

COMMITTEE MEMORANDUM

TO: Education and Student Affairs Committee, Board of Regents, State of Iowa
FROM: Diana Gonzalez
DATE: June 1, 2005 *ASN*
SUBJ: Biennial Faculty Activities Report

Recommended Action:

Receive the biennial Faculty Activities Report.

Executive Summary:

The Faculty Activities Report is an important tool for accountability and communication among the Regent institutions, the Board of Regents, and the public. It provides an overview of faculty responsibilities at the three Regent universities, describes the distribution of time spent on those responsibilities, and illustrates how the universities monitor accomplishment of their diverse missions. Faculty activities data are also monitored in the Board's strategic plan performance indicators.

Changes The average number of hours worked by faculty during the past 15 years has had only minor fluctuations. The major faculty effort, for all ranks and faculty status, is teaching. The percentages of time for research/scholarship, service and administrative duties mirror past results and reflect faculty rank.

Background:

New Format In December 2004, the Board approved a new format for the Faculty Activities Report which would be succinct and would focus on responses to a series of common questions about faculty effort.

Differences Among Universities The unique missions at the Regent universities provide comprehensive educational opportunities in the state; they also define faculty responsibilities and the allocation of those responsibilities at each institution. The distribution of effort among the institutions is consistent with the expectations suggested by standard teaching loads across departments and unit norms established in institutional policies.

For example, SUI's large clinical enterprise embodies unique faculty responsibilities related to service. ISU's land-grant mission embodies a commitment to extension and outreach. UNI's mission embodies a commitment to undergraduate education. Therefore, the distribution of faculty efforts differs among institutions.

Data

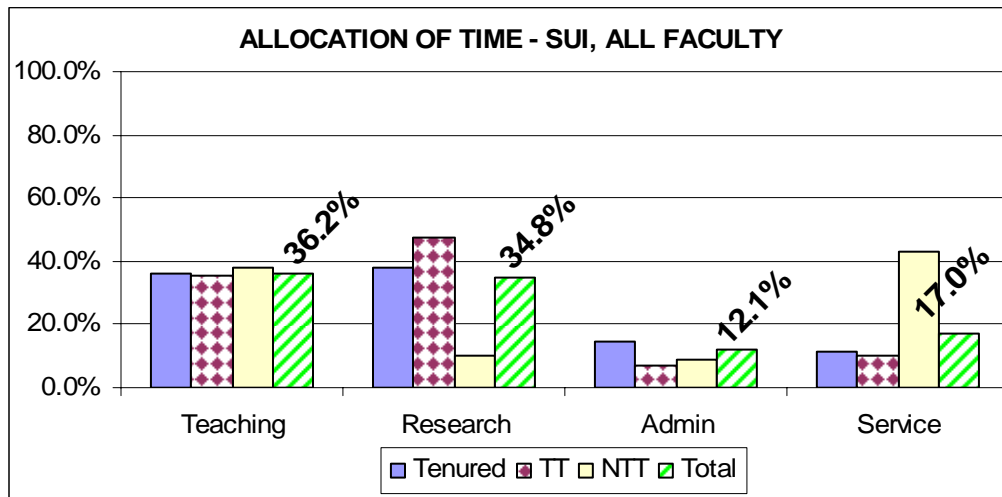
The data presented in this report about faculty effort were obtained through surveys administered to faculty at each institution in 2004-05. At SUI, approximately 25% of the total eligible faculty were surveyed and a 76% response rate was obtained. At ISU, approximately 36% of the eligible faculty were surveyed and an 80% response rate was obtained. At UNI, approximately 30% of the eligible faculty were surveyed and a 66% response rate was obtained.

What do faculty do?

