

Contact: Diana Gonzalez

### **BIENNIAL FACULTY ACTIVITIES REPORT**

**Action Requested:** Receive the report.

**Executive Summary:** The Faculty Activities Report is an important tool for accountability and communication among the Board of Regents, the Regent universities, 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 the accomplishment of their diverse missions. This report addresses the Board's Strategic Plan objectives (2.1) to "support and increase research, scholarship, and creative activities at the Regent institutions to serve the needs of Iowa and its citizens" and (4.2) "to maximize benefits to Iowans and other citizens by determining and fulfilling appropriate resource needs for education, research and scholarship, service activities, and economic development efforts."

- ◆ The 2007 faculty activities survey data showed that the average number of hours worked per week by faculty at the three universities was 54.8 – 57.7; the weighted average of the three Regent universities was 57.0 hours. During the past 17 years, there have been only minor fluctuations in the average number of hours worked per week by faculty. The comparable national average in a major study in 2004 was 55.5 hours for full-time faculty at public research universities and 53.3 hours at public comprehensive universities.<sup>1</sup>
- ◆ A significant 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.
- ◆ At the three universities, more than half of all full-time equivalent (FTE) students and undergraduate student credit hours are taught by tenured or tenure-track faculty.

#### **Background:**

- ◆ **Differences among universities.** The unique missions of the Regent universities provide comprehensive educational opportunities in the state; they also define faculty responsibilities and allocation. The distribution of faculty 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 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 appropriately differs among institutions.

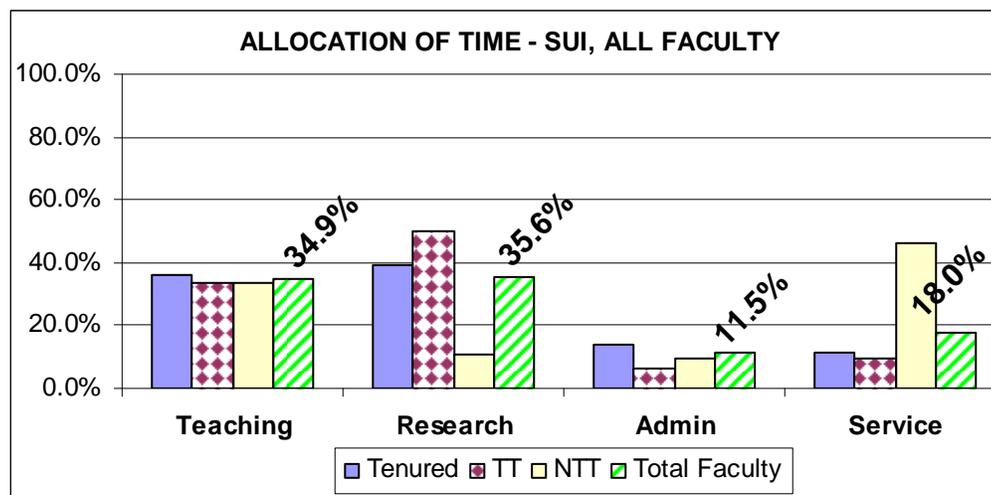
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<sup>1</sup> Source: 2004 National Study of Postsecondary Faculty, NCES.

