

Contact: Rachel Boon

FACULTY ACTIVITIES REPORT**Action Requested:** Receive the Faculty Activities Report.**Executive Summary:** Information on faculty activities and time allocation are gathered in the Faculty Activity survey, which is administered in odd-numbered years in compliance with Board Policy 3.14. Overall, the survey results clearly illustrate the breadth and variety of faculty activities; they highlight some of the differences in emphases between the universities. Most importantly, they demonstrate that faculty members are actively engaged, on a daily basis, in advancing learning, discovery and engagement at Iowa's public universities.

As has been true each time the study is done, faculty at all three institutions report working far more than 40 hours per week, on average. At SUI, tenured and tenure track faculty members report working 54.9 hours per week, non-tenure track faculty 50.3 hours, clinical track faculty 53.3 hours, and research track faculty 53.9 hours. At ISU, tenured and tenure track faculty members report working 53.6 hours per week, non-tenure track faculty 49.2 hours, and clinical track faculty 49.9 hours. At UNI, tenured and tenure track faculty members report working 51.1 hours per week and non-tenure track faculty 47.0 hours.

The average weekly hours worked by faculty remains quite consistent over time. Faculty commit significant time and professional effort to their university roles.

	Average Weekly Hours Worked (weighted avg)			
	2022-23	2020-21	2018-19	2016-17
University of Iowa	53.92	54.16	54.99	56.02
Iowa State University	52.53	53.33	53.88	54.92
University of Northern Iowa	50.78	50.73	49.74	53.01
Regent-wide	53.01	53.43	53.79	55.20

Biennial Faculty Activities Report

to the Iowa Board of Regents

November 2023



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BIENNIAL FACULTY ACTIVITIES REPORT

1. Faculty Responsibilities and Expectations Across the Regent Universities

Faculty activities both define the nature of universities and play the most central role in fulfilling their missions focused on teaching, research, and service. While the three Regent universities pursue the same overarching tripartite mission, the Board charges them to “seek different areas of specialty and emphasis” so that each provides a unique educational and engagement opportunity within the state. As a result, faculty activities among the three institutions vary in specialty emphasis and distribution of time, yet they are consistent in the nature of the work and the goal of excellence in higher education opportunities for the people of Iowa.

All three universities offer excellent undergraduate education in the arts and sciences as well as a range of high-quality graduate and professional programs. The University of Iowa (SUI) also conducts a large health care enterprise, professional education in law, and a full array of liberal arts graduate specialties, including its world-renowned creative writing programs. Iowa State University (ISU)’s mission as a land grant university includes a special commitment to extension and outreach, and strong programs in agriculture, veterinary medicine, engineering and the biosciences. The University of Northern Iowa (UNI) provides unique opportunities both inside and outside the classroom for a high level of engaged learning in more than 160 undergraduate and graduate programs, including those that prepare teachers, educational leaders, business and corporate employees, and leaders in all fields for service in Iowa and beyond.

2. Faculty Contributions to Students, Universities, State, and Society

Public universities in America were founded as a public investment to provide affordable, accessible education to each state’s citizens and others from outside the state who seek it. Additionally, universities are charged with conducting research and scholarship that extend the boundaries of knowledge and improve the lives of the public; and they must provide service to society that assists and benefits people and communities. This can take the form of creative endeavors, innovative community solutions, or economic development. Faculty members must also provide service to the administration of the universities themselves and to the professions of which they are a part.

The teaching, research, and service missions are blurred with the recognition that these are not always discrete activities but rather interrelated components of the academic mission of a public university. This report necessarily reports faculty activity in discrete categories, but all of these activities are integrated into the greater whole of “learning, discovery, and engagement” in service to students and society. While providing the best higher learning experiences for students, faculty are also conducting leading-edge discovery work that informs their teaching, and engaging with the public in service to the state’s citizens and the public as a whole.

3. Distribution of Faculty Activities by Category

It is important to note the comprehensive nature of faculty workload. Responsibilities will differ according to discipline, departmental needs, and individual strengths. The data demonstrate that each category of activity is multifaceted and that the activity will be distributed somewhat differently depending on the institution and the individual. “Student instruction,” for example, involves many activities other than classroom teaching: preparation, grading, and evaluation; working with students outside the classroom (independent studies, specialized arts training, thesis work, internships, etc.); mentoring student research; developing and updating courses; and so on. Teaching may take the form of in-person, hybrid, online or clinical teaching. Many faculty also conduct student advising activities. Scholarship, research, and creative work may encompass sponsored (grant-supported) and/or non-sponsored work, attending conferences and other scholarly meetings, writing

and preparing grants, etc. A number of faculty engage in clinical activities, which includes both delivering clinical services and carrying out administrative tasks related to that work. Faculty members at the three Regent universities engage in a diverse array of community engagement, outreach, and (at ISU) extension activities, such as delivering educational programming throughout Iowa and beyond, providing technical assistance and consulting, and partnering with public and private organizations to advance community goals while enhancing teaching and research. Service activities can include institutional administration (committee work, chairing a department, etc.) or service to the profession at large, such as serving on a journal editorial board, serving as a grant reviewer, serving a leadership role in a professional organization, and so forth.