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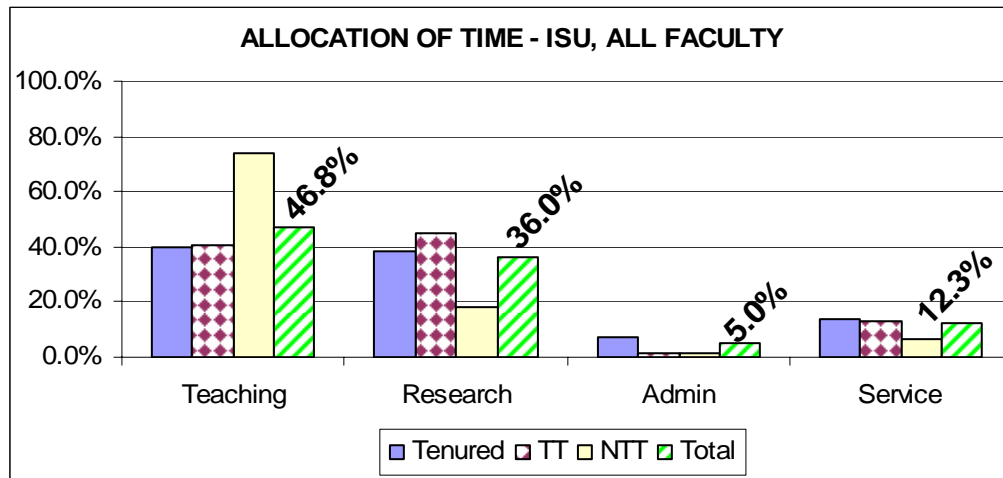
At SUI, faculty members spend 36.2% of their effort on teaching, 34.8% on sponsored and non-sponsored research, 12.1% on administrative activities, and 17.0% on university and public service.

- ◇ In non-health science colleges, faculty members spend 43.3% of their effort on teaching, 39.0% on research, 14.1% on administrative activities, and 3.6% on service.
- ◇ In health science colleges, faculty spend 28.9% of their effort on teaching, 30.4% on research, 10.0% on administrative activities, and 30.7% on service. The "service" category includes patient care in an instructional setting or teaching that takes place with clinical service.



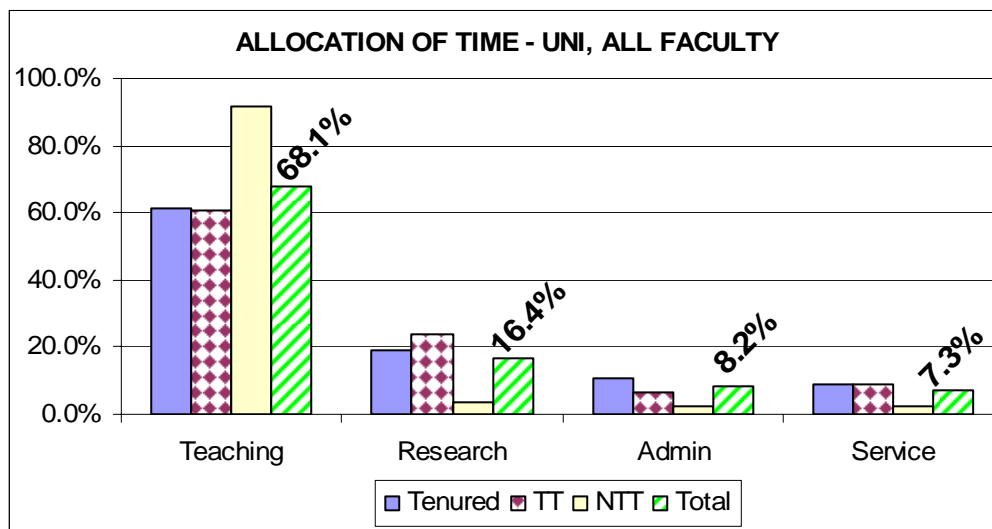
Tenure-track faculty spend more time on research activities and less time on administrative activities than tenured faculty.

At ISU, faculty members spend 46.8% of their effort on teaching, 36.0% on sponsored and non-sponsored research, 5.0% on administrative activity, and 12.3% on university, public, and professional service (in keeping with ISU's land-grant mission and commitment to extension/outreach).



Tenured and tenure-track faculty spend approximately the same amount of time on teaching, however, tenure-track faculty spend a higher proportion of their time on sponsored and non-sponsored research and less time on administrative activities than tenured faculty.