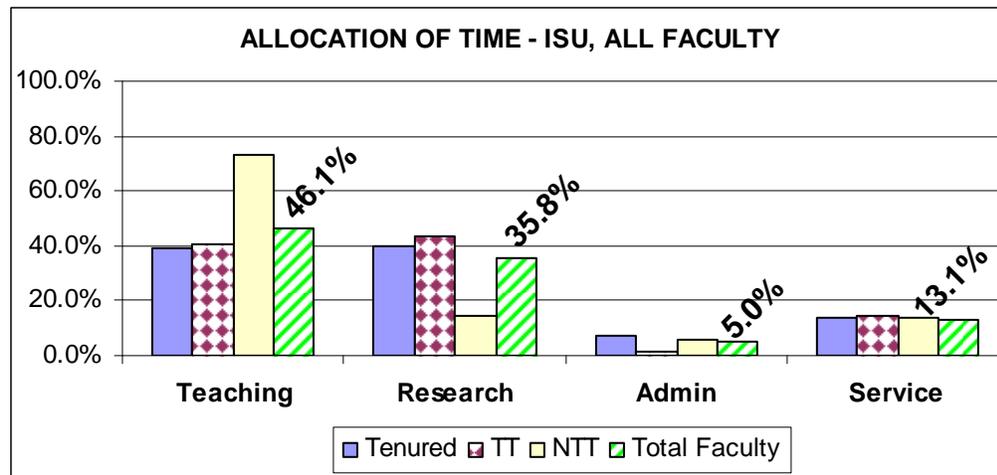
- ◇ Survey data. The data about number of hours worked per week were obtained through stratified random surveys administered to faculty at each institution in 2006-07. At SUI, approximately 25% of the eligible faculty (n=1,825) were surveyed and a 74% response rate was obtained. At ISU, approximately 37% of the eligible faculty (n=1,375) were surveyed and an 81% response rate was obtained. At UNI, approximately 41% of the eligible faculty (n=586) were surveyed and a 61% response rate was obtained. Data for other components of the report were collected from a variety of personnel reports.

**What defines faculty activities?**

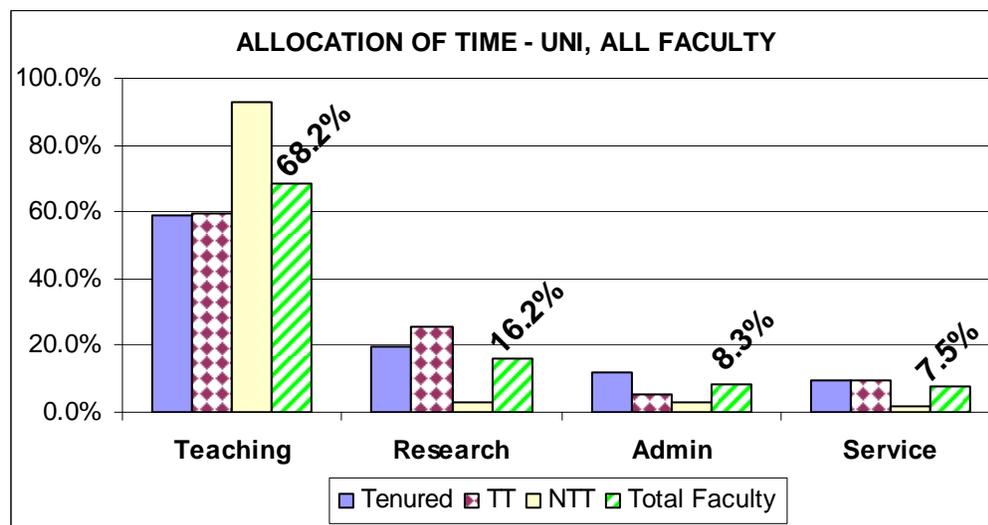
- ◇ University of Iowa. At SUI, faculty members spend 34.9% of their effort on teaching, 35.6% on sponsored and non-sponsored research, 11.5% on administrative activities, and 18.0% on university and public service. As shown in the graph below, tenured and tenure-track faculty spend approximately the same amount of effort 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.
  - ††† In non-health science colleges, faculty members spend 43.3% of their effort on teaching, 39.9% on research, 13.2% on administrative activities, and 3.7% on service.
  - ††† In health science colleges, faculty members spend 26.5% of their effort on teaching, 31.4% on research, 9.8% on administrative activities, and 32.3% on service. The “service” category includes patient care.



- ◇ Iowa State University. At ISU, faculty members spend 46.1% of their effort on teaching, 35.8% on sponsored and non-sponsored research, 5.0% on administrative activities, and 13.1% on university, public, and professional service (commensurate with ISU's land-grant mission and commitment to extension/outreach). As shown in the graph below, tenured and tenure-track faculty spend approximately the same amount of effort 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.

