MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Annual Governance Report on Faculty Activities

Date: May 7, 2001

Recommended Action:

Receive the report.

Executive Summary:

The annual governance report on faculty activities is required by Section 6.17 of the Regent *Procedural Guide* and contains information about the allocation of faculty effort, instructional productivity measures, and time spent by faculty on professional activities. It is directly related to accountability expectations of the Board's Strategic Plan (KRA 4.0.0.0), which calls for effective stewardship of the institutions' resources.

The information compiled for this report is closely tied to the strategic plans of the universities, reflecting some of their benchmarks and indicators. The information is also closely linked with Board performance indicators, e.g., senior faculty teaching undergraduate courses (indicators one through four) and sponsored funding (indicator 18).

Due to the number of topics covered, and the numerous tables and figures that are provided, this report is organized under five topics that are identified in Section 6.17 of the *Procedural Guide*. The five topics are:

- **1.0 Faculty Effort and Activities** (average hourly work load; percentage of effort by colleges and rank)
- **2.0 Faculty Instructional Workload** (fiscal year SCH)
- **3.0 Faculty Productivity** (includes number of majors each fall; number of degrees; and sponsored research)
- **4.0 Faculty Portfolios**
- **5.0 Peer Institution Studies**

This report ends with a section of conclusions on pages 25 and 26. A glossary of terms used in the report is provided on page 27.

Faculty Effort and Activities

In the area of faculty effort and activities, the data for 1999-2000 show average faculty workweeks of 58.2 hours at SUI, 58.2 hours at ISU, and 55.2 hours at UNI. The SUI figure represents a minor decrease of one hour per week above the previous reporting year (59.2). The ISU figure increased from 57.0 hours per week reported in 2000 and somewhat above the figures for the previous two years. The UNI figure increased slightly from 54.7 hours per week to 55.2 hours per week. The averages are consistent with hourly averages reported for the past decade, as seen in Figure 1.2 on page 6.

When combined, the average number of work hours per week of Regent university faculty this reporting year is 56.8. That figure slightly exceeds the number of hours per week worked by faculty as reported in a national survey (56.5 hours). The data indicate that at the three universities, each category of faculty – tenured, tenure track, and non-tenured -- spend the largest portion of their time in teaching. As expected, the percentage of time devoted to teaching is highest among non-tenured faculty, because they have been hired for that particular responsibility. Faculty at UNI continue to report the highest allocation of their effort to teaching activities, with faculty at SUI and ISU devoting relatively more effort toward sponsored and non-sponsored research endeavors. Current measures of faculty effort, including estimated time spent on teaching, research, and service activities, are self-reported through federally required forms and statistically representative campus surveys. The university reports provide detailed information on their sampling procedures.

Faculty Instructional Workload

A primary measure of faculty instructional workload is student credit hours (SCH) generated. Students at the three Regent universities together earned 821,885 credit hours (Fall 2000), an increase of 1.9% over last year's 806,500 student credit hours (Fall 1999), and 800,009 credit hours in Fall 1998. SUI's total SCH decreased by 5,416 hours, reflecting a decrease in student enrollments. ISU experienced an increase of 17,168 SCH, from 308,724 in Fall 99 to 325,892 in Fall 2000, reflective of an enrollment increase. UNI's SCH hours increased by 3,653, from 171,024 in Fall 99 to 174,657 in Fall 2000. The proportion of total student credit hours generated by tenured and tenure track faculty decreased at SUI (from 63% to 60.4%); at ISU the percentage declined from 65% to 62% and at UNI from 65% to 64.2%. These shifts are attributed to the retirement of experienced faculty members. The proportion of student credit hours generated by graduate teaching assistants declined 2% at SUI, increased at ISU (up 1% this past year to a total of 14% of the SCH) and declined at UNI (from 1% to 0%).

Non-tenure track faculty were responsible for increased generation of student credit hours at all three universities. At SUI, the percentage rose from 20% to 24.4%, at ISU from 22% to 24%, and at UNI from 32% to 34.7%.

The combined percentage of student credit hours generated by tenured and tenure track faculty varies markedly among the different colleges at each institution. For example, the percentage at SUI ranges from 89.8% (Law) to 54% in several colleges -- Education, Liberal Arts, and Pharmacy. At ISU tenured and tenure track faculty offer a range from 94.0% of the total SCH in Veterinary Medicine to 54.0% in the College of Liberal Arts and Sciences. The five colleges at UNI have a somewhat more narrow range between colleges. They range from a high SCH for the College of Social and Behavioral Sciences (69.7%) to the College of Natural Sciences (60.3%). The three universities have somewhat similar SCH average percentages for tenured and tenure track faculty when all colleges are combined -- SUI (60.4%), ISU (62.0%%), and UNI (64.2%). Last year, comparative percentages were: SUI (62.5%), ISU (64.7%) and UNI (64.2%).

Another measure of instructional productivity is the index of credit hours generated per instructional full-time equivalent (IFTE) instructional position. In Fall 2000, the average number of student credit hours generated by a full-time faculty member at UNI was 272. The comparable numbers for SUI and ISU were 207 and 208. There are differences among colleges (see Table 2.3, page 34). At all three universities, non-tenure faculty who do not have research and service obligations generally carry heavier teaching workloads than their tenured and tenure track colleagues who are responsible for research and service activities.

Faculty Productivity

Measures of faculty productivity focus on such traditional "outputs" as student enrollment data, number of majors, degrees granted, and research and scholarship (including sponsored research grants, publications, and awards received). Regent governance reports have indicated enrollment increases at ISU and UNI during the past year, and a slight decline at SUI. The 14,016 degrees granted in 1998-99 represent an increase of approximately one percent over 1998-99 when 13,510 degrees were granted. Institutional reports also detail that the total dollar amount of sponsored research increased from $469 million in FY 1999 to $480.4 million in FY 2000. While there was a decline in sponsored funding at SUI (from $259.5 to $251.3 million), ISU and UNI recorded increases (at ISU, from $199.2 to $211.0 million, a 6% increase and at UNI, from $10.1 to $18.1, a 78% increase).

Faculty Portfolios

Five years ago the Board directed the universities to develop a common faculty portfolio system. Each university is now making extensive use of faculty portfolios. Post-tenure reviews are linked to the portfolios for tenured faculty.

Peer Institutions

In 1997, the Board requested the use of comparative collegiate and/or departmental faculty workload information, where available, from each university's established group of peer institutions. When compared to data reported in national publications, such as Katrina Meyer's *Faculty Workload Studies* (1998) or the National Center for Educational Statistics report, *The National Study of Postsecondary Faculty* (1997), Regent university faculty are at or exceed the norms for hours spent on instruction, and the percentage of time spent on research compared with their peer institutions.

The data and interpretations that the institutions submitted for these peer institution comparative reports are contained in the Regent Exhibit Book.

Background and Analysis:

As noted in the Executive Summary, the report relates to the Board's strategic plan. More specifically, the report relates to Objective 1.1.0.0, improving the quality of existing and newly created educational programs, and several Action Steps:

- 1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs;
- 1.1.3.1 Implement and maintain faculty portfolios at Regent universities;
- 1.1.4.1 Each university enhance its research efforts consistent with its mission;
- 1.1.4.2 Each university increase sponsored research consistent with its mission.

Tenured faculty are those who already hold tenure. The terms, tenure track, tenure eligible, or probationary refers to faculty for whom tenure is an expected outcome. Non-tenured faculty are those faculty appointed on a recurring contractual basis, but who are ineligible for tenure. This category includes adjunct and visiting faculty. Several tables refer to other; this term includes, for example, personnel in the military science program or P & S staff who teach orientation classes.

The figures in the text are based on data found in tables that are located at the end of the memorandum. For that reason, the figures and tables have the same numbers. The tables that appear at the end of the memoradum include:

Definitions regarding specific faculty activities are found on page 7.

1.0 Faculty Effort and Activities

Note: Faculty effort is defined as the amount of time associated with the various faculty activities, i.e., hours worked per week; faculty activities examine the percentage of time associated with teaching, administrative duties, non-sponsored research, other sponsored activities, and university, public, and professional service.

Regent university faculty continued to report full work schedules. SUI faculty reported working an average 58.2 hours per week, with 58.2 and 54.0 (53.95) hours weekly reported at ISU and UNI, respectively (Table 1.1, page 6). At all Regent universities, the teaching activity remains the primary work of the faculty. In the 11 times that such data has been compiled since 1984-85, the range of hours has fluctuated only 2.5 hours per week -- between 56.2 and 58.7. In five surveys, including the one for 2000-2001, the combined average for the three universities was in the 57.0 to 57.9 range. In four surveys, the average was lower, 56.0 to 56.9 hours per week. In only two surveys did the estimated weekly average range between 58.0 and 58.9 hours.

