22 vs. 2016-17)	
	Enrollment	Total SCH	Enrollment	Total SCH
BSU	0.93%	1.71%	11.27%	15.43%
CSU	-10.52%	-29.18%	-28.51%	-37.02%
FSU	-8.40%	-9.65%	-21.62%	-19.75%
SU	-6.84%	-8.27%	-13.49%	-12.26%
TU	-4.84%	-5.75%	-6.66%	-7.25%
UB	-11.03%	-12.12%	-38.01%	-40.29%
UMBC	1.04%	-0.14%	-0.01%	-2.67%
UMCP	1.38%	-0.54%	5.60%	7.72%
UMES	-9.90%	-8.17%	-38.93%	-40.26%
UMGC	-5.47%	-4.76%	-3.83%	-1.01%
Total*	-3.13%	-4.05%	-4.15%	-3.94%

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

*Note that total does not include UMB or UMCES.

Beginning in 2019-20, USM institutions began also providing a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 4 provides the 2021-22 SCH data by course level. Variations illustrate the unique missions of each of the USM institutions.

Table 4. 2021-22 SCH production by course level.

	BSU	CSU	FSU	SU	TU	UB	UMBC	UMCP	UMES	UMGC	USM
Lower-Division	87,507	24,242	42,512	100,307	237,835	9,508	145,572	414,465	33,648	338,566	1,434,161
Upper-Division	49,253	18,395	43,864	81,552	20,996	20,518	129,667	405,602	14,233	322,200	1,306,279
Graduate I	7,433	3,531	9,951	12,403	33,198	33,516	26,934	92,450	9,502	102,288	331,205
Graduate II	5,872	-	753	645	2,907	664	4,118	31,413	3,919	975	51,266
Graduate III	370	-	191	-	847	294	7,346	20,807	438	377	30,670
Total	150,435	46,168	97,271	194,907	495,783	64,500	313,637	964,737	61,739	764,406	3,153,582

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

Student Credit Hour Production by Faculty Type

Table 5, below, illustrates the degree to which different types of faculty are responsible for the production of SCH. This year for the first time, Table 5 includes data from UMGC, where part-time faculty account for over 94% of SCH production. For comparison purposes with previous years' reports, totals are reported both with UMGC data and without.

Including UMGC, core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 53.77% of all SCH produced and the percentage of SCH produced by teaching/graduate assistants and other part-time faculty is 44.79%.

When UMGC is removed from the totals, the percentage of SCH accounted for by core instructional faculty is 69.15% (down slightly over last year's 69.45%) and SCH produced by teaching/graduate assistants and other part-time faculty is 28.95% (down from last year's 29.91%).

Table 5. 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 2016-17	% of total 2021-22	% of total 2016-17	% of total 2021-22	% of total 2016-17	% of total 2021-22	% of total 2016-17	% of total 2021-22	% of total 2016-17	% of total 2021-22
BSU	42.07%	43.23%	16.40%	0.00%	0.00%	0.00%	0.00%	0.00%	41.57%	42.69%
CSU	62.86%	57.37%	2.68%	13.13%	0.00%	0.00%	0.00%	0.00%	34.46%	29.50%
FSU	63.60%	65.46%	14.11%	15.80%	0.00%	0.00%	0.34%	0.09%	21.95%	18.64%
SU	60.31%	61.82%	18.56%	19.86%	0.00%	0.00%	0.72%	1.15%	20.41%	17.17%
TU	41.36%	39.16%	26.95%	29.91%	0.00%	0.00%	0.82%	0.47%	30.87%	30.45%
UB	48.19%	63.20%	13.33%	12.78%	0.11%	0.00%	0.41%	0.65%	37.96%	23.37%
UMBC	34.36%	27.80%	31.42%	32.22%	0.13%	0.36%	3.58%	1.98%	30.51%	37.64%
UMCP	39.97%	32.62%	24.23%	39.35%	0.49%	2.37%	6.11%	5.74%	29.20%	19.93%
UMES	47.30%	47.46%	25.56%	20.95%	0.25%	0.62%	1.53%	1.30%	25.36%	29.67%
UMGC	--	0.00%	--	5.69%	--	0.00%	--	0.00%	--	94.31%
Tot w/UMGC	43.92%	29.86%	23.29%	23.90%	0.21%	0.77%	2.97%	2.14%	29.61%	42.65%
Tot w/o UMGC	43.92%	39.42%	23.29%	29.73%	0.21%	1.02%	2.97%	2.82%	29.61%	26.12%

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

Table 6, below, illustrates how faculty types are being deployed across undergraduate and graduate programs. Here again, totals are presented both with UMGC data and without, for comparison purposes to previous reports.