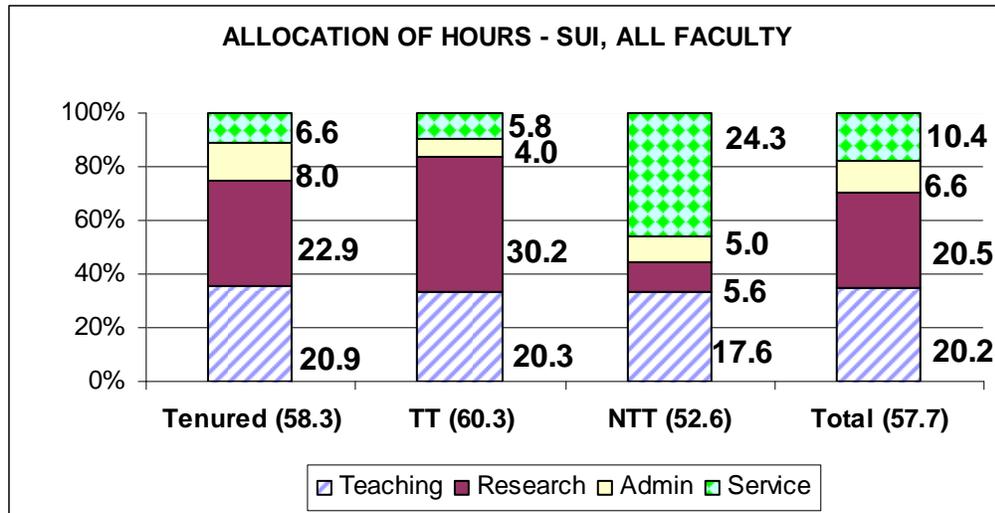


- ◇ University of Northern Iowa. At UNI, faculty members spend 68.2% of their effort on teaching, 16.2% on sponsored and non-sponsored research, 8.3% on administrative activities, and 7.5% on university, public, and professional service. As shown in the graph below, tenured and tenure-track faculty spend approximately the same amount of effort on teaching; however, tenure-track faculty spend a higher proportion of their effort on research and less time on administrative activities than tenured faculty.

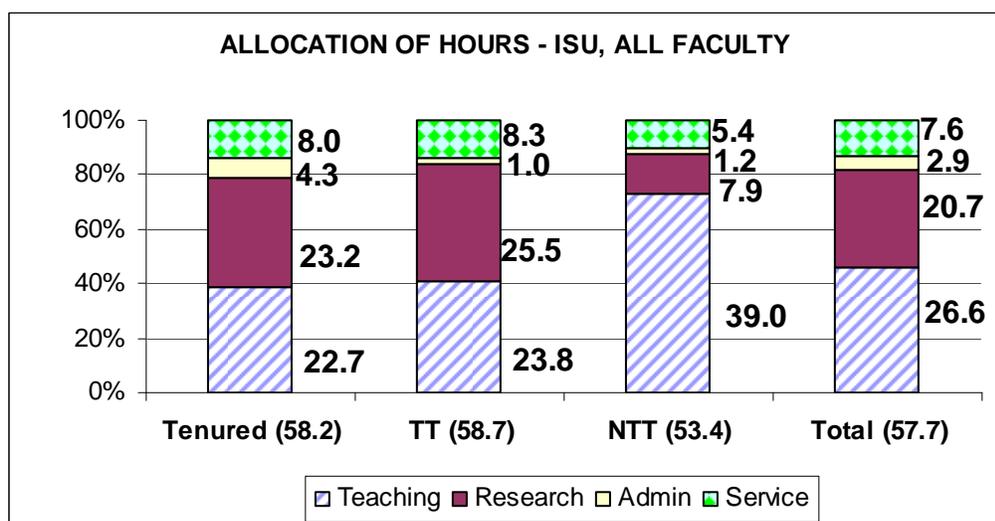


How many hours per week do faculty work?