Each university's report includes descriptions of service and outreach work outside the classroom, such as advising, special projects, and sponsorship of clubs.

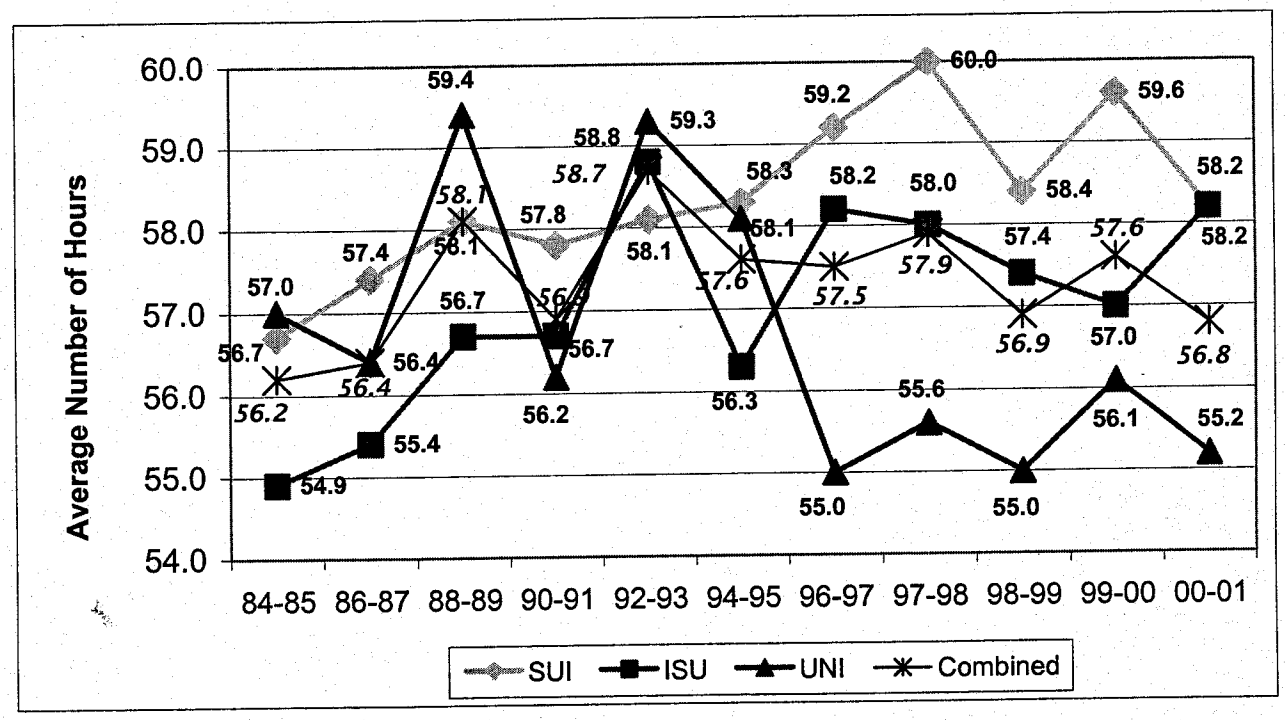
Table 1.1
Faculty Effort
Average Number of Hours Worked per Week
By Regent University Faculty, 2000-2001

	Tenured	Tenure Track	Non-tenure Track	Avg. (All Faculty)
SUI	57.9	59.6	57.7	58.2
ISU	57.7	59.6	58.0	58.2
UNI	54.7	55.8	47.0	55.2

Note: The sample for this survey consisted of 419 (305 responses) faculty members at SUI, 468 (with 416 responses) at ISU, and 234 (155 responses) at UNI. National Average: 56.5 hours for full-time professors at research universities and 52.4 hours at public comprehensive universities. Sources: National Center for Education Statistics, Instructional Faculty and Staff in Higher Education: Fall 1987 and Fall 1992; National Center for Education Statistics, The National Study of Postsecondary Faculty, 1997.

The hours-worked-per-week averages for 2000-2001 are within a relatively constant range, which has been compiled now for the past 11 academic years. See Figure 1.2 below. The data for this figure is found in Table 1.2, page 28.

Figure 1.2
Faculty Effort
Average Number of Hours Worked per Week by
Regent University Tenured and Tenure Track Faculty, 1984-2001

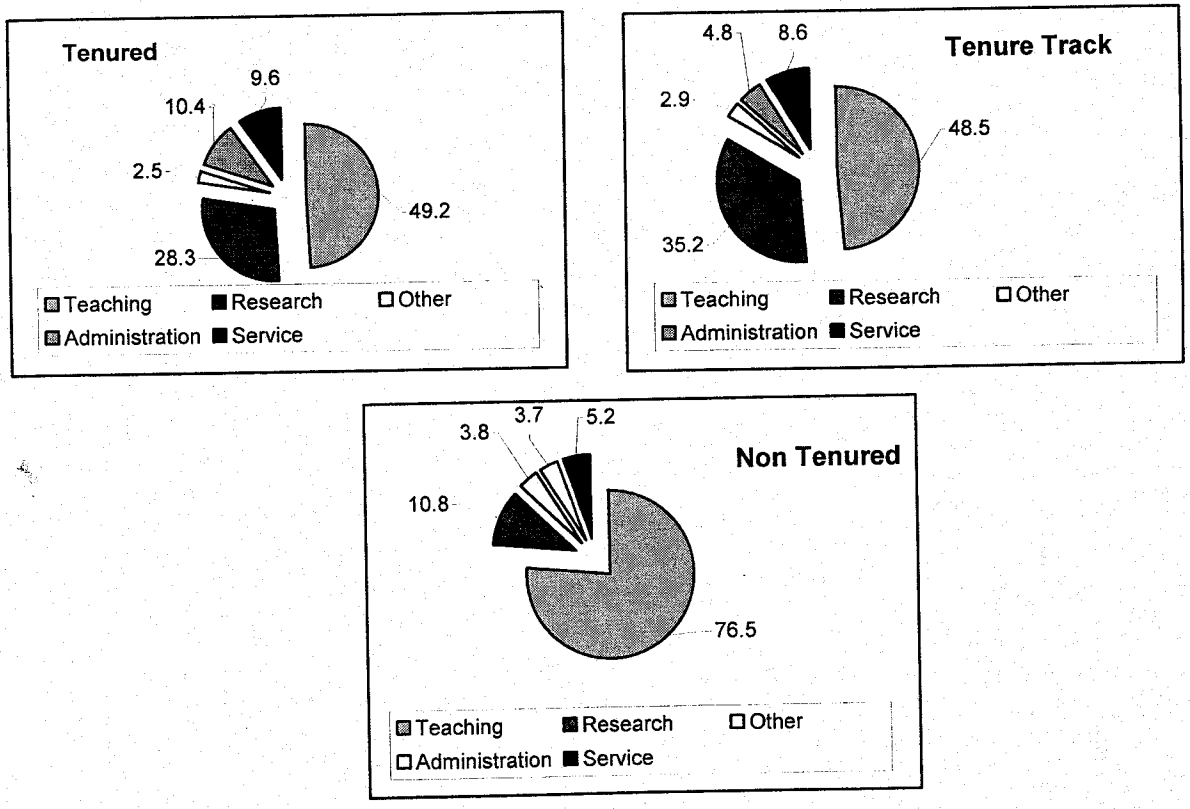


Another measure of faculty activity is the allocation of effort spent on teaching, research, and service (by percentages of time), which vary by professorial rank and institution. For example, senior faculty members tend to spend more time with administrative responsibilities than those of other ranks. Reflecting its land grant mission, tenured and tenure track faculty at ISU devote significant effort to public service and research, while UNI faculty direct correspondingly more of their professional efforts toward teaching. The following two tables indicate percentages of time allotted to various categories of activities. Table 1.3a details the breakdown of time for tenured, probationary, and non-tenured faculty.

The categories used in Figure 1.3a below are also used in Tables 1.3a (page 28) and 1.3b (page 29). They are based on definitions used for reporting to federal agencies:

Teaching: includes departmental instruction, as well as teaching paid for by State and federal funds, and through certain cost-sharing grants.
Non-sponsored research: includes departmental research, research projects undertaken for personal reasons, and in the case of ISU, Experiment Station funded research.
Sponsored research: includes research and scholarship efforts funded through State, federal, and private sources (such as foundations), which may also include mandatory cost-sharing.
Other sponsored activities: includes outreach and service activities that have federal or State funding.
Administrative Activities: includes non-sponsored administrative activities.
Other University Public and Professional Service: includes departmental outreach, extension-funded, and various non-sponsored service, both on campus and for professional organizations.

