

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.

The key indicators of faculty activities include the following questions:

- ◆ What defines faculty activities?
- ◆ How many hours per week do faculty work?
- ◆ Who teaches the students?
- ◆ Do tenured faculty teach the undergraduate students?
- ◆ How much time do faculty spend on teaching students relative to doing research?
- ◆ Who do our universities engage in activities besides teaching?
- ◆ How do we know our universities are doing a good job?

This report addresses the Board of Regents 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 2009 faculty activities report, based on Fall 2008 survey data, showed that the average number of hours worked per week by faculty at the three universities was 53.6 – 58.1; the weighted average of the three Regent universities was 56.7 hours. The average number of hours worked per week by faculty at the University of Iowa was 58.1; at Iowa State University, it was 57.9; and at the University of Northern Iowa, it was 53.6.
  - ☑ The 2007 faculty activities report, based on Fall 2006 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 19 years, there have been only minor fluctuations in the average number of hours worked per week by faculty.
  - ☑ The comparable national average in the 2004 National Study of Postsecondary Faculty was 55.5 hours for full-time faculty at public research universities and 53.3 hours at public comprehensive universities.<sup>1</sup>

---

<sup>1</sup> Source: National Center for Educational Statistics.

- ◇ 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 are taught by tenured or tenure-track faculty.
- ◇ At the three universities, more than 45% of all undergraduate student credit hours are taught by tenured or tenure-track faculty.

**Background:**

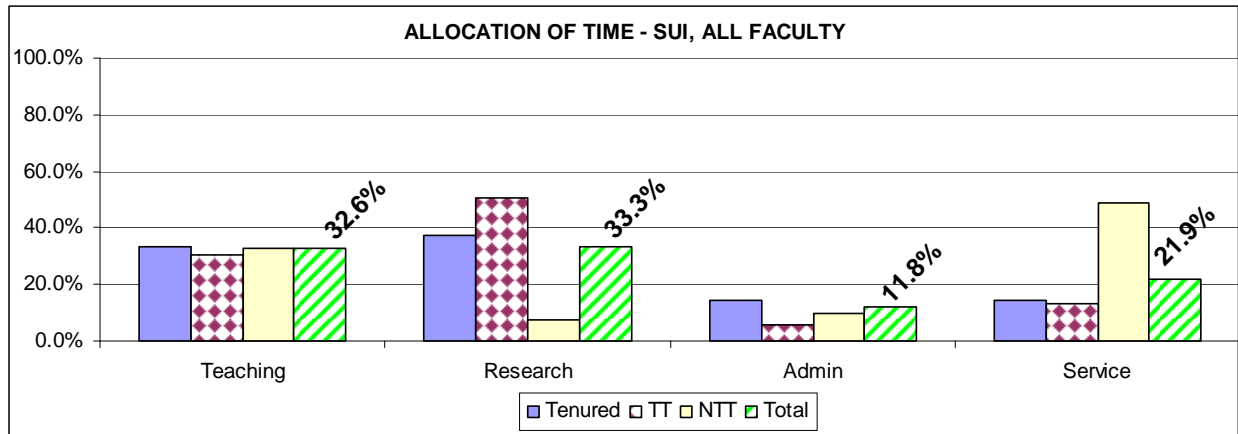
- ◇ Differences among universities. The unique missions of the Regent universities provide comprehensive educational opportunities in the state; they also define faculty responsibilities and allocation. The distribution of faculty effort among the institutions is consistent with the expectations suggested 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.

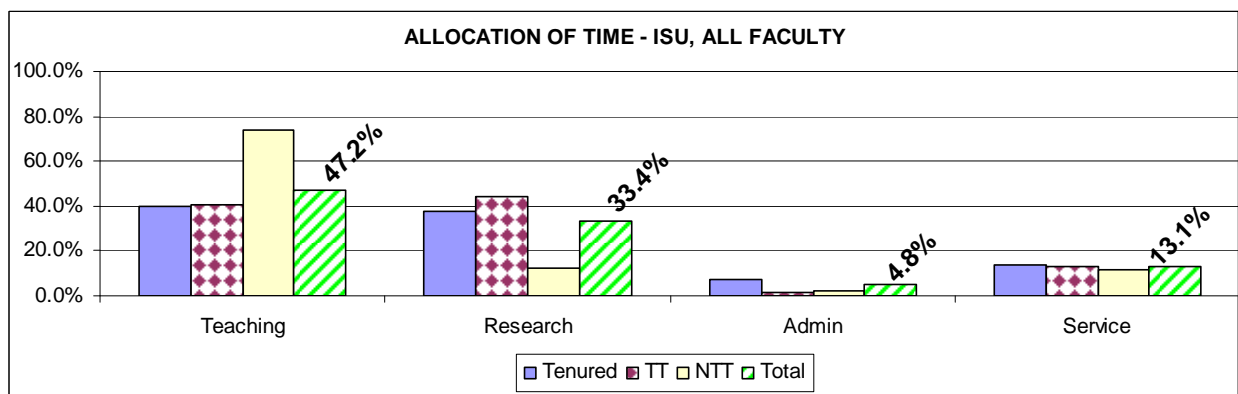
- ◇ Survey data. The data about number of hours worked per week were obtained through stratified random surveys administered to faculty at each institution in 2008-09. Data for other components of the report were collected from a variety of personnel reports.
  - ☑ At SUI, approximately 25% of the eligible faculty (n=1,892) were surveyed and a 76% response rate was obtained.
  - ☑ At ISU, approximately 37% of the eligible faculty (n=1,364) were surveyed and an 81% response rate was obtained.
  - ☑ At UNI, 100% of the eligible faculty (n=583) were surveyed and a 56% response rate was obtained.