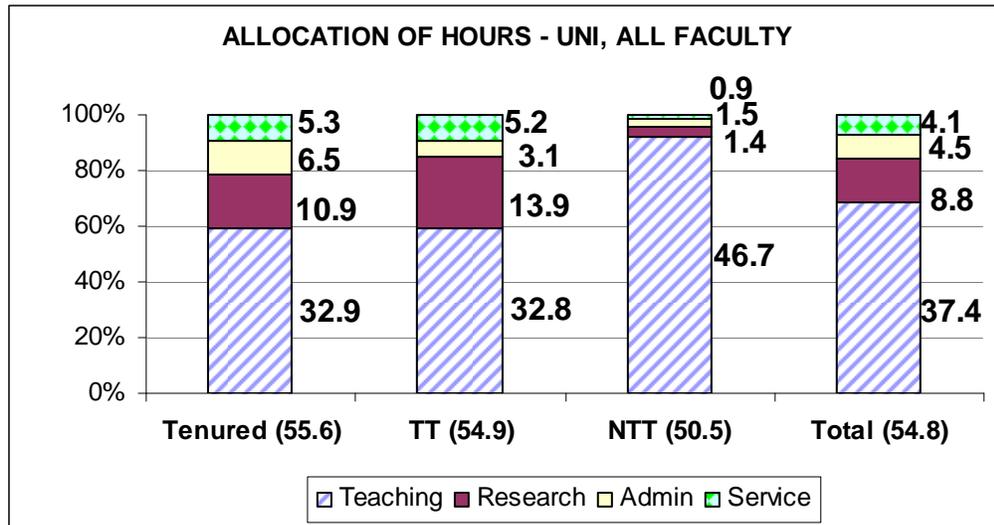
- ◇ University of Iowa. At SUI, the average number of hours worked per week by faculty was 57.7. Tenured faculty worked 58.3 hours per week, tenure-track faculty worked 60.3 hours per week, and non-tenure-track faculty worked 52.6 hours per week. Faculty in non-health science colleges spend more hours on teaching and fewer hours on service activities than faculty in health science colleges.



- ◇ Iowa State University. At ISU, the average number of hours worked per week by faculty was 57.7. Tenured faculty worked 58.2 hours per week, tenure-track faculty worked 58.7 hours per week, and non-tenure-track faculty worked 53.4 hours per week.

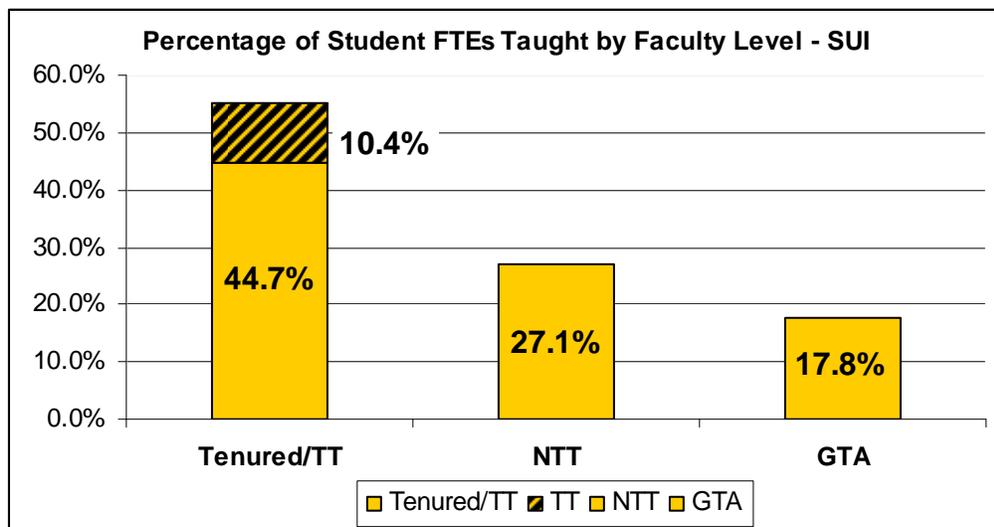


- ◇ University of Northern Iowa. At UNI, the average number of hours worked per week by faculty was 54.8. Tenured faculty worked 55.6 hours per week, tenure-track faculty worked 54.9 hours per week, and non-tenure-track faculty worked 50.5 hours per week.