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 6. 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	3,432	1,501	133	556	8,489	14,111
Lower-Division	326,481	441,233	10,052	47,878	608,519	1,434,161
Upper-Division	444,418	280,322	10,665	18,392	552,482	1,306,279
Graduate I	106,886	48,926	3,040	1,127	171,227	331,205
Graduate II	37,150	4,180	498	49	9,389	51,266
Graduate III	26,843	289	128	-	3,410	30,670
Total w/UMGC	941,778	774,949	24,383	67,445	1,345,027	3,153,582
Total w/o UMG	941,778	774,949	24,383	67,445	624,110	2,389,176

Source: USM Report on Faculty Teaching Workload

*Note that totals do not include UMB or UMCES.

Average Student Credit Hour Production for Core Instructional Faculty

Table 7 indicates that USM average SCH produced by FT core instructional faculty decreased in 2021-22 from the previous year with core instructional faculty at all institutions reported here producing fewer SCH as compared to 2020-21. That said, overall average SCH production is on par with the five-year period since 2016-17.

Table 7. Trends in Average SCH Generated by FT Core Instructional Faculty

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
BSU	353	387	314	314	311	293
CSU	391	398	340	340	373	265
FSU	381	376	388	388	374	328
SU	413	404	407	407	391	368
TU	405	403	412	412	396	378
UB	344	336	294	294	306	288
UMBC	365	367	358	358	358	346
UMCP	311	328	359	359	374	363
UMES	349	308	264	264	221	212
UMGC	--	--	--	--	275	235
USM Average	340	344	351	366	362	344

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

* Note that totals do not include UMB or UMCES.

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 2021-22, UMB reports that 94% 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 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 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 quality of faculty advising and the appropriateness of course offerings.

Table 8. Five-year trends in undergraduate degrees awarded by institution.

	2017	2018	2019	2020	2021	2022
BSU	713	781	826	870	881	850
CSU	421	399	378	335	332	329
FSU	1,060	1,027	1,078	967	1,023	928
SU	2,026	1,873	1,805	1,907	1,842	1,664
TU	4,628	4,609	4,619	4,701	4,628	4,529
UB	755	711	615	521	468	391
UMBC	2,572	2,578	2,658	2,632	2,643	2,674
UMCP	7,292	7,559	7,768	8,295	8,100	8,420
UMES	514	482	508	516	384	300
UMGC	5883	6206	6346	6663	7,638	7,904
Overall	25,864	26,225	26,601	27,407	27,939	27,989

Source: USM Institutional Research Information System (IRIS)

*Note total does not include UMB or UMCES.

As seen in Table 8, 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 9, below, illustrates four-year graduation rates and Table 10 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 9. Four-year undergraduate graduation rate by entering year.

	2013	2014	2015	2016	2017	2018
BSU	16%	17%	18%	18%	15%	17%
CSU	12%	12%	12%	9%	9%	11%
FSU	27%	27%	27%	31%	34%	31%
SU	52%	49%	49%	50%	48%	49%
TU	45%	47%	49%	47%	45%	46%
UB	17%	18%	22%	20%	23%	22%
UMBC	39%	42%	43%	45%	46%	45%
UMCP	66%	65%	69%	70%	71%	73%
UMES	21%	21%	15%	20%	19%	18%
UMGC	3%	4%	5%	6%	6%	6%
Total	46%	47%	48%	49%	50%	53%

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 10. Six-year undergraduate graduation rate by entering year.

	2011	2012	2013	2014	2015	2016
BSU	42%	46%	46%	46%	44%	42%
CSU	23%	21%	25%	31%	25%	23%
FSU	56%	57%	57%	59%	55%	55%
SU	76%	71%	74%	70%	74%	70%
TU	74%	75%	72%	75%	75%	74%
UB	34%	41%	44%	40%	42%	36%
UMBC	65%	68%	71%	72%	73%	72%
UMCP	85%	86%	87%	87%	88%	88%
UMES	42%	44%	46%	45%	37%	40%
UMGC	11%	15%	17%	13%	13%	11%
Total*	70%	70%	72%	72%	71%	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 11 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB). During the 2021-22 academic year, USM faculty published 554 books and 16,457 peer-reviewed articles. Faculty also participated in 4,462 juried and non-juried creative activities combined. Despite the continued presence of challenges due to COVID-19, USM faculty logged 45,340 days in public service to their communities, government, schools, and non-profit organizations. The numbers of peer-reviewed articles, participation in juried and non-juried creative activities, and the number of days in public service are all increases over last year. Table 12 below, provides these same data disaggregated by faculty type (without UMB).