Information on faculty activities and time allocation are gathered in the Faculty Activity survey, which is administered in odd-numbered years. In 2021, the survey was revised slightly in recognition of the impact of the pandemic. A category was added under Student Instruction for “hybrid” teaching, preparation, and grading/evaluation; and the wording of some items was changed to ensure they were inclusive of online activity (e.g., rather than asking about faculty members’ “attendance” at conferences, seminars, etc., the survey asks about “participation” in those events).

a. 2023 data collection process

The universities administered the survey in spring 2023. Surveys were e-mailed to all full-time faculty members, with one-eighth randomly selected to receive the survey in each of eight weeks over the semester. Administrators at the rank of dean or above and faculty members on long-term disability, on professional development assignments or leave, or in phased retirement were not surveyed.

The three institutions worked together to develop and administer communications to faculty members as outlined in Table 1.

- During the first week of classes, faculty members received an e-mail from their Faculty Senate President alerting them that the faculty activity study would be conducted over the course of the semester.
- Five days before they were to start the survey, faculty members received an e-mail—jointly signed by the three provosts and three Faculty Senate presidents—asking them to participate and providing directions and a link to the survey.
- At SUI, on the day faculty members were to start the survey they received a reminder e-mail from the institution’s Faculty Senate president.
- At ISU and UNI, on the day faculty members were to start the survey they received the e-mail from the Faculty Senate presidents and provosts.
- In the week after the survey period ended and again at two points in time later in the semester, faculty who had not yet responded received a reminder urging them to complete and submit the survey.
- At ISU, after 24 days, staff attempted to contact non-responders by telephone. One final reminder was sent to those faculty members who had not yet responded near the end of the semester.

Table 1. Faculty Activity Study Communication Timeline

				Description	Communication From
Jan. 19 (all groups)	SUI	ISU	UNI	E-mail to all eligible faculty members, to alert them that the survey will be conducted during spring semester (communication A)	Faculty Senate President
Day -5 Grp 1: 1/25	SUI	ISU	UNI	E-mail (with survey link) to week's sampled faculty members telling them their week starts the following Monday (communication B)	Faculty Senate Presidents and Provosts
Day 1 Grp 1: 1/30	SUI			E-mail (with survey link) to week's sampled faculty members reminding them their week starts that day (communication C)	Faculty Senate President
Day 1 Grp 1: 1/30		ISU	UNI	E-mail (with survey link) to week's sampled faculty members telling them their week starts that day (communication B)	Faculty Senate Presidents and Provosts
Day 10 Grp 1: 2/8	SUI	ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication D)	Faculty Senate President (SUI), Project Manager (ISU/UNI)
Day 16 Grp 1: 2/14	SUI	ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication E)	AP Faculty (SUI), Project Manager (ISU/UNI)
Day 24 + or – Grp 1: 2/22	SUI		UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication E)	AP Faculty (SUI), Project staff (UNI)
Day 24 + or – Grp 1: 2/22		ISU		Phone call (ISU) to non-respondents reminding them to complete their survey	Project staff

Summary information about the data collected is presented below in Table 2.

Because the purpose of the survey was to determine faculty activity during a full workweek, respondents who reported being ill or taking vacation at any point during the week were removed from the analysis. Also removed were a small number of faculty members who made errors when filling out the survey, or started the survey and did not complete it. With these respondents removed, the analysis that follows is based on survey results from 1,458 SUI faculty members, 1,048 ISU faculty members, and 368 UNI faculty members.

Response rates varied from 72% at SUI to 89% at UNI. These rates are well above industry norms for e-mail surveys and give confidence that the results of the time study are valid.

Table 2. Data Collection Summary

	SUI	ISU	UNI
Surveys sent	2,348	1,355	467
Surveys returned	1,690	1,158	415
Response rate	72.0%	85.5%	88.9%
Responses removed because respondent was ill or on vacation for all or part of the week	183	91	30
Responses removed because incomplete or because of irregularities in the data	49	19	17
Total respondents included in the analyses	1,458	1,048	368

b. Survey Results

Survey responses are summarized in Table 3. The first column of the table lists the different types of activities included in the survey. The remaining columns display the average number of hours per week, by faculty classification, spent on each of the various activities at each institution. For example, the first cell in the upper left-hand corner of the table in the SUI column under "Tenured & Tenure Track" shows 8.25, meaning that tenured and tenure-track faculty members at SUI reported spending an average of approximately eight and a quarter hours per week on classroom teaching, preparation, and grading/evaluation. The next row shows that this group of faculty reported an average of about 1 additional hour spent on online teaching, preparation, and grading/evaluation.

Overall, the survey results illustrate the breadth and variety of faculty activities; they highlight some of the differences in emphasis among the three Regent universities; and, most important, they demonstrate that faculty members are actively engaged, on a daily basis, in advancing learning, discovery and engagement at Iowa's public universities.

i. Student Instruction

The first section of Table 3 (student instruction) shows the average number of hours the different types of faculty members at the three institutions report spending, per week, on instruction-related activities. Tenured and tenure track faculty members report spending approximately 19 to 30 hours per week on these activities (19.4 hours at SUI, 21.5 hours at ISU, and 30.4 hours at UNI). Traditional classroom, online, and hybrid teaching, preparation, and grading represent about half of the time that these faculty members dedicate to teaching-related activities. At all three institutions, tenured and tenure track faculty members spend on average one to three and a half hours a week on each of these additional student instruction activities: guiding student internships and independent studies, mentoring student research, assisting students outside of the classroom, advising students on academic and career planning, and preparing new courses. Engaging in experiential and work-based learning and other faculty-student interaction outside the classroom are critical components of the learning experience for undergraduate and graduate students.