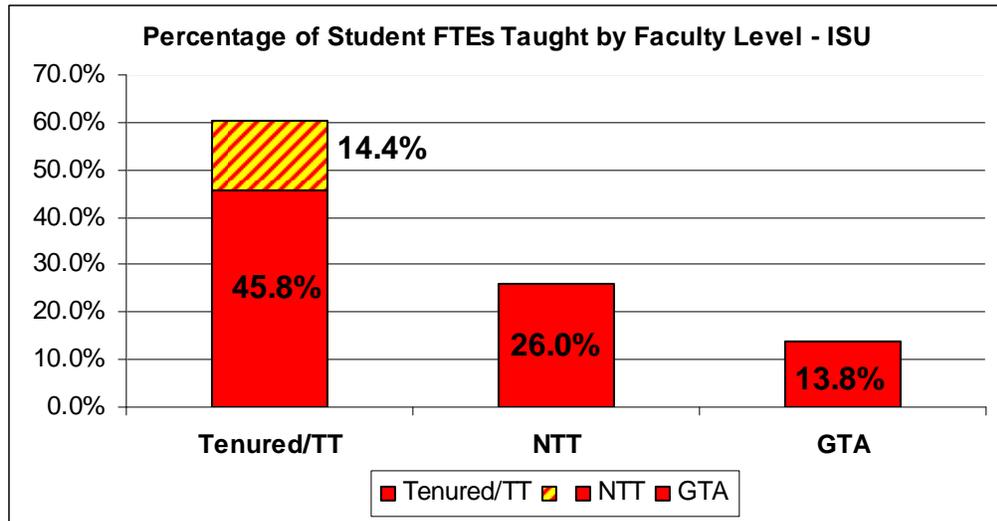


**Who teaches the students?**

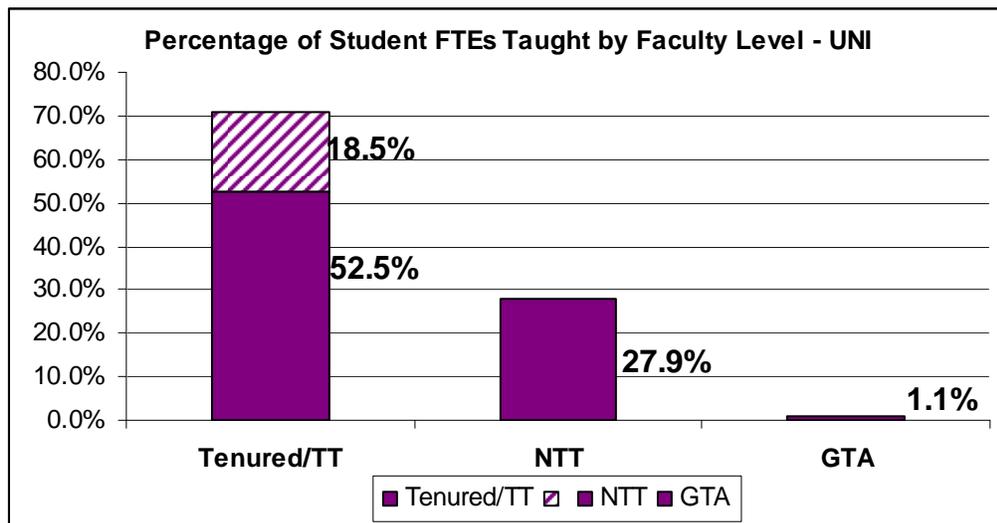
- ◇ University of Iowa. At SUI, 55.1% of all full-time equivalent (FTE) students were taught by tenured or tenure-track faculty, 27.1% were taught by non-tenure-track faculty, and 17.8% were taught by graduate assistants.



- ◇ Iowa State University. At ISU, 60.2% of all FTEs were taught by tenured or tenure-track faculty, 26.0% were taught by non-tenure-track faculty, and 13.8% were taught by graduate assistants.