Table 11. 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	Total Dollars Awarded from Externally Funded Grants and Contracts (FY21)	# Patents Awarded to Faculty	# Faculty in Leadership Positions in Professional Societies	# Days Spent in Public Service
Comprehensive												
BSU	26	150	69	12	32	436	46	37	\$26,044,683	4	74	4,228
CSU	2	25	6	10	0	46	5	27	\$19,046,560	0	14	581
FSU	8	77	57	1	175	119	6	20	\$7,960,944	0	8	1,588
SU	11	185	70	54	124	173	17	28	\$8,307,089	0	129	1,809
TU	58	674	216	547	454	617	51	92	\$15,385,281	0	240	6,359
UB	10	75	29	16	3	204	16	36	\$19,361,183	0	43	513
UMES	22	130	51	28	47	307	31	102	\$18,399,159	3	111	2,079
Research												
UMB	286	6,299	739	--	2,177	4,133	521	819	\$604,358,538	--	--	17,822
UMBC	24	887	173	43	184	1,095	57	206	\$99,405,901	4	304	2,424
UMCP	107	7,955	721	80	475	287	205	908	\$673,615,145	105	154	7,937
UMGC	5	14	19	7	42	115	10	1	\$50,783,587	0	16	1,147
Overall	554	16,457	2,131	791	3,671	7,417	955	2,275	\$1,491,884,484	116	1,077	45,340

Source: USM Institutional Research Information System (IRIS)

*Note: Does not include UMCES.

Table 12. 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	227	34	5	7	273
# Refereed Publications	8,392	243	1,335	202	10,172
# Non-refereed Publications	1,194	113	48	56	1,411
# Juried Creative Works	598	168	16	16	798
# Non-juried Creative Works	1,023	381	61	71	1,536
# Professional Presentations	2,882	432	29	56	3,399
# Prestigious Faculty Awards	360	59	10	15	444
# Faculty Awarded Externally Funded Grants and Contracts	980	84	148	245	1,457
# Patents Awarded to Faculty	96	2	7	11	116
# Faculty in Leadership Positions in Professional Societies	914	151	6	22	1,093
# Days spent in public service	19,476	7,900	386	903	28,665

Source: USM Report on Faculty Teaching Workload

*Note: Does not include UMB or UMCES.

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 13 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2021-2022 academic year, the USM was awarded over \$1.57 billion in external awards. This represents a 1.78% decrease from the 2020-2021 academic year.

Table 13. External funding per institution over the last 5 years.

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Comprehensive						
BSU	\$8,750,023	\$10,025,960	\$9,870,789	\$12,195,822	\$16,783,732	\$26,044,683
CSU	\$7,765,864	\$6,524,176	\$8,250,738	\$9,674,730	\$9,826,256	\$19,046,560
FSU	\$7,818,382	\$2,041,543	\$3,564,730	\$3,185,636	\$3,351,082	\$7,960,944
SU	\$5,760,833	\$5,141,941	\$8,032,505	\$5,791,637	\$5,135,529	\$8,307,089
TU	\$10,439,414	\$12,953,604	\$14,724,204	\$6,707,767	\$14,364,535	\$15,385,281
UB	\$10,582,279	\$13,698,053	\$14,813,294	\$16,972,599	\$15,962,335	\$19,361,183
UMES	\$19,728,418	\$15,601,754	\$16,750,307	\$18,772,791	\$30,209,484	\$18,399,159
UMGC	\$51,111,131	\$54,782,797	\$57,041,537	\$75,575,017	\$56,772,279	\$50,783,587
Research						
UMB	\$553,170,320	\$664,599,070	\$664,120,371	\$684,752,810	\$690,112,744	\$604,358,538
UMBC	\$92,193,683	\$77,180,308	\$79,741,464	\$72,517,690	\$72,825,769	\$99,405,901
UMCP	\$509,225,382	\$538,013,239	\$566,559,047	\$613,620,510	\$663,211,652	\$673,615,145
UMCES	\$24,739,098	\$26,833,197	\$21,424,116	\$23,184,557	\$23,461,321	\$30,770,444
Overall	\$1,301,284,827	\$1,427,395,642	\$1,464,893,102	\$1,542,951,566	\$1,602,016,718	\$1,573,438,515

Source: USM Annual Extramural Awards Survey

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2021-2022 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 teaching.

At the same time, non-instructional productivity in the form of scholarship and service remained at very high levels. External research funding is still high at \$1.57 billion in the 2021-2022 academic year.