Figure 1.3a
Faculty Time Allocations, 2000-2001
Faculty Effort (Percentages of Time)
For Tenured, Tenure-Track, Non-Tenured Faculty



Using the same definitions and categories, Table 1.3b (see page 29) shows faculty time allotments for activities by rank (professor, associate professor, and assistant professor). Over the past three years, percentages of activities have remained relatively constant for the three ranks. However, there are some subtle shifts that reflect the distinct missions of the universities as reflected in certain categories. For example, at the research universities, faculty spend higher portions of time on non-sponsored and sponsored research activities than at the University of Northern Iowa.

At the University of Iowa, teaching is clearly the major activity of professors, although the total percentage of time spent teaching by professors has dropped from over 51% the past three years, to 48.7% in 1998-99 and to 48.6% in 2000-2001. Sponsored research increased this past year, but the percentage of time devoted to administrative duties fell for professors. The percentage of time teaching dropped for associate and assistant professors (from 51.9% to 50.3% and from 50.7% to 46.9%, respectively). Sponsored research time has increased for faculty at the associate and assistant professor levels.

The 1999-2000 Faculty Activity Analysis at ISU shows that when all faculty levels are combined nearly 50% (48.1%) of effort is spent on teaching and another 31.8% on sponsored and non-sponsored research. In keeping with its land-grant mission and commitment to extension/outreach, 13.2% of faculty effort was devoted to university public and professional service. When analyzed by rank, assistant and associate professors at ISU devote more effort to teaching than professors but less effort to administration. Within the tenure-track faculty, assistant professors devote the most effort of all ranks to research, 38.8%, based on their desire to establish a research program early in their careers. Professors, on the other hand, report more effort in administrative activities, 9.4%, than the other two ranks combined. The Colleges of Agriculture, Veterinary Medicine, and Family & Consumer Sciences, reflecting the strong extension and outreach missions of these units, account for 80% of the clients served in the 140,102 one-to-one interactions reported. In addition, clients were served through 11,179 group events led by ISU faculty.

Teaching and service are the predominant faculty activities at the University of Northern Iowa, across ranks, with each rank averaging over 50% of effort spent on teaching and over 10% for service. A number of tenured faculty also have part-time administrative functions. Faculty who spend considerable time as department heads still teach one course each term. Non-tenured faculty, primarily assistant professors -- who are on the tenure track -- and other instructional staff, i.e., non-tenured, non-probationary faculty, devote nearly all of their time to teaching duties.

2.0 Faculty Instructional Workload

Note: Instructional workload describes the number of student credit hours and faculty credit hours generated in the teaching process.

Overview of Student Credit Hours Data

A common measure of faculty productivity considers the output of credit hours earned by students. The faculty at the Regent universities produced 821,885 student credit hours in fall semester 2000, an increase of 15,385 or almost two percent from fall semester 1999 (806,500 SCH). The SCH increase can be attributed to higher undergraduate enrollments.

Student credit hours (SCH) are important measures of workload because they indicate classroom contact with tenured, tenure-track, or non-tenure-track faculty and graduate assistants. Such data can reveal, for example, that in one of the colleges at a Regent university three out of five student credits hours are taught by tenured/tenure track faculty, one out of five by non-tenured faculty, and one out of five taught by a graduate teaching assistant.

The figures on page 10 illustrate major trends regarding faculty generation of student credit hours. Figure 2.1a details the trend in student credit hours over the past six years. Figure 2.1b indicates the percentage of undergraduate SCH taught by tenured and tenure track faculty. These data relate to the Board of Regents Indicator #1. It should be noted there is some difference in data found in Table 2.1a and Indicator #1; the latter includes only undergraduate SCH.

Data on Student Credit Hours (SCH) and Faculty Generation of SCH

Table 2.1a
Percentage of Total Student Credit Hours Generated by All Faculty and Graduate Assistants (Fall 2000)

	Tenured	Tenure-Track	Non-Tenured	Graduate Assistant	%	Total SCH
SUI	46.6%	13.8%	24.4%	15.2%	100%	(321,336)
ISU	47.0%	15.0%	24.0%	14.0%	100%	(325,892)
UNI	44.6%	19.6%	34.7%	1.1%	100%	(174,657)

In the past three years, the overall percentage of total student credit hours has increased. However, the SCH generated by tenured and tenure-track has been decreasing, while credit hours generated by non-tenure track faculty and graduate teaching assistants have increased. A major factor behind this trend is the retirement of senior faculty. The non-tenure track faculty category at SUI includes a number of visiting and clinical track faculty that could be included in the tenured or tenure-track categories. Some of these visiting professors are senior faculty at leading universities, while others are pursuing tenure at their home institutions. Other faculty at SUI have opted to move from the tenure-track to the clinical track.

Figure 2.1a
Regent University Total Student Credit Hours
Fall 1995 through Fall 2000

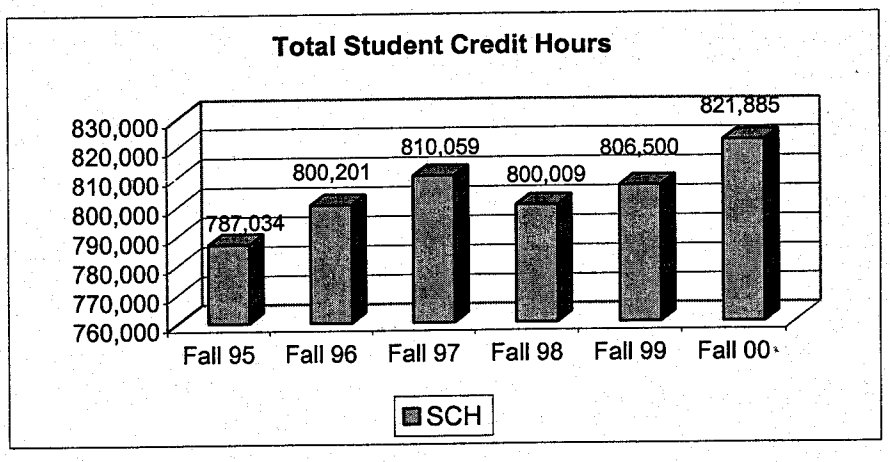
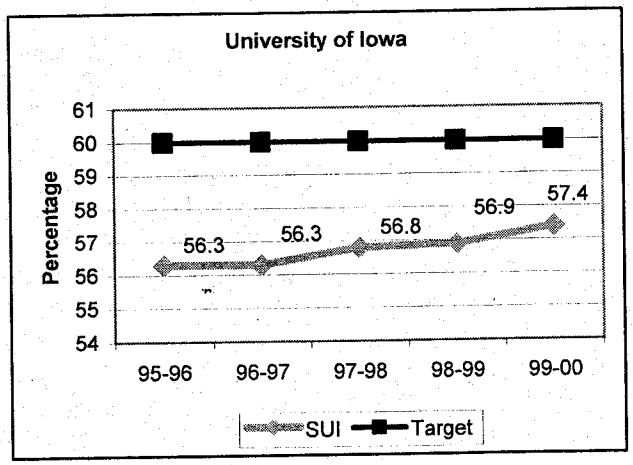
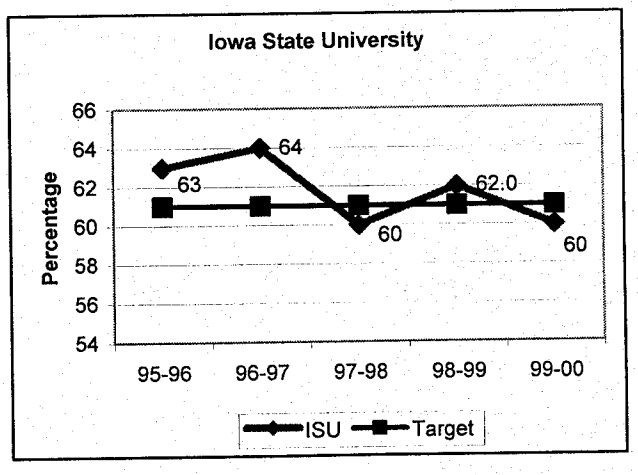
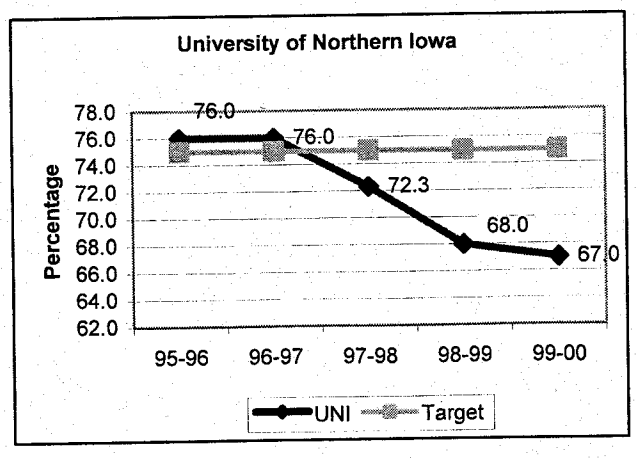


Figure 2.1b
Percentage of Undergraduate Student Credit Hours
Taught by Tenured/Tenure Track Faculty
Common Data Set (Indicator #1)







Data on Student Credit Hours Related to Regent Colleges Over Time

Detailed data on this topic are found in two tables located at the end of the memorandum. Table 2.2a (page 31) provides an overview of instructional productivity, as measured by student credit hours generated, according to tenure status and by college within each institution for the fall semester of 2000.