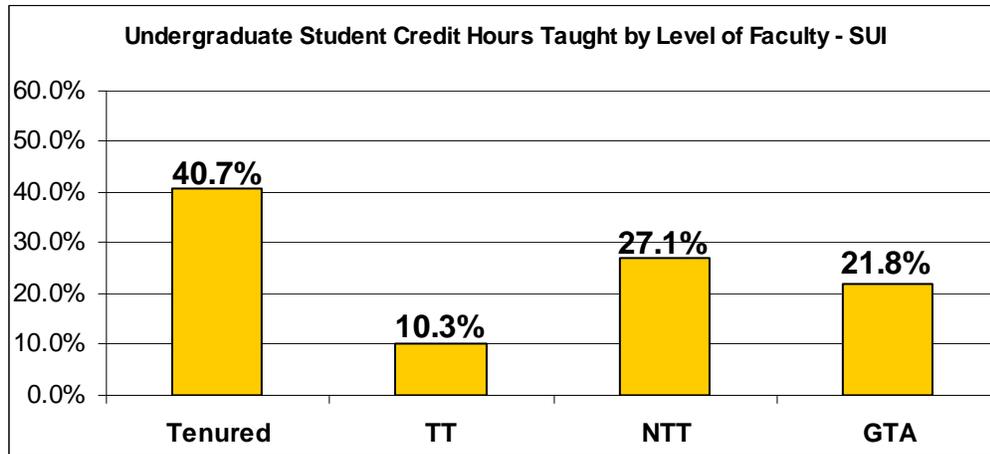


- ◇ University of Northern Iowa. At UNI, 71.0% of all FTEs were taught by tenured or tenure-track faculty, 27.9% were taught by non-tenure-track faculty, and 1.1% were taught by graduate assistants.

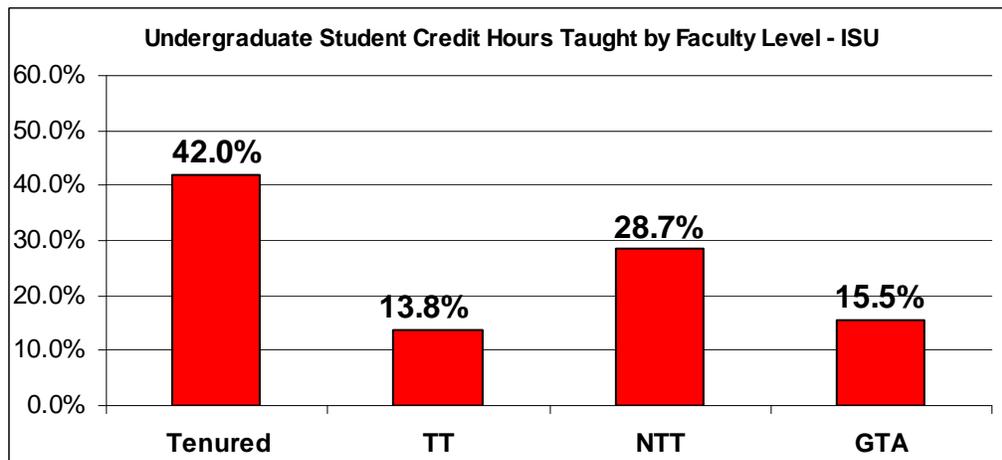


**Do tenured faculty teach the undergraduate students?**

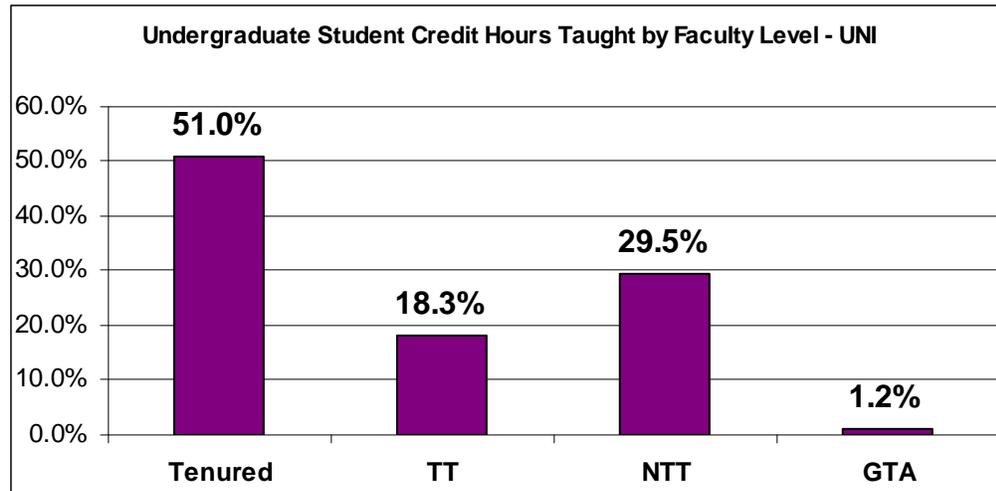
- ◇ University of Iowa. At SUI, 40.7% of undergraduate student credit hours (SCH) were taught by tenured faculty, 10.3% were taught by tenure-track faculty, 27.1% were taught by non-tenure-track faculty, and 21.8% were taught by graduate assistants.