Non-tenure track faculty members at all three institutions spend substantially more time on instruction (34 to 35 hours per week), in alignment with the employment expectations of full-time teaching faculty members who do not have significant research or service responsibilities.

Table 3. Survey Results-Hours Spent Per Week by Faculty Type

	Tenured & Tenure Track			Non-Tenure Track			Clinical Track		Research Track	DEOs/Chairs		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	SUI	SUI	ISU	UNI
Student Instruction												
Classroom teaching, preparation, grading/evaluation	8.25	9.48	17.22	16.89	17.03	16.94	2.61	3.98	0.33	4.83	2.44	9.32
Online teaching, preparation, grading/evaluation	0.91	1.38	1.95	3.14	3.75	2.73	0.40	1.74	0.00	0.48	0.64	1.49
Hybrid (partially in-person, partially online) teaching, preparation, grading/evaluation	0.14	0.39	0.55	0.93	1.20	0.74	0.31	0.64	0.00	0.00	0.07	0.02
Clinical teaching, preparation, grading/evaluation	0.48	0.25	0.47	1.11	0.36	2.51	3.83	8.06	0.00	0.64	0.06	0.00
Non-classroom teaching and instruction (independent studies, thesis work, internships, student productions)	1.70	1.28	1.33	1.38	1.15	1.46	0.32	0.84	0.96	1.66	1.32	0.29
Mentoring student research/creative work	2.87	3.49	1.34	0.66	0.77	0.42	0.46	0.78	2.37	2.47	1.84	0.49
Communicating with students outside the classroom (in person, by telephone or videoconference, by email, etc.)	2.00	1.85	3.59	4.55	4.67	5.24	0.70	2.15	0.07	1.65	0.61	2.44
Developing new courses, updating existing courses	1.24	1.58	1.98	3.11	4.09	2.25	0.83	4.67	0.00	0.43	0.78	0.85
Student advising: helping students—in person, via videoconference, via email, etc.—with academic and career questions, writing letters of recommendation, participating in student orientations and training events, etc.	1.82	1.80	1.92	2.41	2.16	1.92	0.85	1.46	1.31	1.75	0.97	3.18
Student Instruction: Total Average Hours	19.40	21.50	30.35	34.18	35.18	34.21	10.31	24.32	5.04	13.90	8.73	18.08
Scholarship/Research/Creative Work												
Sponsored (grant-supported) scholarship/research/creative work	7.44	8.11	1.79	1.01	2.23	0.31	1.09	0.61	25.10	4.75	2.03	1.52
Non-sponsored (non-grant supported) scholarship/research/creative work	7.14	6.47	6.02	1.65	2.13	1.12	1.66	2.52	3.45	3.47	2.04	1.17
Writing/preparing grants	1.87	3.05	0.96	0.59	0.74	0.64	1.04	0.88	3.98	0.90	0.43	0.06
Participating in conferences, seminars, workshops, etc., related to your scholarship/research/creative work	3.31	1.49	0.44	0.84	0.38	0.13	0.34	0.28	7.42	1.90	1.25	0.46
Keeping up to date with disciplinary research and activities	2.54	2.28	2.02	0.99	0.73	1.02	1.00	0.64	4.88	1.49	1.41	1.62
Scholarship/Research/Creative Work: Total Average Hours	22.30	21.40	11.23	5.06	6.21	3.22	5.13	4.93	44.82	12.51	7.16	4.83
Clinical Work												
Delivering clinical services	2.57	0.53	0.13	2.76	0.03	0.98	21.87	9.70	0.06	2.91	0.02	0.42
Working on administrative tasks related to clinical work	0.81	0.11	0.12	0.69	0.04	0.87	7.08	3.12	0.06	0.83	0.30	0.85
Clinical Work: Total Average Hours	3.38	0.64	0.25	3.45	0.07	1.85	28.95	12.82	0.13	3.74	0.32	1.27
Community Engagement, Outreach, or Extension												
Working on public or private partnership projects	0.37	0.37	0.55	0.60	0.46	0.45	0.33	0.00	0.06	0.27	3.02	1.73
Delivering (all modalities) presentations, workshops, seminars, performances, exhibits, webinars, etc.	0.39	0.37	0.37	0.16	0.32	0.16	0.16	0.20	0.21	0.31	0.32	0.70
Providing technical assistance	0.09	0.12	0.05	0.03	0.15	0.05	0.06	0.02	0.35	0.02	0.60	0.51
Preparing, presenting and evaluating programming for stakeholders	0.16	0.26	0.05	0.10	0.16	0.83	0.12	0.04	0.25	0.23	0.73	0.96
Consulting (in person, by telephone, by email, via videoconference, etc.)	0.20	0.19	0.24	0.11	0.22	0.64	0.28	1.20	0.28	0.15	0.17	0.37
Developing new programs, updating existing programs (presentations, publications, etc.)	0.38	0.33	0.26	0.23	0.41	0.18	0.52	0.28	0.08	0.23	0.30	0.84
Community Engagement, Outreach, or Extension: Total Average Hours	1.59	1.64	1.52	1.23	1.72	2.31	1.48	1.74	1.23	1.20	5.14	5.11
Professional Development												
Participating in professional development activities for teaching, research/creative work, clinical work, or community engagement, outreach or extension (workshops, conferences, online seminars, etc.)	0.94	1.00	1.23	1.54	1.36	1.73	2.54	2.02	0.73	1.31	0.97	1.70
Professional Development: Total Average Hours	0.94	1.00	1.23	1.54	1.36	1.73	2.54	2.02	0.73	1.31	0.97	1.70
Administration/Service												
Serving the institution (department, college, university committees and meetings, task forces, faculty governance, etc.)	3.90	4.17	4.22	2.89	2.97	2.17	2.65	2.99	0.79	13.18	12.61	12.82
Serving the profession (such as serving on editorial board, etc.)	1.76	1.77	0.75	0.45	0.31	0.65	0.74	0.54	0.75	1.57	2.24	0.64
Administering centers/ institutes, department/ college/ university programs, research operations	1.11	1.06	0.94	1.01	0.46	0.14	0.97	0.40	0.17	7.98	12.66	10.32
Mentoring faculty	0.39	0.20	0.14	0.29	0.14	0.15	0.28	0.12	0.23	1.69	1.86	1.36
Assisting student organizations	0.13	0.23	0.44	0.22	0.73	0.54	0.08	0.06	0.00	0.15	0.34	0.39
Administration/Service: Total Average Hours	7.30	7.43	6.49	4.86	4.61	3.65	4.72	4.11	1.93	24.57	29.71	25.53
TOTAL AVG HOURS												
TOTAL AVG HOURS	54.91	53.61	51.07	50.33	49.15	46.97	53.13	49.94	53.89	57.23	52.03	56.52
MEDIAN HOURS	52.00	52.00	48.88	47.90	46.75	46.26	51.00	47.50	46.75	56.50	49.00	53.25
COUNT of responders	783	761	284	191	218	58	394	25	24	66	44	26