At UNI, faculty members spend 68.1% of their effort on teaching, 16.4% on sponsored and non-sponsored research, 8.2% on administrative activity, and 7.3% on university, public, and professional service.



Tenured and tenure-track faculty spend approximately the same amount of time on teaching; however, tenure-track faculty spend a higher proportion of their time on sponsored and non-sponsored research and less time on administrative activities than tenured faculty.

How many hours per week do faculty work?

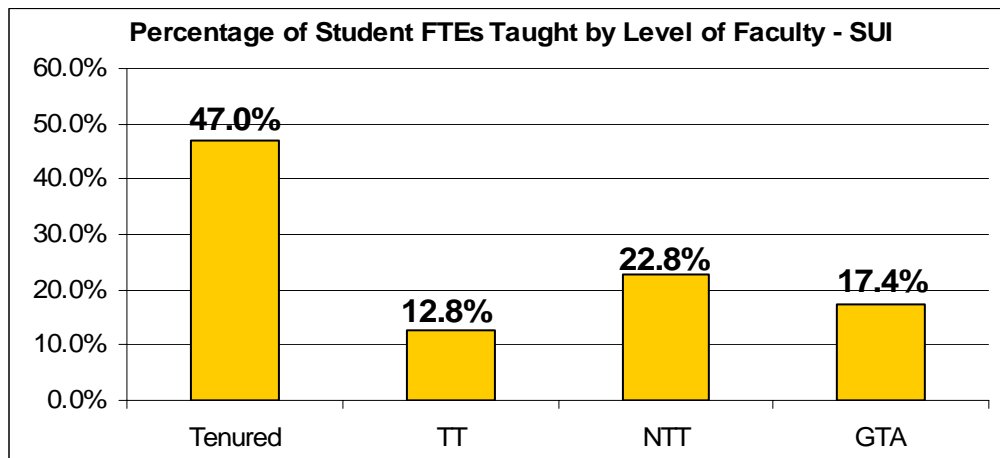
University of Iowa The results of a faculty survey conducted in Fall 2004 with a response rate of 76% showed that at SUI the average number of hours worked per week by faculty was 57.4. Tenured faculty worked 56.4 hours per week, while tenure-track and non-tenure-track faculty worked 59.5 and 58.5 hours per week, respectively.

Iowa State University The results of a faculty survey conducted in Fall 2004 with a response rate of 80.2% showed that at ISU the average number of hours worked per week by faculty was 57.9. Tenured faculty worked 59.5 hours per week, while tenure-track and non-tenure-track faculty worked 57.8 and 52.1 hours per week, respectively.

University of Northern Iowa The results of faculty surveys conducted in Fall 2004 and Spring 2005 with a response rate of 66% showed that at UNI the average number of hours worked per week by faculty was 53.4. Tenured faculty worked 54.5 hours per week, while tenure-track and non-tenure-track faculty worked 54.0 and 49.1 hours per week, respectively.

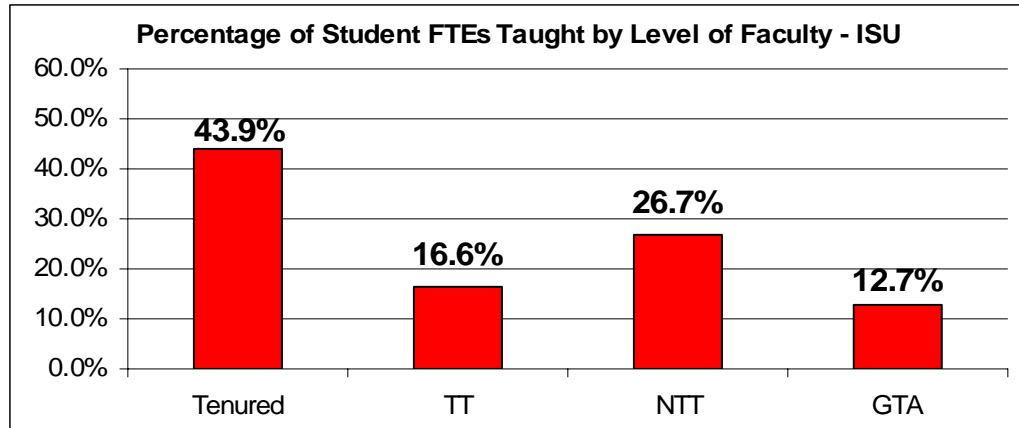
Who is actually teaching the students?