Also at the end of the memorandum, Table 2.2b (pages 32 and 33) shows the same measure over six years. The comparative column from Table 2.2a to be used for tenured and tenure track faculty is the fourth column ("combined tenured/tenure track.").

A conclusion inferred from Tables 2.2a and 2.2b is that the Regent colleges that focus on programs such as business, engineering, and the health professions have higher proportions of tenured and tenure track faculty engaged in teaching activities than other colleges.

Additional Performance Indicators Related to Instruction

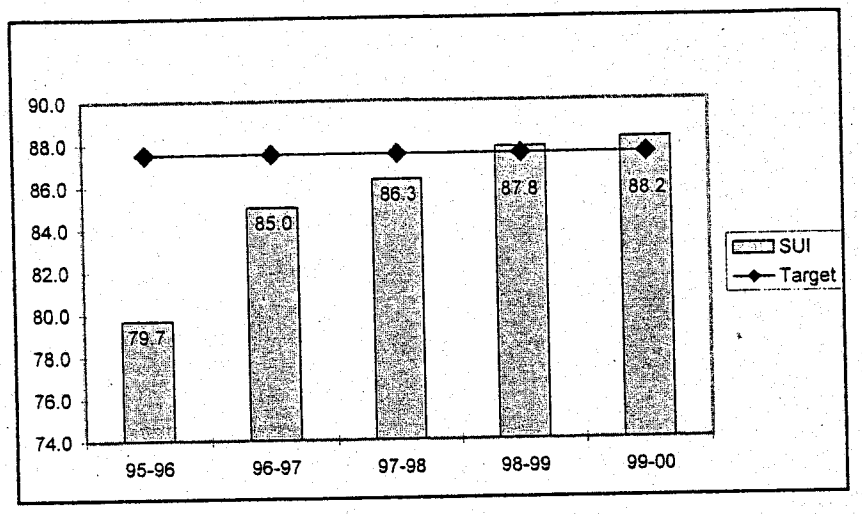
The commitment of the Board and the universities to undergraduate education is revealed in three additional performance indicators. These indicators come from the strategic plans of the universities that have just been completed, i.e., 1995-2000. Figure 2.5 (Performance Indicator #2) details the percentage of senior faculty at the University of Iowa who teach undergraduates. Figure 2.6, Performance Indicator #3a, depicts the percentage of introductory courses taught by senior faculty at Iowa State University. Figure 2.7, Performance Indicator #3b, provides the data of the University of Northern Iowa's lower division courses (typically first and second year) that are taught by tenured and tenure-track faculty. UNI began compilation of this indicator in 1998-99. Figure 2.8, Performance Indicator #4, provides the data on the percentage of senor faculty teaching at least one undergraduate course annually at ISU.

The University of Iowa's report includes a summary sheet of its old and new benchmarks and indicators (see page 37 of this memorandum).

Also to be noted, some data in this memorandum are based on fall semester data while other data, i.e., in the performance indicators, reflect an entire academic year. Typically, academic year data are not available until the summer.

Figure 2.5
Percentage of Senior Faculty Teaching Undergraduates
Performance Indicator #2

University of Iowa



Percentage of Introductory Courses Taught by Senior Faculty
Performance Indicators #3a and #3b

Figure 2.6
Iowa State University

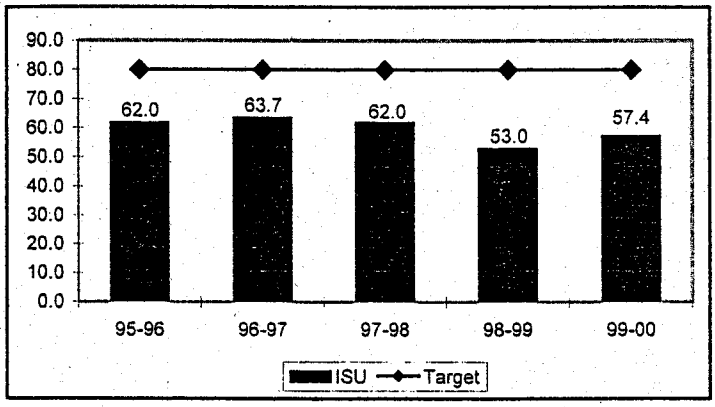


Figure 2.7
University of Northern Iowa

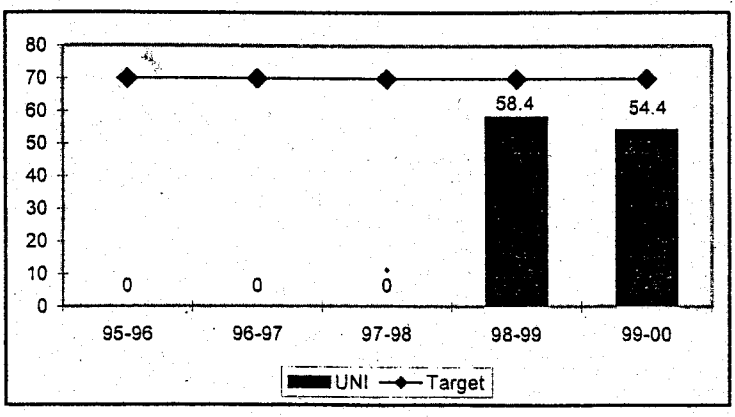
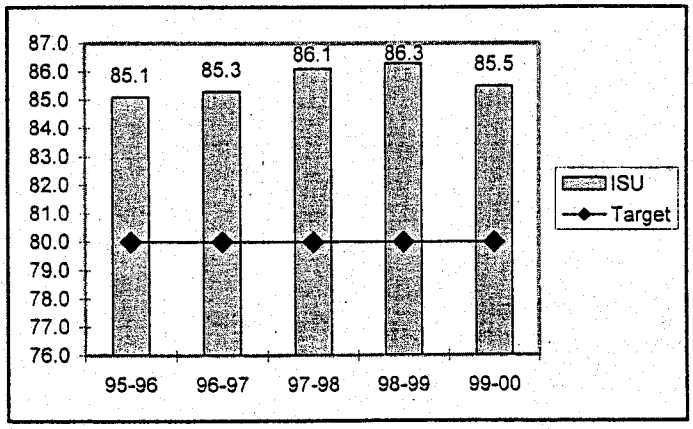


Figure 2.8
Percentage of Senior Faculty Teaching
At Least One Undergraduate Course Annually
Performance Indicator #4

Iowa State University



Overview of Student Credit Hours as Related to Instructional Full-Time Equivalents

Comparisons with peer research institutions indicate that ISU and SUI generally do as well or better than their peers in the percentage of student credit hours generated by tenured and probationary faculty. UNI is "in the middle" relative to its peer institutions, in terms of generated credit hours (SCHs) per instructional full-time equivalent (IFTE).

The proportion of total student credit hours generated by tenured and tenure-track faculty varies significantly by college at the two research universities. Most vocational and professional colleges (agriculture, engineering, dentistry, law, medicine, nursing, and public health) tend to have a higher output of credit hours taught by tenured and probationary faculty than do colleges of liberal arts or education.

Instructional productivity can be measured by the input-output ratio of student credit hours to the number of instructional full-time equivalent teaching positions. UNI has the highest ratio of IFTE, followed by ISU and SUI. Faculty members in business administration at SUI and ISU achieve the highest productivity ratio on this scale on their campuses (and at UNI the second highest ratio). Non-tenure-track instructors and graduate assistants contribute significantly to this achievement.

Student Credit Hour Data as Related to Instructional Full Time Equivalents

Another method of examining instructional workload is to compare student credit hours (SCH) to the number of instructional full-time equivalent (IFTE) positions that generated the credit hours, providing an input-output ratio or workload index.

Table 2.3 (page 34) provides SCH/IFTE measures for Fall 2000 according to tenure status by college at each university. UNI has the highest total index at 272 SCH per IFTE, followed by ISU (208) and SUI (207).

Table 2.4, on the following page, reports an indicator of teaching effort. This table shows the percentage differences between faculty tenured in comparison with tenure track faculty, relative to teaching assignments. These data on teaching percentages by college are important to keep in mind as consideration is given to IFTE and SCH data.