Clinical track faculty members at SUI and at ISU devote between 10 and 24 hours per week to student instruction, while research track faculty members at SUI spend about 5 hours on these activities. It should be noted that for clinical faculty, it can be especially difficult to isolate “clinical work” and “student instruction,” since a great deal of the teaching these faculty members do occurs in a work-based setting while delivering clinical services.

ii. Scholarship/research/creative work

The second section of Table 3 (scholarship/research/creative work) reports the average hours faculty members report spending per week on scholarship, research, and creative work. Tenured and tenure track faculty members at SUI and ISU, where expectations in these areas are high, report spending 21 to 22 hours per week on these activities. At UNI, where more emphasis is placed on instruction, tenured and tenure track faculty report spending an average of about 11 hours each week on scholarship, research, and creative work.

Non-tenure track faculty members generally report spending less time on scholarship, research, and creative work (5.1 hours at SUI, 6.2 at ISU, and 3.2 at UNI). While these faculty members may have research interests that occupy some of their time, their primary responsibility is usually instruction.

Clinical track faculty members at SUI and ISU report spending 5.1 hours and 4.9 hours per week, respectively, on scholarship, research, and creative work.

Finally, research track faculty members at SUI report spending the overwhelming majority of their time (44.8 hours) per week on these activities, in alignment with the expectations of their employment.

iii. Clinical work

The clinical work section of Table 3 demonstrates that clinical track faculty (SUI and ISU) are the most heavily engaged in work that includes delivering clinical services alongside residents, interns, and students on rotation, and working on administrative tasks related to those services. This section shows that these faculty members report spending on average 29.0 hours and 12.8 hours per week, respectively, on clinical activities.

iv. Community engagement, outreach, and extension

The section on community engagement shows that the different types of faculty members spend between 1.2 and 2.3 hours per week on these activities. ISU faculty members, many of whom have a formal Extension appointment, may spend more time on these activities. ISU faculty with Extension appointments carry out their extension activities as part of their teaching and research responsibilities. Departmental executive officers/department chairs/department heads at ISU and UNI report spending more than 5 hours on community engagement activities, with the greatest percentage of that time spent working on public or private partnership projects.

For this survey, faculty members were instructed not to double-count their activities. Much of the teaching and research in which faculty members are engaged benefits the public and could easily be counted in the engagement category if it were not already counted elsewhere. Clinical service also is one of the universities' most visible and important forms of public engagement.

v. Professional development

The section on professional development indicates that faculty members report spending between one and two hours a week on professional development activities. The primary exceptions are clinical track faculty

members at SUI and ISU, who report spending more than two hours per week on professional development. A major reason for this distinction is that the professional requirements of many clinical positions require significant continuing education.

vi. Administration/service

The section on administration and service shows that among the various faculty types, tenured and tenure track faculty members shoulder most of the administration and service duties. At all three institutions, these faculty members report spending about six or seven hours per week on these activities, while non-tenure track faculty members spend four to five hours per week. Clinical track faculty members at SUI and at ISU also spend four to five hours per week on these activities.