**What defines faculty activities?**

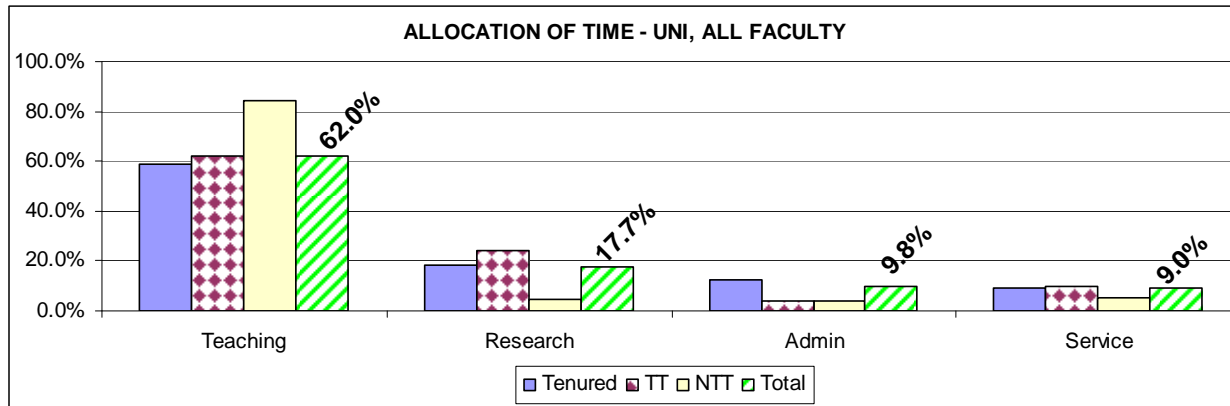
- ◇ University of Iowa. At SUI, faculty members spent 32.6% of their effort on teaching, 33.3% on sponsored and non-sponsored research, 11.8% on administrative activities, 21.9% on university, public, and professional service, and 0.5% on other sponsored activity in 2008. As shown in the graph on the following page, tenure-track faculty spent a higher proportion of their time on sponsored and non-sponsored research and less time on teaching, administrative activities, and service activities than tenured faculty.
  - ☛ In non-health science colleges, faculty members spent 43.1% of their effort on teaching, 38.8% on research, 14.5% on administrative activities, 3.5% on service, and 0.2% on other sponsored activity in 2008.
  - ☛ In health science colleges, faculty members spent 24.1% of their effort on teaching, 28.7% on research, 9.6% on administrative activities, 37.0% on service, and 0.6% on other sponsored activity in 2008. The "service" category includes patient care.



◇ Iowa State University. At ISU, faculty members spent 47.2% of their effort on teaching, 33.4% on sponsored and non-sponsored research, 4.8% on administrative activities, 13.1% on university, public, and professional service (commensurate with ISU's land-grant mission and commitment to extension/outreach), and 1.5% on other sponsored activity in 2008. As shown in the graph below, tenure-track faculty spent approximately the same amount of effort on teaching and service activities as tenured faculty; a higher proportion of time on sponsored and non-sponsored research, and less time on administrative activities than tenured faculty.



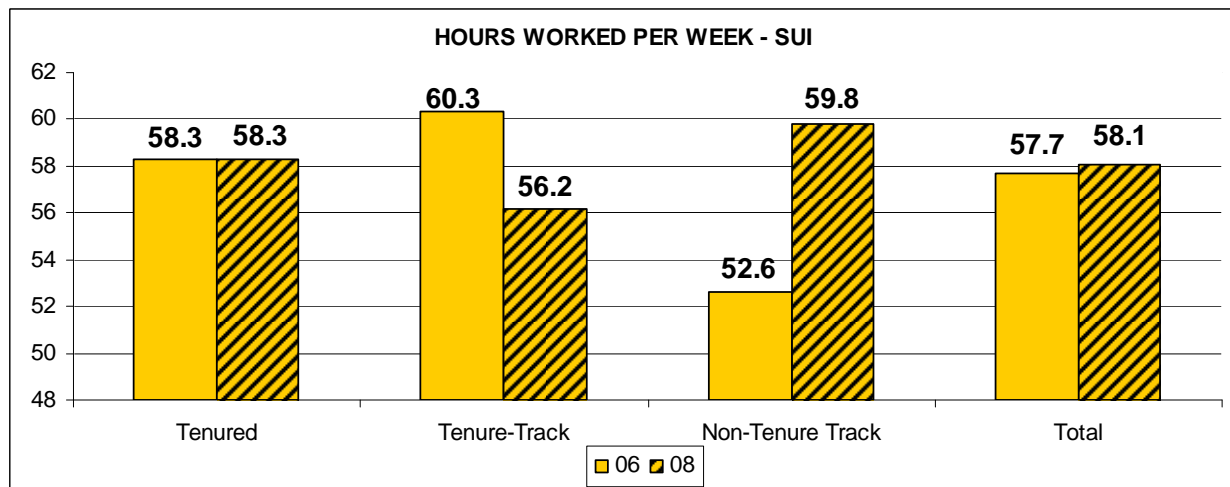
◇ University of Northern Iowa. At UNI, faculty members spent 62.0% of their effort on teaching, 17.7% on sponsored and non-sponsored research, 9.8% on administrative activities, 9.0% on university, public, and professional service, and 1.4% on other sponsored activities in 2008. As shown in the graph on the following page, tenure-track faculty spent a higher proportion of their time on teaching and research than tenured faculty; less time on administrative activities; and approximately the same proportion on service activities as tenured faculty.