University of Iowa At SUI, approximately 60% of all student FTEs are taught by tenured or tenure-track faculty; approximately 23% of all students FTEs are taught by non-tenure-track faculty; and 17% of all student FTEs are taught by graduate teaching assistants.



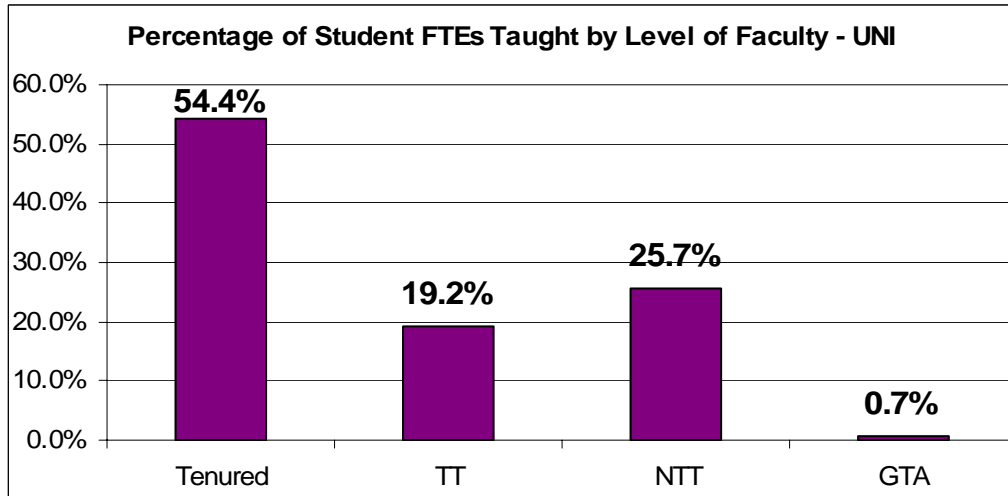
Iowa State University

At ISU, approximately 60% of all student FTEs are taught by tenured or tenure-track faculty; approximately 27% of all student FTEs are taught by non-tenure-track faculty; and 13% of all student FTEs are taught by graduate teaching assistants.



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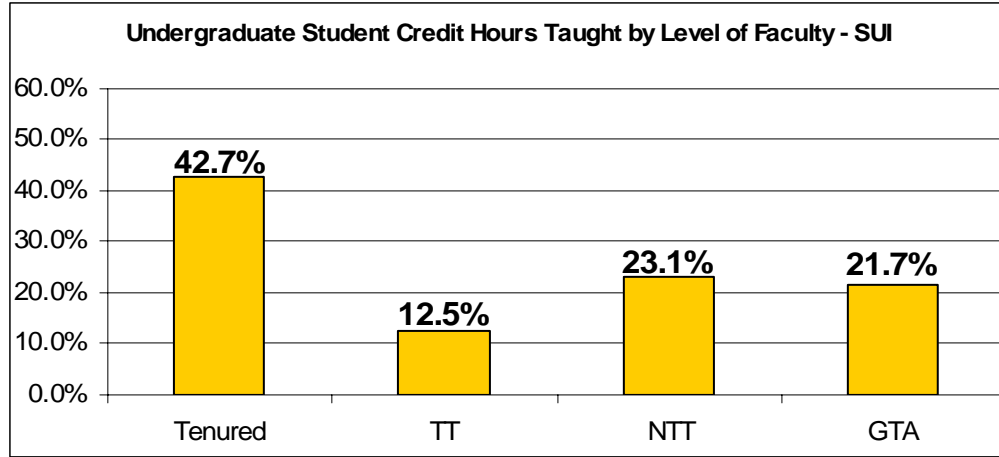
At UNI, approximately 74% of all student FTEs are taught by tenured or tenure-track faculty; approximately 26% of all student FTEs are taught by non-tenure-track faculty; and less than 1% of all student FTEs are taught by graduate teaching assistants.