Table 2.4
Percentage Effort Devoted to Teaching Activities by Tenure and Tenure Track Faculty By College -- 2000-2001

University of Iowa

College	Tenured	Tenure Track
Business	45.4%	49.8%
Dentistry	60.1%	45.5%
Education	64.6%	56.8%
Engineering	46.1%	40.9%
Graduate College	n/a	n/a
Law	51.1%	n/a
Liberal Arts	46.7%	44.6%
Medicine	49.4%	47.0%
Nursing	48.1%	70.9%
Pharmacy	44.8%	45.3%
Public Health	n/a	n/a
Average: All Colleges	**49.3%**	**46.9%**

Iowa State University

College	Tenured	Tenure Track
Agriculture	29.6%	31.0%
Business	40.8%	40.8%
Design	59.4%	54.9%
Education	48.0%	48.8%
Engineering	47.6%	41.8%
Family/Consumer Sciences	52.3%	51.1%
Liberal Arts & Sciences	48.5%	48.0%
Veterinary Medicine	37.8%	31.0%
Average: All Colleges	**42.5%**	**42.6%**

University of Northern Iowa

College	Tenured	Tenure Track
Business	51.8%	56.0%
Education	54.3%	51.7%
Humanities & Fine Arts	56.9%	52.8%
Natural Sciences	60.8%	62.4%
Social/Behavioral Sciences	54.8%	59.4%
Other	32.5%	00.0%
Average: All Colleges	**55.8%**	**56.0%**

Not surprisingly, as shown on Table 2.3 (page 34), non-tenure track faculty who do not carry significant research or service obligations typically have a higher SCH/IFTE workload ratio than do tenured and tenure-track faculty. Among the more extreme variations reported this year (more than 50% above or below the college average) are found in six of the SUI colleges, four colleges at ISU, and all five colleges at UNI. The graduate assistant category is excluded from this comparison.

Student Credit Hours/Instructional Full-time Equivalent
(see glossary, page 27 for definitions)

	Average Faculty	Tenure Track Faculty	Non-Tenure-Track Faculty
• SUI Dentistry	57	---	23
• SUI Education	156	---	275
• SUI Engineering	151	---	381
• SUI Graduate College	324	80	67
• SUI Liberal Arts	241	---	423
• SUI Nursing	136	---	66
• ISU Business	389	---	1,132
• ISU Engineering	138	---	228
• ISU Liberal Arts and Sciences	231	---	467
• ISU Vet. Medicine	86	---	28
• UNI Business	339	---	541
• UNI Education	212	---	329
• UNI Humanities/Fine Arts	235	---	542
• UNI Natural Sciences	291	---	822
• UNI Social/Behav. Sciences	313	---	562

Table 2.4 (page 14) provides corollary information on the percentage of teaching activities by tenured and probationary or tenure-track faculty. These data illustrate that the input of time spent on teaching activities is not necessarily in direct proportion to outputs of SCH and SCH/IFTE.

Interpretations of Student Credit Hours and Student Credit Hours/Instructional Full Time Equivalent Data

The University of Northern Iowa has a distinct institutional mission that places primary emphasis on undergraduate education. It generally fares well in accountability measures that value teaching. Looking at Fall 2000 data compared with the four previous years of data (Table 2.2a and 2.2b) for UNI, It is clear that the percentage of SCH taught by tenured and tenure track faculty stabilized among all the colleges. Furthermore, faculty credit hours (FCH) produced per instructional full-time equivalent (IFTE) and the SCH produced per instructional full-time equivalent (IFTE) and the SCH produced per IFTE has increased slightly over the last six years.

At the University of Iowa, the colleges with the lowest percentages of SCH generated by tenured and tenure track faculty were Education, Pharmacy, and Liberal Arts. At ISU, the College of Liberal Arts and Sciences had the lowest percentage of SCH by tenured/tenure-track faculty, followed by the College of Business and the College of Education. The Liberal Arts colleges have the highest proportion of credit hours generated by graduate teaching assistants on their campuses. What that reflects is the number of graduate programs offered by a college, as well as its service mission, which includes training the next generation of faculty. The significance of this distribution pattern is compounded by the fact that the Liberal Arts colleges generate well over half of all student credit hours at their respective universities.

Nearly all professional schools at the University of Iowa generate the vast majority of their student credit hours from courses taught by tenured and probationary faculty. Six of SUI's eleven colleges, (Dentistry, Engineering, Law, Medicine, Nursing, and Public Health) had more than three-fourths of their credit hours generated by tenured and tenure track faculty in Fall 2000.

Similarly, the Colleges of Veterinary Medicine, Agriculture, and Family & Consumer Sciences at ISU have all generated 75% or more of their student credit hours with tenured and tenure-track faculty during the past five years. The tenured/tenure-track faculty in the College of Engineering had 73% of that college's SCH this past year. The data reflect some change in IFTEs for tenured faculty that declined by 5.0%, from 767.9 in fall 1999 to 729.4 in fall 2000. This decline was somewhat compensated for by an increase in the tenure-eligible faculty from 238.6 to 269.6 (13.1%). Overall, reflecting enrollment increases, SCHs increased 1.8%.

Over the past six years, the following trends regarding total SCH can be noted at the two research universities:

- SUI – This past year, the College of Business reversed a five-year trend, which had seen a 14% decline in percentage of total SCH taught by tenured and tenure track faculty. That trend reflected substantial on- and off-campus enrollments growth over the five-year period. The number of tenured and tenure track faculty has not changed. Over the same period, the SCH per IFTE has increased 12%.
- SUI -- The College of Liberal Arts and Sciences had a small decrease in the percentage of SCH generated by tenured/tenure-track faculty. Its percentage of SCH taught by non-tenured faculty rose approximately six percent, and the percentage of SCH of graduate teaching assistants declined from approximately one-fourth of the total SCH to 20.4%.
- SUI -- The College of Pharmacy has dropped from a high of 87.8% of tenured and tenure track faculty covering total SCH to 54.3%. In the past year, the decline was five percent. This reflects an increased number of clerkships required by the Pharm.D. curriculum which is overseen by practicing pharmacists.

- ISU -- The percentage of student credit hours taught by tenured and tenure track faculty increased in the College of Design (from 58.2% to 64.0%. The 62% of SCH taught by tenured/tenure-track faculty in the College of Education is at its highest percentage in six years.
- ISU -- The total student credit hours taught by tenured and tenure track faculty in the College of Family and Consumer Science, which had been at its lowest percentage in five years last year, increased from 70.8% in Fall 1999 to 77.0% in Fall 2000.

The university reports provide breakdowns of SCH and instructional workload by gender. The general conclusion is that male and female professors, by rank, have similar ratios for SCH /IFTEs and Faculty Credit Hour (FCH) data.

As noted earlier, the mean total student credit hours at SUI decreased this past reporting year, due to a decrease in enrollment. Following a gain last year, there was a small decrease in the ratio of SCH to IFTE (207/IFTE compared 209/IFTE in 1999, compared to 206/IFTE in 1998). At ISU, the increase in enrollment provided support for the increase in SCH per IFTE. The average SCH generated per IFTE increased from 196 in Fall 1999 to 208 in Fall 2000.

At UNI, the SCH/IFTE average for the institution remained virtually the same (272 in Fall 1999, 271.8 in Fall 2000). At UNI, the largest numbers of SCH are found in the College of Humanities and Fine Arts and the College of Social and Behavioral Sciences, both of which have significant numbers of general education courses.

The liberal arts colleges at SUI and ISU, as already noted, have relatively low percentages of total SCH taught by tenured and tenure track faculty, but Table 2.3 illustrates that they have relatively high SCH/IFTE productivity.

In Fall 2000, as in Fall 1999, the colleges of business at SUI and ISU had the highest total SCH/IFTE ratios. At UNI, the College of Social and Behavioral Sciences was slightly higher than the College of Business.

3.0 Faculty Productivity

Note: Faculty productivity describes the process of transforming the inputs [i.e., number and quality of new students, faculty effort, library holdings] into outputs [e.g., degrees awarded, student majors in courses, scholarly and artistic activities, research findings, and clinical service].