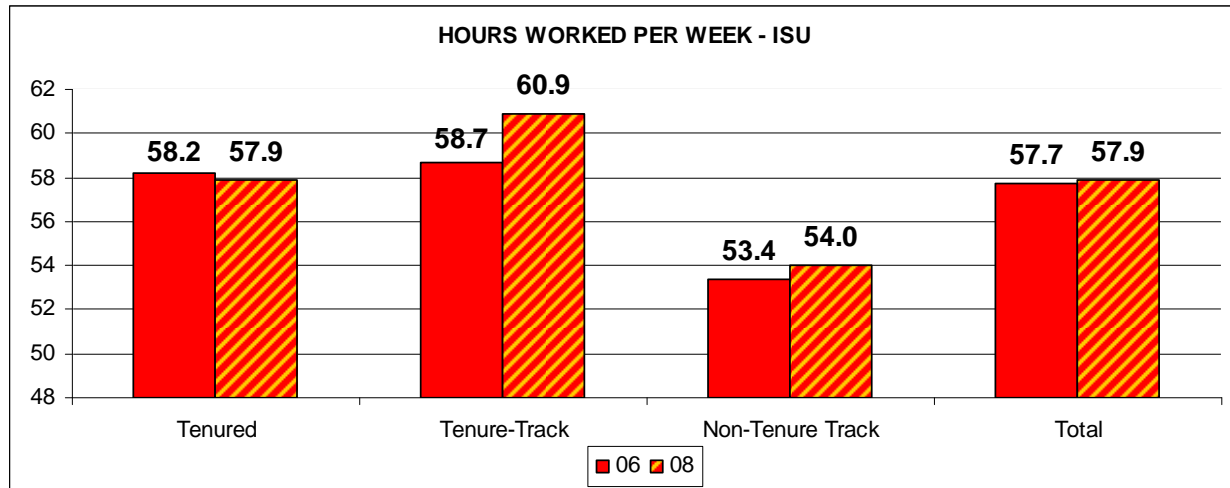
**How many hours per week do faculty work?**

- ◇ University of Iowa. At SUI, the average number of hours worked per week by faculty was 58.1 in 2008 compared to 57.7 in 2006. Tenured faculty worked 58.3 hours per week, tenure-track faculty worked 56.2 hours per week, and non-tenure-track faculty worked 59.8 hours per week. This represents a decrease of 4.1 hours week for tenure-track faculty and an increase of 7.2 hours per week for non-tenure-track faculty from 2006.

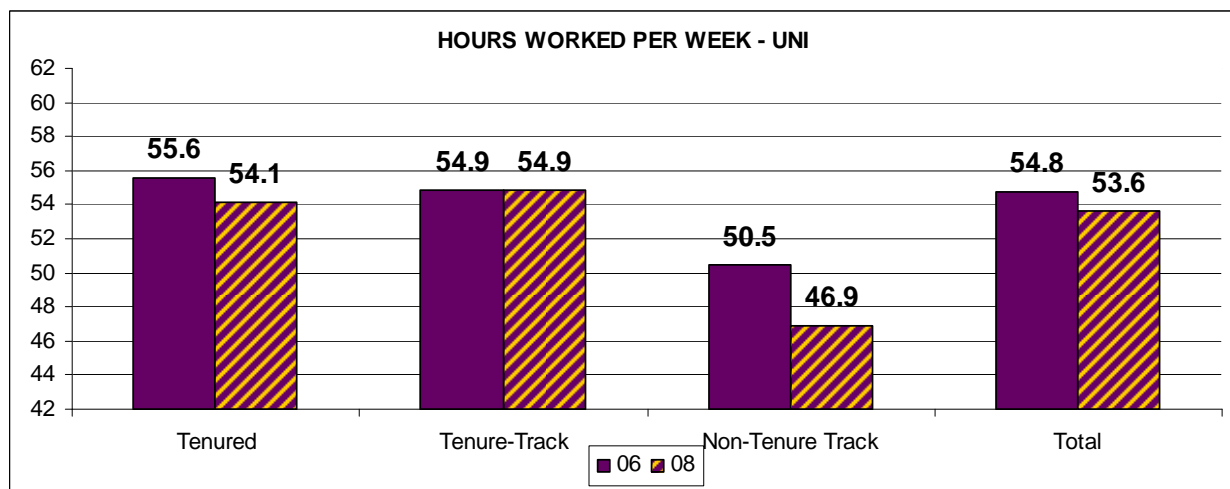
Faculty in non-health science colleges spent more hours on teaching and fewer hours on service activities than faculty in health science colleges.



- ◇ Iowa State University. At ISU, the average number of hours worked per week by faculty was 57.9 in 2008 compared to 57.7 in 2006. Tenured faculty worked 57.9 hours per week, tenure-track faculty worked 60.9 hours per week, and non-tenure-track faculty worked 54.0 hours per week. This represents an increase of 2.2 hours per week for tenure-track faculty from 2006. The number of hours worked per week for tenured faculty and non-tenure-track faculty remained essentially the same from the prior reporting period.