Are tenured faculty teaching the undergraduate students?

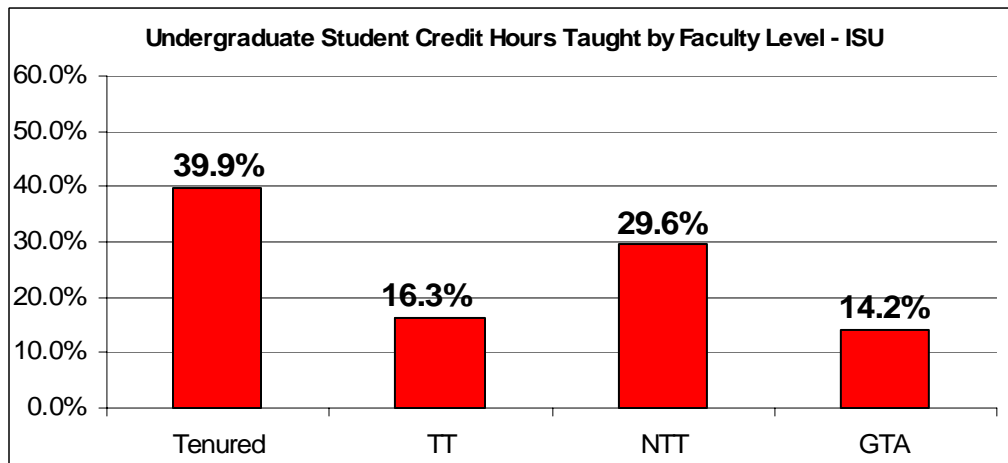
University of Iowa

Fall 2004 data show that 42.7% of undergraduate student credit hours are taught by tenured faculty, 12.5% are taught by tenure-track faculty, 23.1% are taught by non-tenure-track faculty, and 21.7% are taught by graduate assistants.



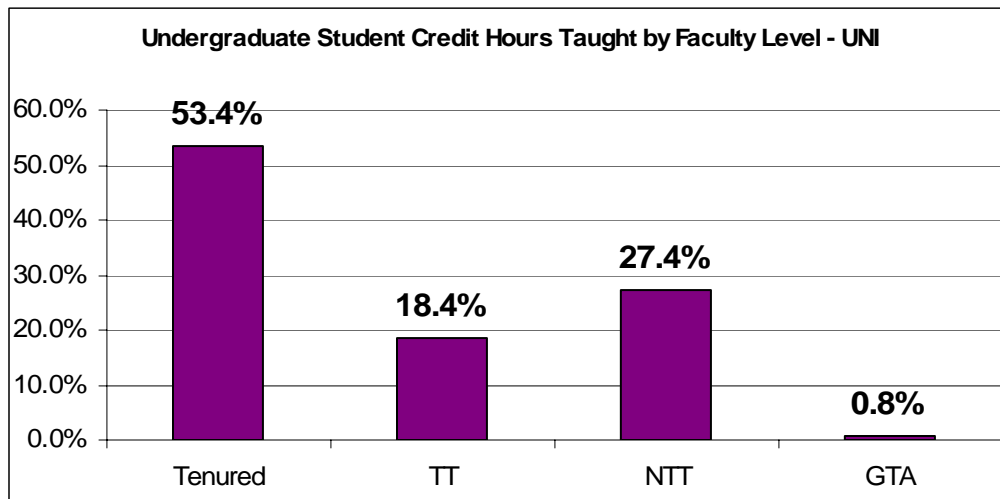
Iowa State University

Fall 2004 data show that 39.9% of undergraduate student credit hours are taught by tenured faculty, 16.3% are taught by tenure-track faculty, 29.6% are taught by non-tenure-track faculty, and 14.2% are taught by graduate teaching assistants.



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Fall 2004 and Spring 2005 data show that 53.4% of undergraduate student credit hours are taught by tenured faculty, 18.4% are taught by tenure-track faculty, 27.4% are taught by non-tenure-track faculty, and 0.8% are taught by graduate teaching assistants.