Results indicate that the majority of administration and service activities are in service to the institutions, with a relatively small amount of time spent on service to academic disciplinary organizations.

vii. Departmental executive officers/department chairs/department heads

The last three columns in the table display average work hours reported by departmental executive officers/department chairs/department heads (DEOs/chairs/heads) at the three institutions.

DEOs/chairs/heads are responsible for managing departments—a substantial time commitment, even in small academic units. The section on administration and service shows that DEOs/chairs/heads at all three schools report spending far more time on these activities than any other type of faculty (approximately 25 hours at SUI, 26 at UNI, and 30 at ISU).

Even though DEOs/chairs/heads spend significant time managing their departments, most remain involved in teaching and research. DEOs at SUI report spending, on average, almost 14 hours per week on teaching activities, and about 13 hours on research activities. At ISU, chairs report spending about 9 hours per week on teaching activities and about 7 on research. At UNI, heads spend about 18 hours on teaching and almost five on research. In total, DEOs/chairs/heads report working from 52 to 57 hours per week.

viii. Total hours at work

Faculty members at all three institutions report working far more than 40 hours per week, on average. At SUI, tenured and tenure track faculty members report working 54.9 hours per week, non-tenure track faculty 50.3 hours, clinical track faculty 53.1 hours, and research track faculty 53.9 hours. At ISU, tenured and tenure track faculty members report working 53.6 hours per week, non-tenure track faculty 49.2 hours, and clinical track faculty 49.9 hours. At UNI, tenured and tenure track faculty members report working 51.1 hours per week and non-tenure track faculty 47.0 hours.

4. Distribution of Credit Hours by Instructor Type

The tables and charts below show the number and percentage of undergraduate, graduate, professional, and total student credit hours (SCH) taught by tenured and tenure track faculty, non-tenure track faculty, and graduate assistants at the Regent universities. All data are from fall 2022.

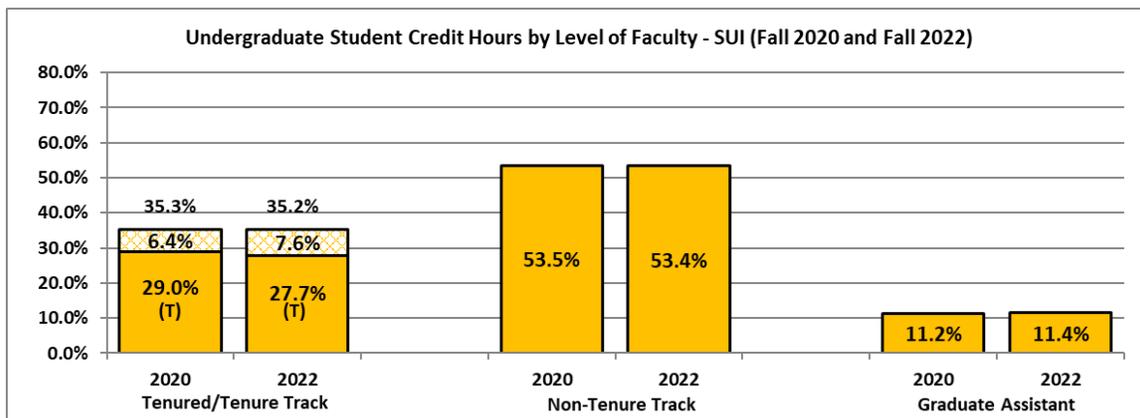
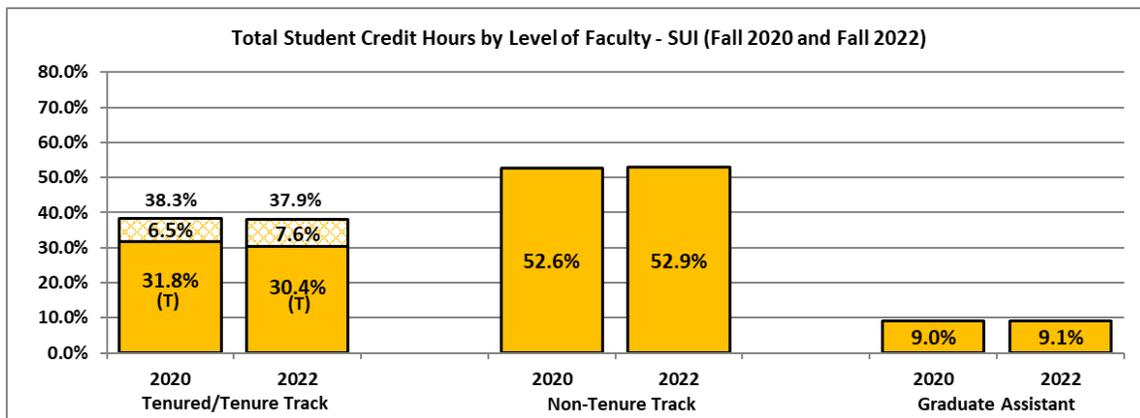
At SUI, 37.9% of all SCH and 35.2% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2022. This represents a decrease of 0.4 (total) and 0.1 (undergraduate) percentage points as compared to fall 2020. Non-tenure track faculty taught 52.9% of total SCH and 53.4% of undergraduate SCH in fall 2022, an increase of 0.3 (total) and a decrease of 0.1 (undergraduate) percentage points as compared to fall 2020.