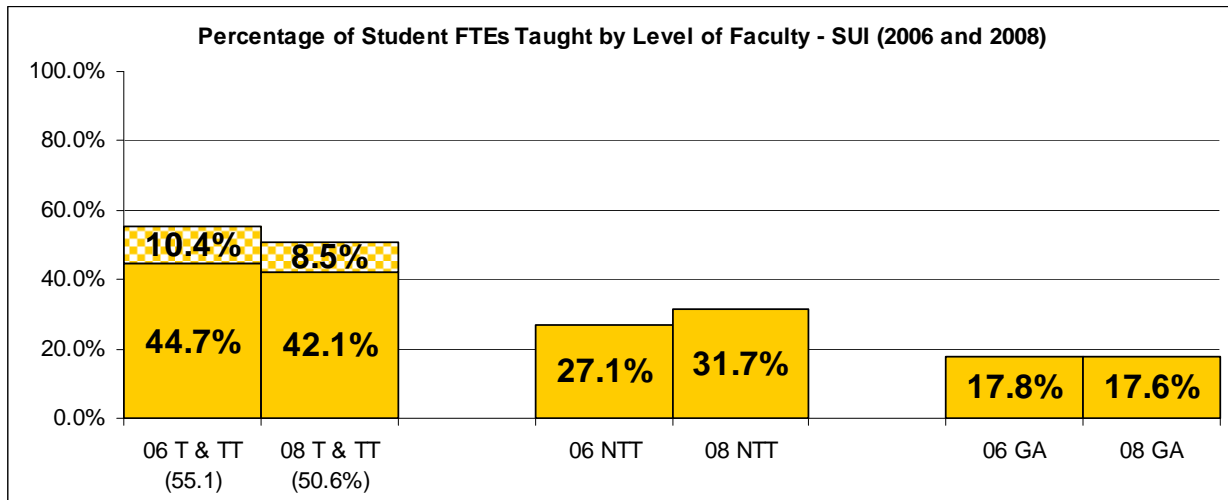


- ◇ University of Northern Iowa. At UNI, the average number of hours worked per week by faculty was 53.6 in 2008 compared to 54.8 in 2006. Tenured faculty worked 54.1 hours per week, tenure-track faculty worked 54.9 hours per week, and non-tenure-track faculty worked 46.9 hours per week. This represents a decrease of 1.5 hours per week for tenured faculty and 3.6 hours per week for non-tenure-track faculty.

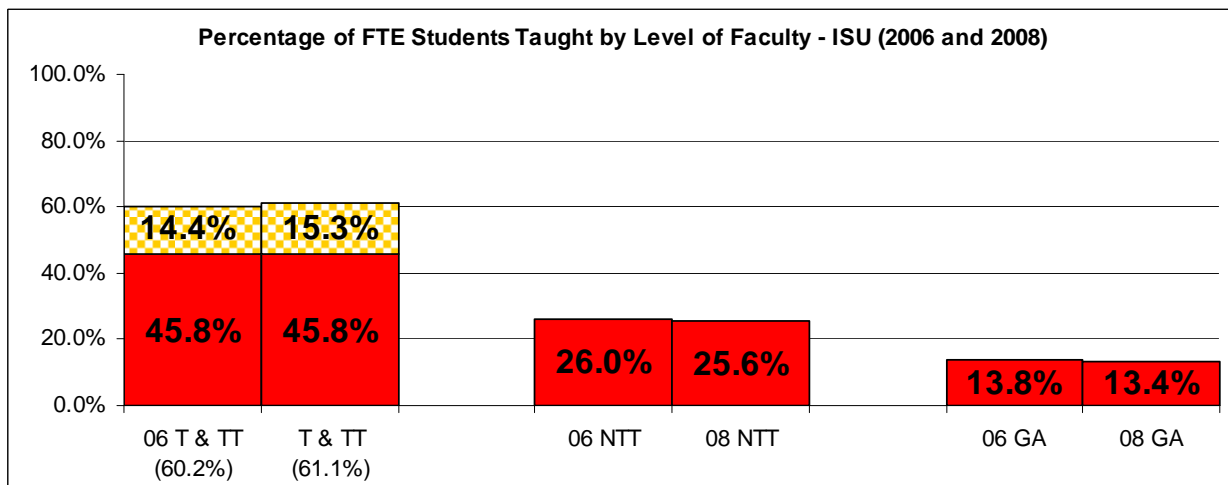


**Who teaches the students?**

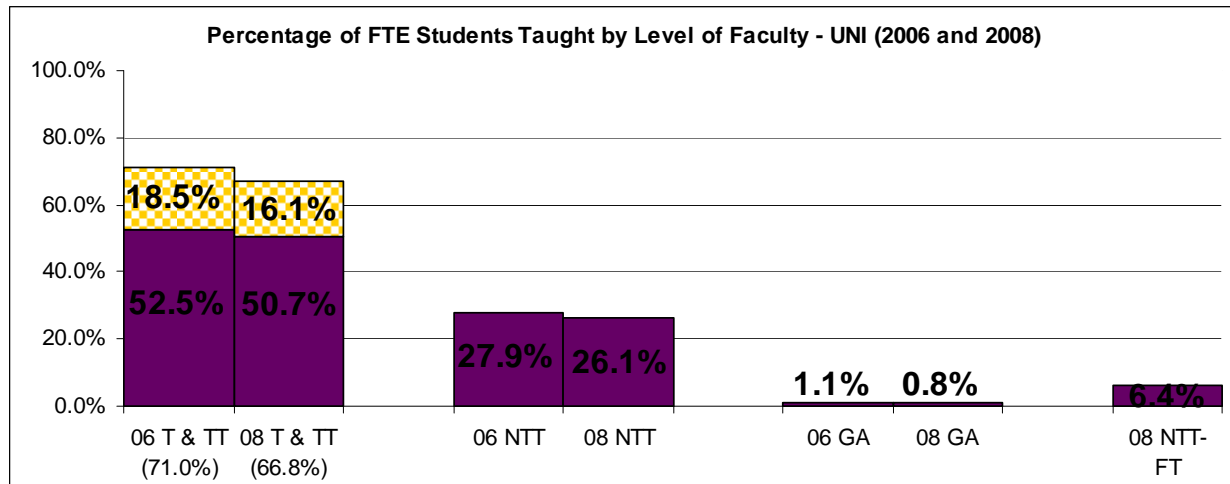
- ◇ University of Iowa. At SUI, 50.6% of all full-time equivalent (FTE) students were taught by tenured or tenure-track faculty, 31.7% were taught by non-tenure-track faculty, and 17.6% were taught by graduate assistants in 2008. This represents a decrease of 4.5 percentage points for tenured or tenure-track faculty and an increase of 4.6 percentage points for non-tenure-track faculty from 2006.