How much time do faculty spend on teaching students relative to doing research?

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Fall 2004 data show that faculty spend approximately 21 hours per week on teaching and teaching related activities¹ while they spend approximately 20 hours per week on sponsored and non-sponsored research.

- ◇ In non-health science colleges, faculty spend approximately 25 hours per week on teaching in comparison to 17 hours in health science colleges².
- ◇ In non-health science colleges, faculty spend approximately 22 hours per week on research in comparison to 17 hours per week in health science colleges.
- ◇ Faculty in health science colleges spend approximately 18 hours per week on "other University and public service," which includes patient care in an instructional setting.

¹ Preparation of course syllabi, and class lectures; preparation and administration of examinations; evaluation of student work; mentoring undergraduate and graduate students in research settings; improving instruction through design and revision of curriculum, creation of new courses, and supervision of students in research settings; time spent in the classroom, studio, or lab with students; time spent with students outside a structured learning environment; and time spent preparing for both structured and unstructured learning experiences.

² Dentistry, medicine, nursing, pharmacy, and public health.

Iowa State University Fall 2004 data show that faculty spend 27 hours per week on teaching and teaching related activities¹, while they spend approximately 21 hours per week on sponsored and non-sponsored research.

University of Northern Iowa Fall 2004 and Spring 2005 data show that faculty spend approximately 36 hours per week on teaching and teaching related activities¹, while they spend approximately 9 hours per week on sponsored and non-sponsored research.

Why do our universities engage in activities besides teaching?

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- ◆ Research universities offer “value added” to the undergraduate students in the opportunity to observe and participate in faculty research, scholarship, and creative work. Faculty scholarship engenders public partnerships which create new directions in research. Active research and scholarship leads to the enhancement of knowledge and the renewal of ideas and attitudes; this principle forms the basis for teaching at the University. Sponsored research is an investment in the future. The return on the investment is enriched learning experiences, economic development in the state, a better educated workforce, and improved quality of life for Iowans.
 - ◆ Faculty service and engagement enrich the curriculum and inform student experiential learning opportunities. SUI has “a special obligation not only to seek knowledge and teach in the realms of pure intellect, but also to dedicate ourselves to improving the lives of our fellow citizens directly.”⁴ To this end, the University seeks to expand public partnerships in order to increase access, interaction, dialogue, and societal benefit. Faculty service and engagement also enrich the curriculum and inform student experiential learning opportunities.
 - ◆ For many Iowans, the most visible and important way in which the University faculty touch their lives is through clinical services and health care. Faculty in non-health sciences colleges provide clinical services to the community as well, including the College of Law’s Legal Clinic and the Seashore Clinic in the College of Liberal Arts and Sciences’ Department of Psychology.
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³ In “Returning to Our Roots.”

⁴ University of Iowa President David Skorton.

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ISU's mission is to create knowledge through world-class scholarship in teaching, research, and creative endeavors. All faculty are expected to be actively involved in scholarly activities. In keeping with its land-grant mission, professional practice and outreach are also important elements of faculty work. ISU is designated a Carnegie Foundation Doctoral/Research Extensive university, a classification reserved for universities with comprehensive degree programs and a strong commitment to graduate education and research.

- ◇ For most faculty, scholarship is in experimental research programs; faculty efforts in research mean that faculty are best positioned to help students obtain the best instruction.
 - ◇ Faculty also share knowledge through outreach programs, including teaching off-campus credit courses; conducting teleconferences and short courses; and technology transfer.
 - ◇ In addition to their teaching, research, and outreach roles, ISU faculty are expected to provide service at the departmental, college, and university levels, including undergraduate advising and membership on committees.
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Engagement by faculty in non-teaching activities including research, visual and performing arts, professional and community service, and economic development benefits students' learning by bringing new knowledge and contemporary problem-solving experiences to the classroom. Such activities also help faculty to engage students more effectively in their major, in their future profession, and in leadership development. With an emphasis on experiential learning and internship experiences for students, faculty often include students in their university and community service activities.