Graduate assistants taught 9.1% of total SCH and 11.4% of undergraduate SCH in fall 2022, an increase of 0.1 (total) and 0.2 (undergraduate) percentage points as compared to fall 2020.

The changes from fall 2020 to fall 2022 continue the trend of the last several years, and mirror changes at similar institutions across the country. Association of American Universities (AAU) institutions that participate in the National Study of Instructional Costs & Productivity report a similar steady decrease in the percentage of undergraduate SCH taught by tenured and tenure track faculty (from 49.9% in FY 2001 to 39.1% in FY 2020). These trends reflect changes in faculty appointments at many universities, with tenure track faculty representing a decreasing percentage and non-tenure track faculty an increasing percentage of total faculty FTE. At SUI in fall 2022, non-tenure track faculty (including clinical track as well as instructional track faculty) represented 39.3% of faculty FTE in instruction-related fund groups, compared to 19.1% in fall 2000.

Table 5. Fall 2022 Student Credit Hours by Course Level and Faculty Category, SUI

SUI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	88,000	27.7%	15,564	46.3%	17,985	37.0%	121,549	30.4%
Probationary	24,049	7.6%	4,162	12.4%	2,008	4.1%	30,219	7.6%
<i>(T/TT Subtotal)</i>	<i>112,049</i>	<i>35.2%</i>	<i>19,726</i>	<i>58.7%</i>	<i>19,993</i>	<i>41.1%</i>	<i>151,768</i>	<i>37.9%</i>
Non-tenure Track	169,646	53.4%	13,599	40.5%	28,603	58.9%	211,848	52.9%
Graduate Assistant	36,267	11.4%	259	0.8%	0	0.0%	36,526	9.1%
All Faculty	317,962	100.0%	33,584	100.0%	48,596	100.0%	400,142	100.0%

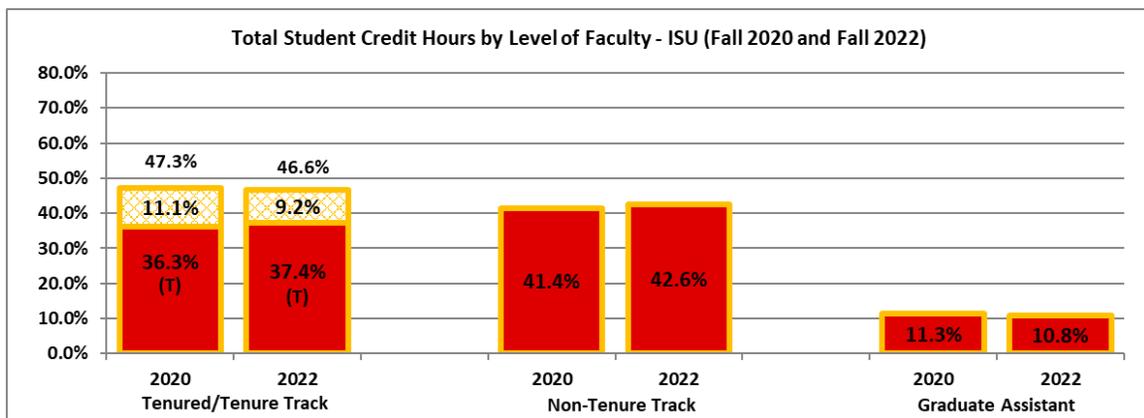


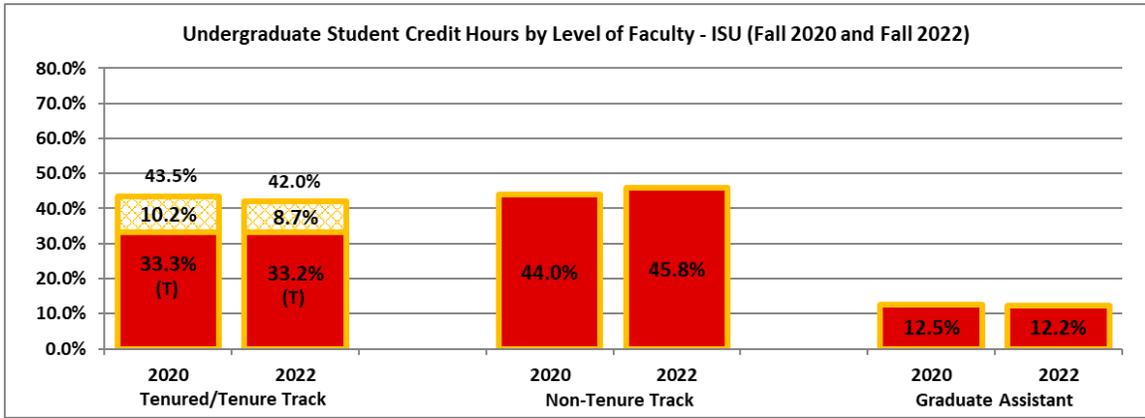
At ISU, 46.6% of all SCH and 42.0% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2022. This represents a decrease of 0.7 (total) and 1.5 (undergraduate) percentage points from fall 2020. Non-tenure track faculty taught 42.6% of total SCH and 45.8% of undergraduate SCH in fall 2022, an increase of 1.2 (total) and 1.8 (undergraduate) percentage points as compared to fall 2020. Graduate assistants taught 10.8% of total SCH and 12.2% of undergraduate SCH in fall 2022, a decrease of 0.5 (total) and 0.3 (undergraduate) percentage points as compared to fall 2020.