Degrees Granted

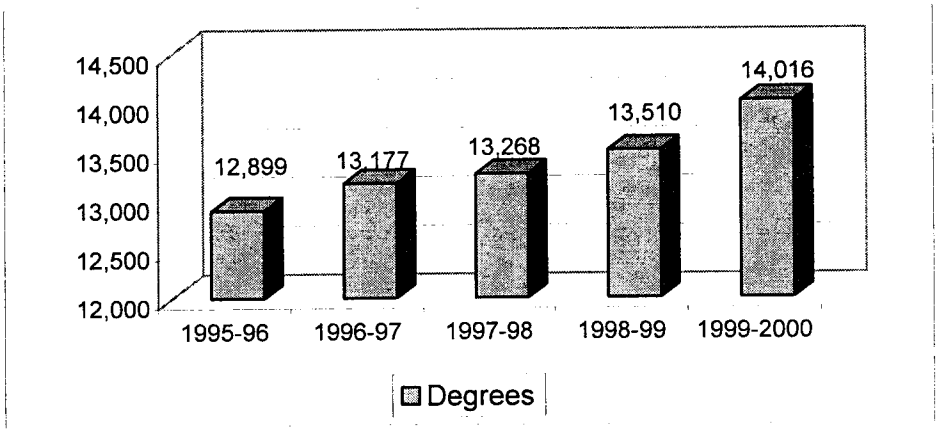
Each university reports on the number of degrees granted. Table 3.1 (page 35) indicates the figures for 1999-2000 by university and college. The number of degrees awarded increased to 14,016. That compares with 13,510 in 1998-99 and 13,268 in 1997-98. Table 3.2 (page 36) shows comparative data for the years

1995-96 through 1999-2000. At the University of Iowa, the increase in the number of degrees awarded due primarily to an increase in the number of undergraduate degrees awarded. At ISU, the degrees granted increased by 3.9%, from 4,945 in FY 1999 to 5,136 in FY 2000. For UNI, the 2,830 degrees awarded during the reporting period was the largest number granted in one year in the history of the university.

Approximately 74% of the degrees granted at the three universities were bachelor degrees. At ISU and SUI, the liberal arts colleges offer the highest number of degrees, while at UNI the College of Education awarded more than any other college. At UNI and SUI, the business colleges awarded the second largest number of degrees while the College of Engineering at ISU awarded the second highest number of degrees, a pattern repeated for the two past years.

The National Opinion Research Center's report on doctorate recipients (issued in 1999, but reporting statistics through 1998) indicated that 115 higher education institutions in the United States confer 79.8% of the doctorates granted per year. On average, each of these institutions graduated 300 students per year. Both the University of Iowa and Iowa State University are often in this group of institutions and are close to the national average.

Figure 3.3
Total Degrees Awarded
Regent Universities 1995-96 through 2000-2001



Majors

Within each university's report is a further delineation of students by majors. The University of Iowa reports that the number of undergraduate majors decreased from 28,846 in Fall 1999 to 28,311 in Fall 2000. The Colleges of Liberal Arts and Sciences have the largest number of majors at SUI (15,636 in Fall 2000) and ISU (6,081 in Fall 2000). At UNI, the College of Education in the Fall of 2000 had the largest number of majors (26% of the declared majors).

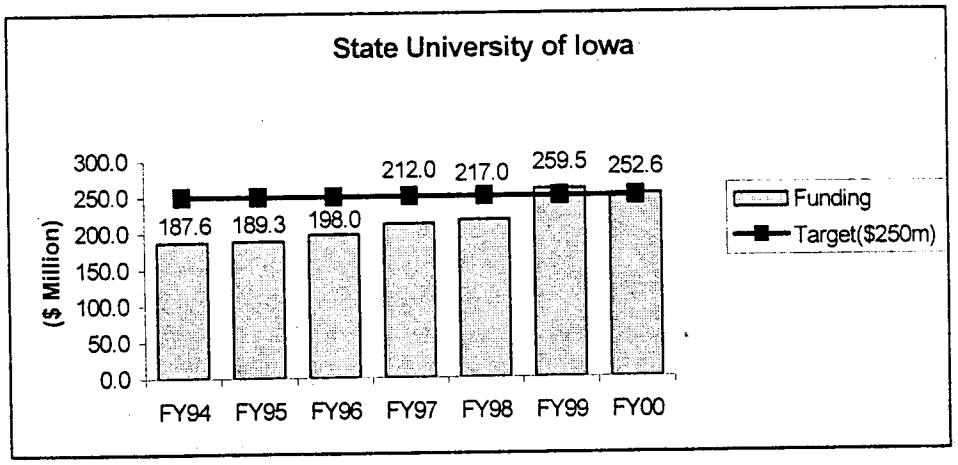
Sponsored Research

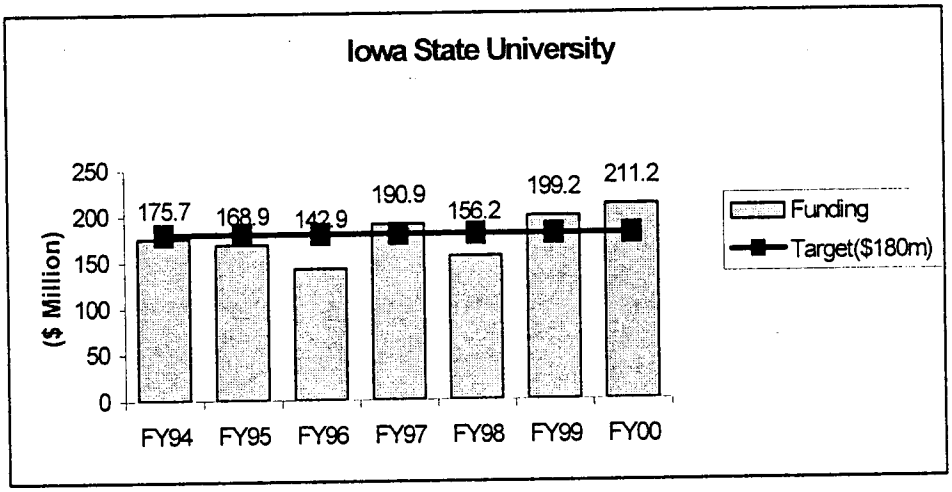
A faculty active in research and scholarship is essential to further the mission of the institutions, demonstrate quality, and promote economic activity in the state. The strategic plans of the universities, linked to the Board of Regents' strategic plan, include benchmarks, indicators, and in some cases, targets, which have been developed based on data presented in this report. Table 4.1 of the SUI report highlights research awards by sources and colleges. Table 4.2 in the SUI report, for example, indicates its targeted indicators and progress indicators. The other two universities should consider including their indicators and benchmarks in the reports for next year.

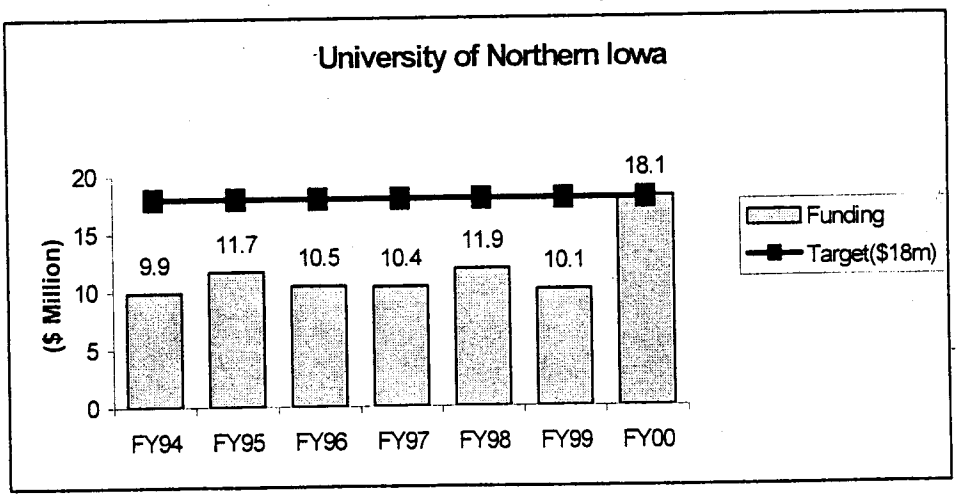
Sponsored research activities are especially important at research universities. At both SUI and ISU, funding has been increasing over recent years (in 1997-98, it was $217.0 million at SUI and $156.2 million at ISU). At SUI, the number of research applications made and the number of research awards received both increased in 1999-2000. The value of research dollars received decreased in 1999-2000. The amount received was $251.2 million. At ISU, sponsored funding for fiscal year 2000 increased 6.0% over fiscal year 1999. The total amount of sponsored funding awards for FY 2000 increased in seven of the nine colleges from the previous year. Over $211 million was received. UNI reports that sponsored project awards totaled $18 million in this reporting year, an increase of over 70% from the previous year, when $10 million was received.

Several Performance Indicators relate to research activities of the faculty. One is included in this report – sponsored research. See Figure 3.1, on page 12. Others are cited in the Technology Transfer report presented to the Board in November of each year.