How do we know that our universities are doing a good job?

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SUI has developed indicators by which to measure progress toward achieving the aspiration and goals articulated in its strategic plan. These indicators as well as other measures are monitored on an ongoing basis at the University to demonstrate overall progress, institutional health, and competitiveness among its peers.

- ◇ Some significant indicators include increasing the one-year retention rate from 83.2% to 86.0%; increasing the six-year graduation rate from 66.2% to 70.0%; increasing the amount of external funding for sponsored research by 2.5% per year; increasing the annual number of options and licenses of SUI intellectual property from 30 to 75; and increasing to 10 the average number of national faculty fellowships and scholarships awarded per year.

External rankings also provide a system of public accountability. Currently, *U.S. News and World Report* ranks two SUI programs at #1, 14 more in the top 10, and 24 more in the top 25. Overall, *U.S. News* ranks The University of Iowa 19th among national universities. The overall rankings are based on the following factors: peer assessment, retention and graduation, faculty resources, student selectivity, graduation rate performance, and alumni giving rate.

- ◇ In the heavily weighted category of Peer Assessment, Iowa is only one-tenth of a point below universities in the top ten - a significant achievement for a small institution with relatively limited resources. The University out-performs its predicted six-year graduation rate in the Graduation Rate Performance variable, putting it in the middle of the top ten. The University will continue to monitor these data as an important benchmark of success in achieving its mission and progress toward its aspiration.
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ISU measures its success through the degree of satisfaction and success of its students, success of its faculty, and national rankings of the University and its programs.

- ◇ Students. The majority of ISU students (56%) were in the top quarter of their high school graduating class; more than 65% of ISU students indicated that they had chosen that school because of its academic reputation. In the National Survey of Student Engagement, 88% of the first-year students and 83% of the seniors rated their experience at ISU as good or excellent. A similar proportion indicated on the survey that they would choose ISU again. The six-year graduation rate at ISU is 66.5%, an increase of almost one percentage point from the prior year and almost six percentage points from five years ago.
 - ◇ Faculty. In addition to a rigorous annual performance review, faculty undergo an extensive promotion and tenure review, which includes evaluation by students and administrators, as well as faculty peers inside and outside the institution. All faculty must demonstrate their excellence in scholarship, production of new ideas, and recognition of scholarship by peers in the discipline. These reviews ensure that ISU's faculty are known nationally and internationally for their ground-breaking research and their work with students and clients. The amount of sponsored funding is a measure of faculty success in discovery. In FY 2004, the amount of sponsored funding was \$274.2 million, an increase of 19% from the prior year and an increase of almost 38% from five years ago.
 - ◇ National rankings. The 2005 U.S. News and World Report ranked ISU 38th among public national universities – doctoral and 84th overall. Its College of Engineering undergraduate programs was ranked 18th among public and 33rd among all national universities – doctoral. Furthermore, ISU has a number of nationally ranked programs, including Statistics and Biostatistics; Biosystems Engineering; and Agricultural Education and Studies.
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Peer studies allow UNI to compare faculty workload data and other information with institutions of similar size, character, and mission.

- ◆ During FY 04, there were 187 sponsored project proposals submitted and 148 awards made to UNI from federal government, state government, and private sources. Sponsored project awards total \$23,735,528; this is approximately a 31% increase in total award dollars from the prior year.
 - ◆ Comparative data from seven peer institutions place the University of Northern Iowa near the midpoint of its peers with respect to student credit hours per instructional full-time equivalent.
 - ◆ For the eighth consecutive year, UNI ranked second in the “Midwestern Universities – Master’s” category for public universities by U.S. News and World Report. The ranking criteria include peer assessment, academic reputation, retention, faculty resources, student selectivity, financial resources, graduation-rate performance, and alumni giving rate. UNI also ranked 17th on a combined list of public and private Midwest regional universities, up from 18th last year.
 - ◆ In 2005, the Education Trust named UNI first among peer institutions nationally for overall high performance in graduation rates; “Kiplinger’s Personal Finance Magazine” ranked UNI among the nation’s “Top 100 Values in Public Colleges.”
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