- ◇ Iowa State University. At ISU, 42.0% of undergraduate student credit hours were taught by tenured faculty, 13.8% were taught by tenure-track faculty, 28.7% were taught by non-tenure-track faculty, and 15.5% were taught by graduate assistants.



- ◇ University of Northern Iowa. At UNI, 51.0% of undergraduate student credit hours were taught by tenured faculty, 18.3% were taught by tenure-track faculty, 29.5% were taught by non-tenure-track faculty, and 1.2% were taught by graduate assistants.



### Why do our universities engage in activities besides teaching?

- ◇ University of Iowa. The Kellogg Commission on the Future of State and Land-Grant Universities<sup>2</sup> illustrates the increasing complexity of the research university mission when it suggests that “the tried and true formula of teaching, research, and service no longer serves adequately. We must think, instead, of learning, discovery, and engagement” as institutions seek to become “genuine learning communities” in which the links between discovery, learning, and serving the public good are strong. SUI’s strategic plan builds on that layered commitment, identifying strategies to create more effective learning environments, foster engagement and scholarship and integrate engagement and scholarship into teaching and learning.

- ◆◆ Research universities offer “value added” to undergraduate students through opportunities to observe and participate in faculty research, scholarship, and creative work. Faculty scholarship engenders public partnerships which create new directions in research. Sponsored research at the University is an investment in the future. The return on the investment is enriched learning experience, economic development in the state, a better educated workforce, and improved quality of life for Iowans.

- ◆◆ Faculty scholarship is the foundation of the University’s mission “to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in an increasingly diverse and global environment.”

<sup>2</sup> Source: “Returning to Our Roots.”

- ### Faculty service and engagement enrich the curriculum and inform student experiential learning opportunities. As a public institution of higher education, the University has an obligation to contribute to improving the lives of Iowa's citizens. To this end, the University strives to expand public partnerships in order to increase access, interaction, dialogue, and societal benefit.
- ### 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 science colleges also provide clinical services to the community through the College of Law's Legal Clinic, Muscatine's New Iowan Center, the Seashore Clinic in the College of Liberal Arts and Sciences' Department of Psychology, the West Liberty Intergenerational Service Learning Project in the Department of Social Work, the Wendell Johnson Speech and Hearing Clinic in Speech Pathology and Audiology, and the Assessment and Counseling Clinic of the College of Education's Belin-Blank Center for Gifted Education and Talent Development. Clinical service programs and the quality patient care and community assistance they provide are intrinsic to the University's public service and teaching missions.
- ◇ Iowa State University. 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. 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. The importance of such programs lies in their impact on advancing knowledge, advancing the discipline, and their applicability and usefulness to Iowans.
  - ### ISU shares knowledge and expertise with students (learning and teaching), communities (engagement and service), and business and industry (technology transfer and economic development). Research in biorenewables, bioeconomy, material sciences, information sciences, nanosciences, and social sciences together with scholarship in the arts and humanities contribute to exceptional undergraduate, graduate, and post-graduate academic programs. Many undergraduate programs contain components of research experiences for undergraduates, a distinguishing feature of the research university.
  - ### Outreach includes teaching off-campus courses; publishing in technical publications; producing newspaper articles and videos; and technology transfer. As a result of such expertise, faculty are increasingly influential in the development of economic activity in the state. 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.

- ◇ University of Northern Iowa. Engagement by faculty in non-teaching activities, including research, visual and performing arts, professional and community service, and economic development benefits student 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. UNI faculty engage in a broad range of service and outreach activities at the university, local, state, national, and international levels, contributing their expertise to government and non-government organizations.