Figure 3.1
Sponsored Funding Per Year in Dollars
Common Data Set (Indicator #18)







4.0 Faculty Portfolios

In February 1997, the Board instructed the universities "to develop a common portfolio database information system" both for the institutional management of faculty workloads and for the Board's oversight of workload issues. The three universities held several meetings to design the basic structure and common data elements of a computerized information system. A progress report on the database was submitted to the Board in December 1997.

Common Set of Indicators

Over time, representatives from the universities have developed a set of mutual indicators that are the basis of faculty portfolios rather than what was originally envisioned, a Common Faculty Portfolio Database Information System. The May 1998 report on Faculty Activities indicated that a common set of indicators had been developed in the areas of teaching, research/scholarship and creative endeavors. Some of these measures are now reflected in the Board's performance indicators (examples: number of sponsored funding proposals submitted; number of sponsored funding proposals awarded; and undergraduate student credit hours generated by faculty).

The distinctive missions of the three universities contribute to the difficulty in using common criteria. The executive summary of each university report provides examples of specific service activities. Over the past few years, ISU has developed its definition in the areas of extension and service. As reported in Table 4.4 of ISU's report, faculty now provide information in the following categories:

a) number of clients within the State of Iowa served through one-to-one interactions;
b) number of clients outside the State of Iowa served through one-to-one interactions:
c) number of group events within the State in which clients were served;
d) number of group events outside the State of Iowa in which clients were served;
e) number of instances of faculty service in an advisory role to organization or groups within and outside the State of Iowa;
f) number of instances of service to the university; and
g) number of instances of activity that serve the profession.

The University of Iowa's faculty are also involved in numerous service and outreach activities. For example, the University's Communication and Outreach Office has developed a web database that lists the services and activities faculty and staff provide to citizens through the state.

UNI reports that their faculty serve as officers for professional organizations, provide leadership for state and local school and community improvement initiatives, and volunteer with international organizations. With UNI's emphasis on experiential learning for students, faculty often include students in their University and community service activities.

In summary, there is still no agreement among the three universities on reporting service and outreach activities of the faculty, although all have a system in place of gathering data from faculty portfolios.

Current Practices

Last year, SUI reported that its policy and practice regarding faculty portfolio was that every department and college was required to establish unit norms. In 1998-99, the Office of the Provost began implementation of the Post-Tenure Effort Allocation Policy (PTEAP), which required that all tenured faculty members establish whether their allocation of effort for the coming year would fall within unit norms. In 2000-2001, 382 tenured faculty members had individualized portfolios. Within that group, 26% had greater-than-norm instructional requirements, 33% had greater-than-norm research requirements, 25% had greater than norm service responsibilities, and 22% had greater-than-norm clinical service responsibilities.

The faculty portfolio concept and system at ISU is implemented through two complementary processes now in place. The first is the development of Position Responsibility Statements (PRS) for each tenure track and tenured faculty member. The second is the Faculty Activity System (FAS) that provides quantifiable information related to the PRS and departmental goals. The latter information is contained, in summary, in the tables of this report related to faculty activity. The PRS defines work expectations, forms the basis for the annual reviews, and serves as a guide for other reviews -- tenure, promotion, and most recently, post-tenure review. The FAS reflects faculty as well as departmental output and provides department executive officers with information useful in determining whether departmental goals were met.

At the University of Northern Iowa, a "teacher/scholar" model is the basis for evaluation. The stated course workload for tenured and tenure track faculty is nine credit hours per semester. Non-tenure track faculty are assigned almost exclusively to teaching duties and 12 credit hours is a standard full-time load. UNI's practice is that each department specifically articulates its expectations for faculty in each of the three areas: teaching, scholarship and creative activity, and service. Annually, the faculty member and department head consult on the portfolio assignment. The yearly performance evaluation process includes written feedback consistent with the assignment and established criteria for evaluation. The report this year reflects the University's continued utilization of the faculty portfolio model both as a management policy and as a performance evaluation tool.

5.0 Peer Institution Studies

In 1997 the Board asked the universities to gather annual information about collegiate and departmental faculty workloads at peer institutions. Historically, this report has included these data. In theory, peer institution data should provide meaningful comparative statistics, so that universities may learn of their own and other institutions' strengths and weaknesses. In practice, use of such data is often limited. For example, peer institutions of similar student enrollments may be organized along different collegiate or departmental lines. Three years ago, ISU was able to find comparative data for only 41, or 69%, of its departments. Some of the selected peer institutions may not participate in national surveys from year to year. The Regent universities are part of an effort comparing faculty course loads sponsored by the Joint Commission on Accountability Reporting (JCAR), coordinated by the University of Delaware. Unfortunately, for financial reasons, the National Study of Instructional Costs and Productivity omitted schools in UNI's comprehensive university category. Also, this year, some important data will not be available from the University of Delaware until late May.

Not all of SUI's and ISU's Regent-approved peer group institutions are currently participating in the JCAR study. SUI and ISU have therefore separately identified some additional Carnegie Research I institutions from the JCAR study to include in their peer groups. The University of Iowa's peers are all classified as Carnegie R1 institutions. ISU's peers are all land grant universities or in a land grant system. The peer groups are listed below in Table 5.1.

For SUI, these data indicate that, for the selected academic departments, the University of Iowa's instructional workload assignments are very similar to those at peer institutions (see SUI report, Table 5.2, page 38). The University of Iowa data are from Fall 1999.

Table 5.1
Peer Institutions

University of Iowa	Iowa State University	University of Northern Iowa
Indiana University	University of Arizona	Northern Arizona University
Michigan State University	University of Florida	California State University -- Fresno
Ohio State University	University of Maryland -- College Park	University of North Carolina -- Greensboro
University of Arizona	University of Massachusetts -- Amherst	Illinois State University
University of Florida	Michigan State University	Indiana State University
University of North Carolina -- Chapel Hill	University of Missouri -- Columbia	University of Minnesota -- Duluth
University of Texas -- Austin	North Carolina State U.	Central Michigan University
University of Utah	Ohio State University	Ohio University -- Athens
University of Washington	Virginia Polytechnic Institute and State University	University of North Texas
University of Wisconsin -- Madison	University of Wisconsin	University of Wisconsin -- Eau Claire

Attached to this report are selected tables from SUI, ISU, and UNI regarding their comparisons with peer institutions. They are:

- The University of Iowa (Table 5.2) -- Distribution of Student Credit Hours by Faculty Category (Peer Comparisons -- Fall 1999)(page 38)
- Iowa State University (Table 5) – Fall 1999 with Peers (Fall 1998) (pages 39 and 40)
- University of Northern Iowa (Table 5) – Fall 1999 with Peers (Fall 1998) (page 41) (Chart on comparative SCH/IFTE ratios)

Table 5.2 of the University of Iowa indicates how SUI compares with peer institutions in the distribution of student credit hours. For example, there were eight peer institutions that had comparable data available in departments related to the College of Business. At SUI, tenured/tenure-track faculty taught 58% of the undergraduate SCH compared to the tenured/tenure-track faculty at peer institutions who taught 51% of the undergraduate SCH in business-related departments. Comparisons are provided in the college-related areas of business, education, engineering, law, and nursing. Within the liberal arts field, comparative data were found for 21 disciplines and fields.

For Iowa State University, comparable data was available for about 80 percent of its academic departments. In **Agriculture**, the pattern of instructional distribution is similar to peer institutions. Because ISU's College of **Business** does not offer a Ph.D. program, as is the case in several peers, the comparisons show generally a greater comparison by ISU tenure-track faculty in both graduate and undergraduate instruction. In the College of **Design**, the Department of Art and Design is similar to peers in the reliance on tenure-track faculty for undergraduate and graduate instruction. Landscape Architecture relies more on non-tenure track faculty than peers for undergraduate education. Departments in the College of **Education** are close to their peers in using tenure-track faculty, although the use of non-tenure track at ISU tends to be above peers, while its use of teaching assistants tends to be below peers. Overall, the pattern of instructional responsibilities in the College of **Engineering** is comparable with peers. For the College of **Family and Consumer Sciences**, only one similar department was found at a peer institution, and hence it was difficult to draw conclusions. The ISU report offered comparative statements by areas within its College of **Liberal Arts and Sciences**. For example, in fields in the biological sciences, it found that Botany at ISU relied more on non-tenure track faculty and teaching assistants for undergraduates than did its peers. Biochemistry and Biophysics were comparable to peers. In the Humanities, ISU's graduate programs are small and tended to rely more on non-tenured faculty. In Mathematical Sciences, Computer Science at ISU relied more on non-tenure track faculty for undergraduate courses. In Statistics, ISU used teaching assistants more than its peers. In the Physical Sciences, the teaching patterns are similar to peers. In the Social Sciences, ISU

relies somewhat more on non-tenure track faculty than did its peers. There was no comparable data for **Veterinary Medicine**.