- ◇ Iowa State University. At ISU, 61.1% of all FTE students were taught by tenured or tenure-track faculty, 25.6% were taught by non-tenure-track faculty, and 13.4% were taught by graduate assistants in 2008. The 2008 percentages are essentially the same as in 2006.

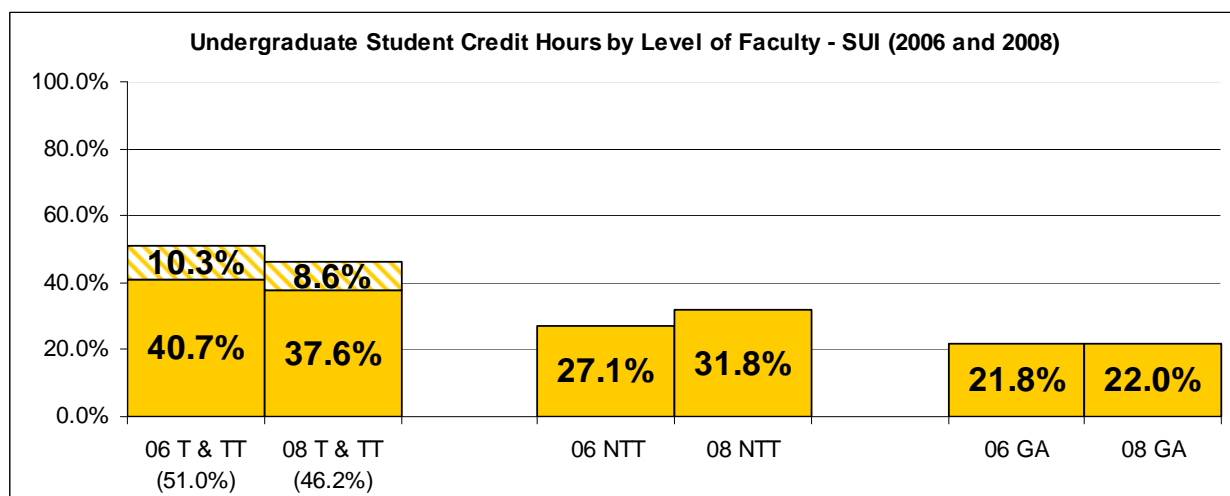


- ◇ University of Northern Iowa. At UNI, 66.8% of all FTE students were taught by tenured or tenure-track faculty, 26.1% were taught by non-tenure-track faculty, 0.8% were taught by graduate assistants, and 6.4% were taught by non-tenure-track full-time instructors in 2008. This represents a decrease of 4.2 percentage points for tenured or tenure-track faculty from 2006. The 2008 percentages for non-tenure-track faculty are essentially the same as in 2006.