The slight increase in the total teaching carried out by non-tenure track faculty from fall 2020 to fall 2022 reflects the changing profile of faculty appointments at universities across the nation and allows for flexibility with changes in enrollment. ISU will always rely upon a mix of excellent tenured, tenure-track, and non-tenure track faculty, and graduate assistants. In fall 2021, Carnegie Very High Research institutions reported 49% of instructional faculty being tenured or tenure track and 51% being non-tenure track (*per IPEDS full- and part-time faculty data, excluding medical schools from National Center for Education Statistics*). At ISU, 68% of instructional faculty were tenured or tenure track and 32% were non-tenure-track.

Table 6. Fall 2022 Student Credit Hours by Course Level and Faculty Category, ISU

ISU	Undergraduate		Graduate		Professional		Total	
	SCH	Pct		Pct	SCH	Pct	SCH	Pct
Tenured	113,594	33.2%	22,148	72.5%	8,201	63.7%	143,943	37.4%
Probationary	29,827	8.7%	4,749	15.5%	960	7.5%	35,536	9.2%
<i>(T/TT Subtotal)</i>	<i>143,421</i>	<i>42.0%</i>	<i>26,897</i>	<i>88.0%</i>	<i>9,161</i>	<i>71.2%</i>	<i>179,478</i>	<i>46.6%</i>
Non-tenure Track	156,500	45.8%	3,655	12.0%	3,713	28.8%	163,867	42.6%
Graduate Assistant	41,759	12.2%	0	0.0%	0	0.0%	41,759	10.8%
All Faculty	341,679	100.0%	30,551	100.0%	12,873	100.0%	385,104	100.0%



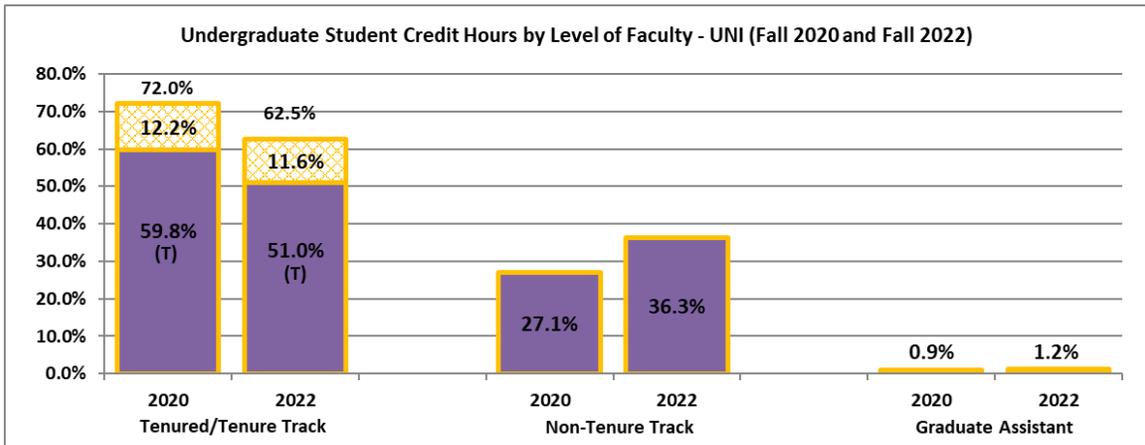
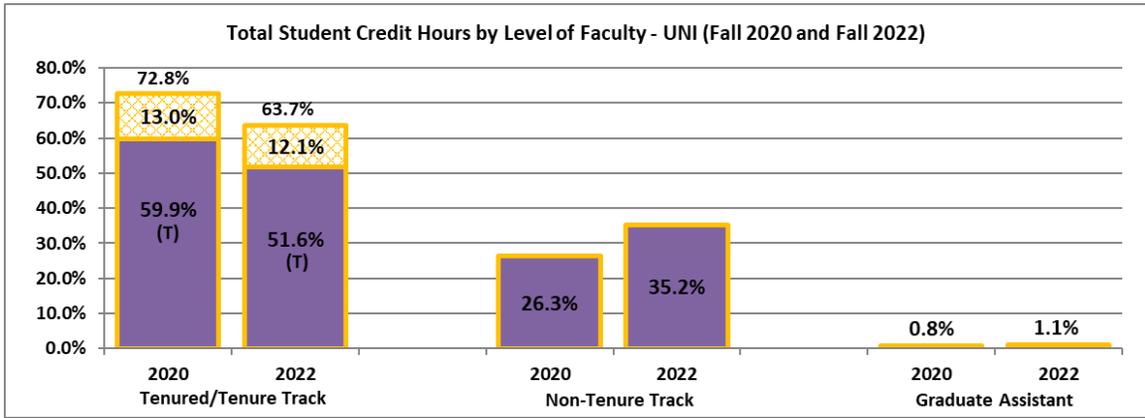