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

- ◇ University of Iowa. SUI has developed indicators by which to measure progress toward achieving the aspiration and goals identified in its strategic plan. The indicators are a combination of institutional targets and peer benchmark measures and include the six-year graduation rate and the amount of external funding received for sponsored research. All academic programs undergo cyclical reviews; many programs have received programmatic accreditation.
  - ☛ External rankings also provide a system of public accountability. The University aspires to become one of the top ten most distinguished public universities in the country according to one of the most visible external rankings, *U.S. News and World Report*. Currently, *U.S. News* ranks the University of Iowa as the 25<sup>th</sup> best public university in the country. Twenty-one graduate programs at SUI are ranked among the top ten such programs at public universities in the country – five are in first place – and an additional 21 are in the top 25. For the 18<sup>th</sup> consecutive year, the University of Iowa Hospitals and Clinics ranked overall as one of “America’s Best Hospitals,” according to *U.S. News and World Report*; eight of the hospital’s specialties were also listed – Otolaryngology (2) and Ophthalmology and Visual Sciences (6) ranked in the top 10 in their respective categories.
  - ☛ Within individual units, a variety of systems are in place to monitor how well faculty and staff are accomplishing their specific missions, including student evaluations of faculty, annual reviews of faculty, rigorous promotion and tenure process, and post-tenure allocation process.
  - ☛ The University of Iowa has made undergraduate education the focus of its reaccreditation by the Higher Learning Commission of the North Central Association in 2007-08; part of that effort includes an examination of methods to assess learning outcomes for undergraduate majors.
  - ☛ In 2006, faculty researchers brought in \$366 million in external support. The Battelle Report indicates that Iowa ranks 24<sup>th</sup> among U.S. states in total university research and development funding.
  - ☛ During FY 2006, the University of Iowa Hospitals and Clinics admitted 27,282 acutely ill patients, delivered 1,609 newborns, and recorded more than 856,000 clinic visits at 280 outreach clinics throughout the state.

- ◇ Iowa State University. 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 (60%) were in the top quarter of their high school graduating class; 68% indicated that they had chosen ISU because of its academic reputation. In the National Survey of Student Engagement (NSSE), 91% of the first-year students and 82% 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%, an increase of four percentage points from six years ago.
  - ††† *Faculty*. In addition to a rigorous annual performance review, faculty periodically undergo an extensive promotion and tenure review, which includes evaluation by students and administrators, as well as faculty peers inside and outside of the institution. All faculty must demonstrate their excellence in scholarship through teaching, research/creative activities and extension/professional practice, 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. Another measure of faculty success in discovery is the amount of sponsored funding. In FY 2006, the amount of sponsored funding was \$279.7 million, an increase of almost 20% from five years ago.
  - ††† *National rankings*. The 2007 *U.S. News and World Report* ranked ISU 36<sup>th</sup> among public national universities – doctoral and 81<sup>st</sup> overall. The ISU College of Engineering undergraduate program was ranked 24<sup>th</sup> among public and 39<sup>th</sup> among all national universities - doctoral. Furthermore, ISU has a number of nationally ranked programs, including chemistry, physics, statistics and biostatistics, agricultural education and studies, animal science, landscape architecture, and interior design. The success of the university will be measured by the prominence of the faculty and graduates in emerging disciplines, such as biorenewables and bioeconomy, and food safety and security. ISU faculty are advancing the University as a leader in the state, nation, and world.
  
- ◇ University of Northern Iowa. Peer studies allow UNI to compare faculty workload data and other information with institutions of similar size, character, and mission.
  - ††† During FY 2006, there were 145 sponsored project awards made to UNI from federal, state, and private sources totaling \$19,966,355.
  - ††† For the 10<sup>th</sup> consecutive year, UNI was 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, student retention, faculty resources, student selectivity, financial resources, graduation rates, and alumni giving rates. UNI also ranked 18<sup>th</sup> on a combined list of public and private Midwest regional universities.
  - ††† 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.”

Details about the faculty activities report are available in the Board Office.