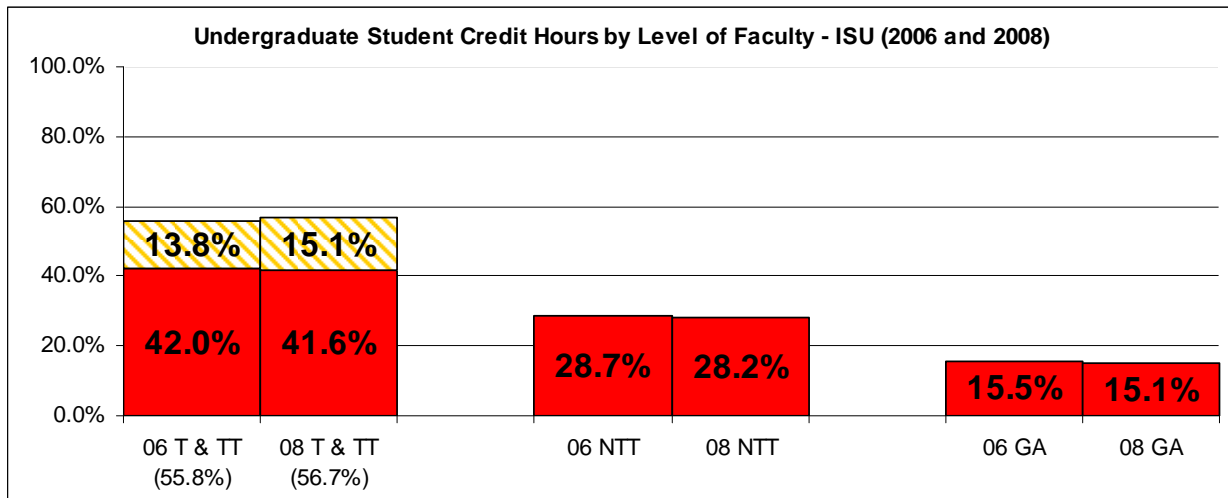


**Do tenured faculty teach the undergraduate students?**

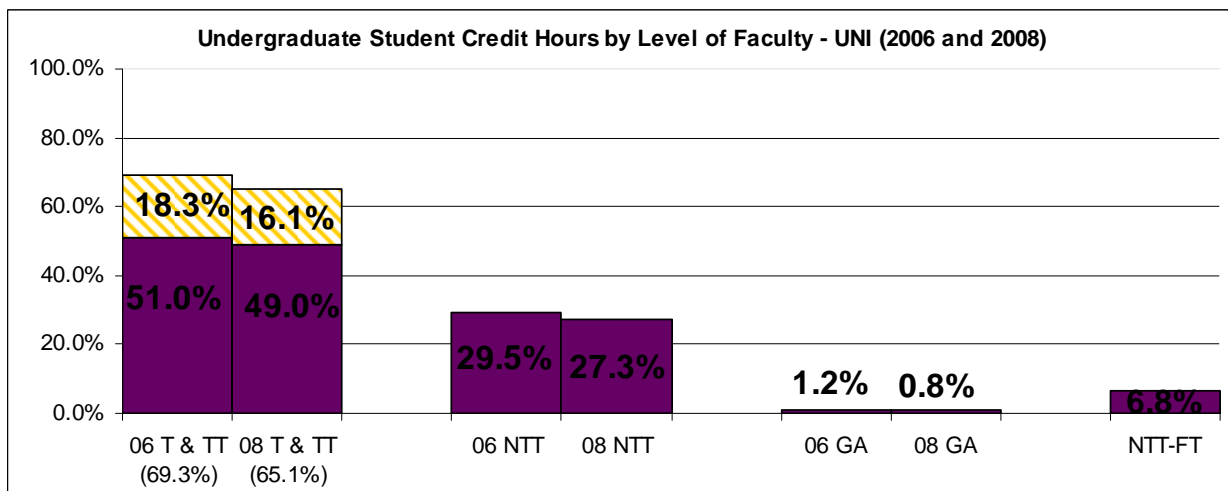
- ◇ University of Iowa. At SUI, 37.6% of undergraduate student credit hours (SCH) were taught by tenured faculty, 8.6% were taught by tenure-track faculty, 31.8% were taught by non-tenure-track faculty, and 22.0% were taught by graduate assistants in 2008. This represents a decrease of 3.1 percentage points for tenured or tenure-track faculty and an increase of 4.7 percentage points for non-tenure track faculty.



- ◇ Iowa State University. At ISU, 41.6% of undergraduate student credit hours were taught by tenured faculty, 15.1% were taught by tenure-track faculty, 28.2% were taught by non-tenure-track faculty, and 15.1% were taught by graduate assistants in 2008. The 2008 percentages are essentially the same as in 2006.



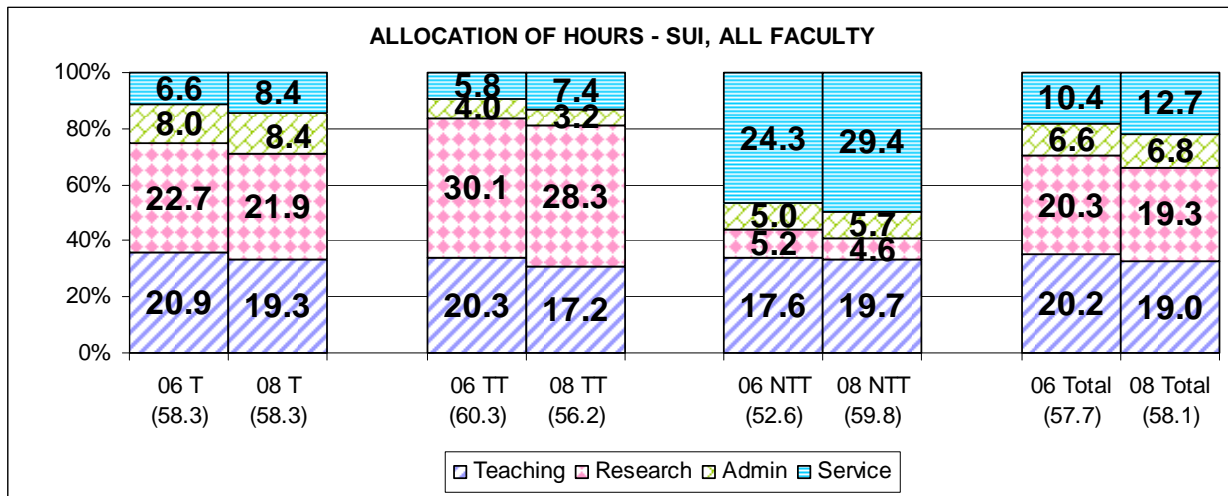
- ◇ University of Northern Iowa. At UNI, 49.0% of undergraduate student credit hours were taught by tenured faculty, 16.1% were taught by tenure-track faculty, 27.3% were taught by non-tenure-track faculty, 0.8% were taught by graduate assistants, and 6.8% were taught by non-tenure-track full-time term instructors in 2008. This represents a decrease of 4.2 percentage points for tenured or tenure-track faculty and 2.2 percentage points for non-tenure-track faculty.