At UNI, 63.7% of all SCH and 62.5% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2022. This represents a decrease of 9.1 (total) and 9.5 (undergraduate) percentage points as compared to fall 2020. Non-tenure track faculty taught 35.2% of total SCH and 36.3% of undergraduate SCH in fall 2022, an increase of 8.9 (undergraduate) and 9.2 (undergraduate) percentage points as compared to fall 2020. Graduate assistants taught 1.1% of total SCH and 1.2% of undergraduate SCH in fall 2022, an increase of 0.3 (total) and 0.3 (undergraduate) percentage points as compared to fall 2020.

The increase of credit hours taught by non-tenure track faculty and staff at UNI reflects the national reality of changing demographics of programs and faculty instruction. In some case, there are (now) more disciplines and diverse populations of faculty that are not necessarily trained in traditional academic fields or pathways, yet have experience and competencies that are needed by students. This is particularly true for professional fields like Business, Health Care and Education that rely on instructors that have the professional experience in their field yet do not have a terminal degree (a degree that would make them eligible for tenure-track positions).

Table 7. Fall 2022 Student Credit Hours by Course Level and Faculty Category, UNI

UNI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	53,894	51.0%	4,523	60.9%	0	0.0%	58,417	51.6%
Probationary	12,218	11.6%	1,454	19.6%	0	0.0%	13,672	12.1%
<i>(T/TT Subtotal)</i>	<i>66,112</i>	<i>62.5%</i>	<i>5,977</i>	<i>80.5%</i>	<i>0</i>	<i>0.0%</i>	<i>72,089</i>	<i>63.7%</i>
Non-tenure Track	38,417	36.3%	1,445	19.5%	0	0.0%	39,862	35.2%
Graduate Assistant	1,221	1.2%	0	0.0%	0	0.0%	1,221	1.1%
All Faculty	105,750	100.0%	7,422	100.0%	0	0.0%	113,172	100.0%



5. Faculty Evaluation and Review Policies

Regent institutions have rigorous accountability procedures in place to evaluate the work performance of each faculty member. Though the procedures vary somewhat across the institutions, all are designed to monitor job performance against agreed-to standards and to provide constructive feedback and assistance to the few faculty members who fall short in one or more areas of their work. Evaluation of faculty and efforts to promote faculty vitality at all three universities are reported annually to the Board of Regents in greater detail in the [annual governance report on faculty tenure](#). SUI's faculty review policies and procedures are codified in [Section III-10](#) of the Operations Manual, in the [Procedures for Promotion and Tenure Decision Making](#), and in college- and department-specific guidelines established according to university policy. ISU's faculty evaluation and review policies are detailed in Section 5 of the [Faculty Handbook](#). At UNI, evaluation policies are specified in the [Faculty Handbook](#) in Chapter 3.

a. Annual Review

All three institutions conduct annual reviews of individual faculty at all ranks, for the purposes of both performance appraisal and professional development. Annual reviews address teaching performance as well as productivity in research/creative activities, professional practice, and institutional service, as appropriate. Student evaluations help monitor the quality of teaching performance. Annual reviews provide the basis for feedback and continuous improvement for faculty members, including tenure track faculty who are working toward meeting departmental criteria for promotion and/or tenure. They also inform faculty salary decisions (along with position responsibilities, market factors, equity considerations, and in the case of UNI, adherence to provisions of a collective bargaining agreement).

b. Promotion & Tenure Review

Preparation for the promotion and tenure decision begins when faculty members are hired. During the probationary period, they develop the record of teaching, scholarship and service that eventually serves as the basis for the promotion and tenure decision. Probationary faculty members receive feedback on their progress through annual reviews and through formal and informal mentoring. At the time of the promotion and/or tenure decision, faculty members undergo an extensive, rigorous peer review process that examines their entire probationary record. This multi-faceted peer review process may involve evaluation by external reviewers as well as required reviews at the departmental, college and university levels.

c. Post-Tenure Review

In addition to annual reviews of tenured faculty by department heads, UNI, ISU and SUI conduct regular post-tenure reviews that include peer evaluation of teaching, research and service. At SUI, tenured faculty members undergo peer review every five years, according to procedures established by the colleges in accordance with the policy on Review of Tenured Faculty Members. ISU conducts post-tenure reviews every five to seven years (as required by the Post-Tenure Review Policy), with the goal of ensuring that faculty members are meeting expectations contained in their Position Responsibility Statement. At UNI, post-tenure reviews occur every six years for tenured faculty members as required by the Faculty Handbook. At each institution, these reviews ensure that all faculty members are performing satisfactorily across their portfolios.

d. Other

Faculty members with research responsibilities also undergo a rigorous form of “peer review” as they compete with peers in their discipline nationally and internationally in a range of ways, including, to have their work published; to present at regional, national, and international conferences; to obtain grants and contracts to support research, scholarly and creative work; and to form and maintain partnerships with community entities.