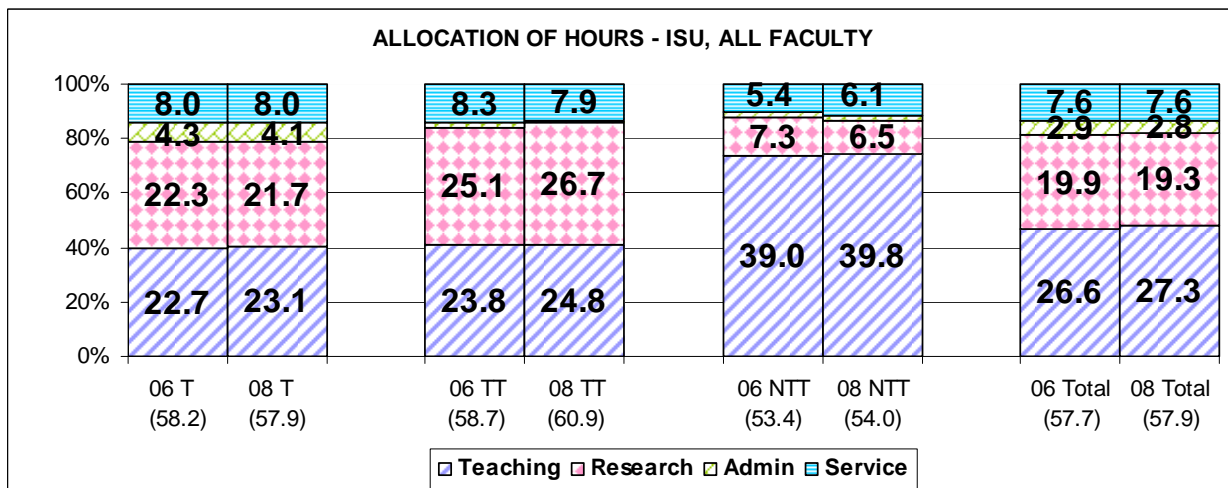


**How much time do faculty spend on teaching students relative to doing research?**

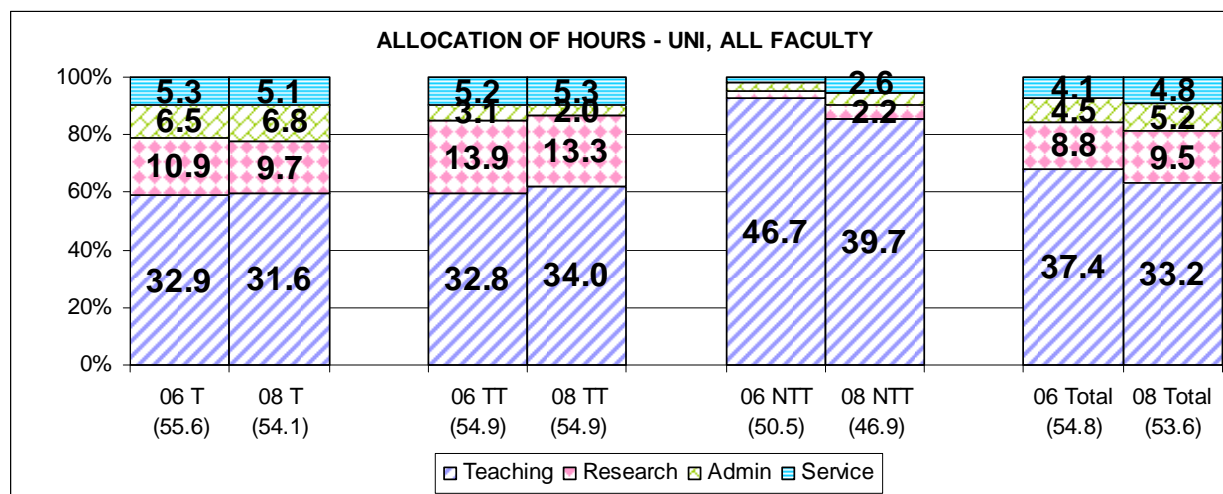
- ◆ University of Iowa. Tenured faculty spent 33.2% (19.3 hours) of their time teaching and 37.6% (21.9 hours) doing research while tenure-track faculty spend 30.6% (17.2 hours) of their time teaching and 50.3% (28.3 hours) doing research in 2008.



- ◆ Iowa State University. Tenured faculty spent 39.9% (23.1 hours) of their time teaching and 38.3% (21.7 hours) doing research while tenure-track faculty spend 40.7% (24.8 hours) teaching and 43.9% (26.7 hours) doing research in 2008.



- ◆ University of Northern Iowa. Tenured faculty spent 58.4% (31.6 hours) of their time teaching and 17.9% (9.7 hours) doing research while tenure-track faculty spend 61.9% (34.0 hours) teaching and 24.2% (13.3 hours) doing research in 2008.



**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. SU’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.

◆ Faculty members have the front-line responsibility for carrying out the University’s mission and for meeting the goals of its strategic plan. The ways in which they meet this responsibility cannot be simply compartmentalized into teaching, research, or service activities because each informs and enriches the other. The Boyer Commission on Educating Undergraduates in the Research University recognizes in the report “Reinventing Undergraduate Education: A Blueprint for America’s Research Universities,” that “inquiry, investigation, and discovery are the heart of the enterprise, whether in funded research projects or in undergraduate classrooms or graduate apprenticeships. That shared mission binds together all that happens on a campus.”

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

- ☛ Research universities offer “value added” to undergraduate students through opportunities to observe and participate in faculty research, scholarship, and creative work. Faculty service and engagement enrich the curriculum and inform student experiential learning opportunities. Faculty scholarship engenders public partnerships which create new directions in research.
- *Sponsored research.* According to the Association of American Universities, in 2006, U.S. colleges and universities performed 58% of the nation’s basic research<sup>3</sup>; 14.3% of the nation’s total research and development; and 13% of applied research.<sup>4</sup> The impact of research at American universities on society has ranged from technological advances in the development of new materials to medical breakthroughs that have significantly affected public health. Sponsored research at SUI 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.<sup>5</sup>
  - *Nonsponsored scholarship and artistic creation.* 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.”
  - *Service, engagement, and outreach.* As a public institution of higher education, the University strives to contribute to improving the lives of Iowans. As stated in the Kellogg Commission, the University believes that “an engaged university can enrich the student experience and help change the campus culture...by enlarging opportunities for faculty and students to gain access to research and new knowledge and by broadening access to...various kinds of off-campus learning opportunities.” Therefore, the University seeks to expand public partnerships which increase access, interaction, dialogue, and societal benefit.
  - *Clinical service.* The most visible and important way in which University faculty touch the lives of Iowans is through clinical services and health care. During FY 2008, the enterprise admitted 30,741 acutely ill patients, performed 22,592 major surgical operations, and recorded 880,851 total clinics visits at UIHC and at 280 outreach clinics in communities throughout the state. The College of Dentistry provides on-campus dental clinics that serve about 9,000 patients annually as well as outreach programs that focus on pediatric and geriatric dentistry and other special needs patients. The College of Nursing faculty provide clinical services at UIHC and through businesses and consultation services. Faculty in the College of Pharmacy’s Clinical and Administrative Pharmacy program oversee and provide clinical services at residency sites in eastern Iowa. Faculty in the College of Public Health staff the Occupational Medicine Clinic, which provides diagnostic testing services and care for patients with work-related health problems.

---

<sup>3</sup> This amounts to \$36.9 billion of the total \$63.6 billion.

<sup>4</sup> [http://www.aau.edu/research/university\\_research.aspx?id=6896](http://www.aau.edu/research/university_research.aspx?id=6896)

<sup>5</sup> Faculty researchers, with staff and students, brought in \$386 million in external support in FY 2008.

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 Communication Sciences and Disorders, 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. Research activities include proposal preparation, conducting research, supervision of graduate students, and thesis/dissertation guidance. Faculty are expected to publish yearly and to submit and obtain grants with funding to support their scholarship.
  - ### For most faculty, scholarship is in experimental research programs. Faculty members with research appointments are expected to show continuous and consistent activity in publishing articles in refereed journals pertaining to their research specialty. The importance of such articles 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). Internationally prominent research in biorenewables and the bioeconomy, and in the broader biological sciences, material sciences, information sciences, nanosciences, and social sciences (as they apply to understanding rural America) as well as 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; conducting teleconferences, presentations, training sessions, and short courses; 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. Faculty are also expected to provide professional society service, for review of papers and proposals, and preparation of promotion and tenure reference letters for professional colleagues.

- ◇ 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.

UNI faculty serve as officers for their professional organizations, provide leadership for state and local school and community involvement initiatives, and volunteer with international organizations. With an emphasis on experiential learning and internship experiences for students, faculty often include students in their university and community service activities.

During FY 2008, there were 224 sponsored project proposals submitted and 174 awards made to the university from federal, state, and private sources. Sponsored project awards totaled \$26,771,923, which represents a 126% increase in total award dollars since the previous faculty activities report.

#### **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*. Moving up in the *U.S. News* rankings signifies to the university that it is carrying out its mission and fulfilling its responsibility to the people it serves, especially undergraduates. Currently, *U.S. News* ranks the University of Iowa as the 26<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 23 are in the top 25.
  - ††† 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 was reaccredited by the Higher Learning Commission of the North Central Association in 2007-08 for the maximum period of 10 years.

◇ Iowa State University. ISU measures its success through the degree of satisfaction and success of its students and 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), 90% of the first-year students and 84% 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 is a strong measure of student success. In 2008, the six-year graduation rate was 67.4%, an increase of two percentage points from five 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 scholarship recognized by peers in the discipline. This process includes evaluation by department chairs, deans, provost, and president. 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 2008, the amount of sponsored funding was \$274.1 million, an increase of 19% from five years ago.

††† *National rankings*. The 2009 *U.S. News and World Report* ranked ISU 40<sup>th</sup> among public national universities—doctoral and 89<sup>th</sup> overall. The ISU College of Engineering undergraduate program was ranked 24<sup>th</sup> among public and 38<sup>th</sup> among all national universities-doctoral. Furthermore, ISU has a number of programs ranked in the top 25<sup>th</sup> percentile by national ranking agencies.

- Ranked by the National Research Council (NRC, 1995) – Chemistry, Physics, and Statistics and Biostatistics.
- Ranked by U.S. News and World Report (2009) – Engineering (undergraduate and graduate); Business (undergraduate); Agricultural and Biosystems Engineering (undergraduate and graduate); Chemical/Biological Engineering (graduate); Statistics (graduate); Electrical/Computer Engineering (graduate); Civil/Construction/Environmental Engineering (graduate); Mechanical Engineering (graduate); Chemistry (graduate); Analytic Chemistry (graduate); and Learning Communities.
- Ranked by their respective professional associations and publications – Agricultural Education and Studies; Animal Science (meat science education); Rural Sociology; Architecture; Landscape Architecture; Interior Design; Civil Engineering (undergraduate and graduate); and Psychology.

The success of the university will be measured by the prominence of the faculty and graduates in emerging disciplines, such as the biorenewables and bioeconomy, and food safety and security. As evidenced by the current research and scholarship in these areas, ISU faculty are advancing the University as a leader in the state, nation, and world.

- ◇ University of Northern Iowa. Measures of success include accomplishments by faculty, staff, students, and alumni as well as recognition of academic programs, colleges, and the university.
  - ††† The Carnegie Foundation granted the University of Northern Iowa a special designation in *Community Engagement: Curricular Engagement and Outreach and Partnerships*. This new designation reflects the foundation's recognition of UNI's commitment to community service on a local, regional, national, and global level.
  - ††† For the 12<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* in 2009. The ranking criteria include peer assessment, academic reputation, student retention, faculty resources, student selectivity, financial resources, graduation rates, and alumni giving rates. UNI was also ranked 17<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."
  - ††† During the past several years, approximately 60% of UNI accounting students who attempted all four parts of the CPA Exam within the calendar year they graduated passed all four parts on the first try. This pass rate is approximately five times greater than comparable national statistics.
  - ††† When comparing the UNI Jazz Studies program with other programs across the nation, *Arts Midwest* saluted the UNI program as "one of the best."
  - ††† Mary Losch, associate professor of psychology and assistant director of the Center for Social and Behavioral Research, received the largest single grant in UNI's history - \$11.5 million over five years to implement five projects to reduce unintended pregnancy in Iowa.
  - ††† Alexa Warrick, a student with a double major in Biology and Spanish, received a Goldwater Scholarship for her potential contributions in a career in the natural sciences.
  - ††† In the National Study of Student Engagement administered in 2008-09, 89% of the seniors said that they would attend UNI if they were starting again and 91% of the seniors rated their educational experience at UNI as good or excellent.
  - ††† Nancy Aossey (Marketing '82, MBA '84), president and CEO of International Medical Corps, a \$100 million relief organization, received the 2007 Distinguished Alumnus Award from the American Association of State Colleges and Universities for dedication and commitment to her cause.