Comparative data obtained from nine peer institutions are presented for the University of Northern Iowa in Table 5, page 41. UNI's composite student credit hour (SCH) per instructional full-time equivalent (IFTE) of 271.8, ranks near the midpoint of peer institutions.

Conclusions:

The first conclusion to be drawn from the institutional reports is that the faculty efforts and activities are consistent with survey results of previous years. Teaching is still the highest priority of the universities. The retirement of senior faculty is making some difference in the percentages of teaching by level of professors. Some slight modifications may have to be made in next year's report to obtain precise data that is called for in the performance indicators in the new institutional strategic plans.

The second conclusion is that the faculty portfolio concept is being implemented, as data reported in certain categories of teaching and research/scholarship illustrate. The reports this year, to some degree, responded to the Board's request to see further evidence illustrating how the use of faculty portfolios is impacting departmental and collegiate goals. Future reports should contain data as well as statistics describing the scope of the system in place. The portfolio data, like faculty activity data, offer convincing evidence that faculty at the Regent universities are actively engaged in teaching and research. The Board Office has requested that the universities make a concerted effort to present more concrete evidence of service area activities. The universities did provide some examples, but could provide even more next year.

A third conclusion is the deepening recognition that the three universities are finding it difficult to make extensive use of peer institution data. That is not to say that such studies should be abandoned. The Board Office realizes that it is likely to be more valid and practical to have departmental rather than college-level comparisons. What is requested is that the universities are urged to report in more detail in future reports what they do find that is applicable on their campuses. The universities are reminded that they are to notify the Board when they wish to make changes in peer institutions for these comparison studies.

A fourth conclusion is that the new strategic plans of the universities are addressing faculty activities relating to this memorandum. During the coming year, the Board Office and the institutions should examine again how sample data is collected and how best to report the new indicators. The summary sheet provided by the University of Iowa is an example of what might be done relative to performance indicators.

Clearly, faculty members at the Regent universities contribute substantial time to their professional activities and thereby enhance the quality of teaching and research at their institutions and raise the quality of education in Iowa.

Charles R. Kniker Approved: Frank J. Stork

Charles R. Kniker Frank J. Stork

H/aa/docket/2001/maygd11.3

GLOSSARY OF TERMS

FTE -- Full-time equivalent. Calculated by multiplying the instructor's appointment base by the fraction of salary paid from a fund source. A full-time faculty member paid 50% from instructional funds and 50% from research funds if 0.50 FTE instruction and 0.50 FTE research for a total of 1.00 FTE with the university.

IFTE – Instructional full-time equivalent. An IFTE is calculated by multiplying the instructor's appointment base by the fraction of salary paid from university funds for teaching.

FCH – Faculty credit hours. FCH is equal to the credit value assigned to a section of a course, or a course the instructor teaches. Example: a three-credit course generates three FCHs.

FCH/IFTE -- Faculty credit hour per instructional full-time equivalent. Calculated by dividing the FCH by the IFTE for each instructor classification.

SCH – Student credit hour. Calculated by multiplying the number of students in a section of a course by the section credit. Example: Fifty students in a three-credit course generate 150 SCH.

SCH/IFTE – Student credit hour/instructional full-time equivalent. Calculated by dividing the SCH by the IFTE for each instructor classification. Example: If the SCH/IFTE ratio is 196, it indicates that each full-time equivalent is teaching 196 student credit hours.

Table 1.2
Faculty Effort
Average Number of Hours Worked per Week by
Regent University Tenured and Tenure Track Faculty, 1984-2000

Year:	84-85	86-87	88-89	90-91	92-93	94-95	96-97	97-98	98-99	99-00	00-01
SUI	56.7	57.4	58.1	57.8	58.1	58.3 *	59.2	60.0	58.4	59.6	58.2
ISU	54.9	55.4	56.7	56.7	58.8	56.3	58.2 **	58.0	57.4	57.0	58.2
UNI	57.0	56.4	59.4	56.2	59.3	58.1	55.0	55.6	55.0	56.1 ***	55.2 ***

**SUI data were for 1995-96 academic year*
***No survey was reported in May 97 report for ISU*
****Weighted average for tenured and tenure-track faculty*

Table 1.3a
Faculty Time Allocations, 1999-2000
Faculty Effort (Percentages of Time)
For Tenured, Tenure-Track, Non-Tenured Faculty

	Tenured			Tenure-Track			Non Tenured		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	49.3	42.5	55.8	46.9	42.6	56.0	73.4	74.7	81.3
Non-Sp.R.	19.9	24.7	11.7	25.9	34.2	16.0	7.4	7.8	1.9
Sp. Resch.	14.7	8.9	4.9	17.3	7.6	4.4	8.2	6.0	1.1
Other sp.	0.9	1.2	5.4	0.9	0.7	7.2	1.4	0.8	9.3
Adm. Act.	13.1	7.9	10.2	7.5	2.3	4.7	5.7	2.4	2.9
Service	2.1	14.8	12.0	1.5	12.6	11.7	3.9	8.3	3.5
Total All Act.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 1.3b
Faculty Activities Allocations, 1999-2000, 1998-99, 1997-98
(Percentages of Time, by Institution and Rank)

1999-2000

	Professor			Associate Professor			Assistant Professor		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	48.6	39.2	51.6	50.3	44.8	56.0	46.9	53.2	59.6
Ns. resrch	19.2	26.4	13.6	20.9	24.0	12.7	25.9	25.7	15.9
Sp. resrch	14.0	10.7	6.2	15.9	8.7	4.5	17.3	6.2	5.0
Oth resrch.	1.0	1.1	4.2	0.7	1.1	4.8	0.9	1.0	4.5
Admin.	15.1	9.4	14.0	10.1	5.7	8.4	7.5	2.5	4.0
Service	2.1	13.3	10.4	2.1	15.7	13.6	1.5	11.4	11.0

1998-99

	Professor			Associate Professor			Assistant Professor		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	48.7%	41.1%	51.1%	51.9%	45.1%	55.3%	50.7%	52.4%	61.7%
Ns. resrch	18.8%	26.7%	13.1%	19.8%	24.4%	12.9%	24.9%	26.4%	14.5%
Sp. resrch	13.8%	9.4%	6.3%	14.7%	9.1%	5.8%	15.6%	6.2%	5.2%
Oth. resrch	1.4%	1.2%	4.2%	1.2%	1.3%	4.4%	0.9%	1.1%	5.2%
Admin.	15.6%	9.0%	15.3%	10.4%	4.9%	9.1%	6.5%	2.1%	3.3%
Service	1.7%	12.6%	10.0%	2.0%	15.2%	12.5%	1.4 %	11.7%	10.1%

1997-98

	Professor			Associate Professor			Assistant Professor		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	51.2%	42.9%	57.2%	52.3%	47.6%	61.5%	53.9%	51.1%	69.8%
Ns. resrch	18.8%	26.8%	13.6%	20.5%	25.0%	12.4%	24.4%	27.4%	14.3%
Sp. resrch	10.9%	8.7%	4.9%	14.0%	6.5%	5.3%	14.4%	6.1%	2.7%
Oth. resrch	1.4%	1.4%	0.0%	1.0%	0.3%	0.0%	1.4%	1.0%	0.0%
Admin.	13.9%	8.5%	12.8%	10.7%	5.8%	1.5%	4.7%	2.2%	3.3%
Service	1.6%	11.8%	11.4%	1.4%	14.8%	12.4%	1.2%	12.2%	9.9%

Table 2.1b
% of Total Student Credit Hours Generated by All Faculty, GA and Others
1991-2000

	Year	Ten/T. Trk	Non-Ten.	GTA	Other	Total
SUI	1991	46%	13%	41%	0%	100%
	1993	64%	15%	21%	0%	100%
	1995	62%	18%	20%	0%	100%
	1996	62%	18%	20%	0%	100%
	1997	62%	19%	19%	0%	100%
	1998	62%	19%	19%	0%	100%
	1999	63%	20%	17%	0%	100%
	2000	61%	24%	15%	0%	100%
ISU	1991	65%	16%	19%	0%	100%
	1993	63%	17%	16%	4%	100%
	1995	63%	20%	13%	4%	100%
	1996	64%	21%	12%	3%	100%
	1997	64%	19%	12%	5%	100%
	1998	67%	22%	11%	0%	100%
	1999	65%	22%	13%	0%	100%
	2000	62%	24%	14%	0%	100%
UNI	1991	76%%	23%	0%	1%	100%
	1993	75%	24%	0%	1%	100%
	1995	76%	22%	0%	2%	100%
	1996	76%	22%	0%	2%	100%
	1997	72%	27%	0%	1%	100%
	1998	69%	28%	1%	2%	100%
	1999	65%	32%	1%	2%	100%
	2000	64%	35%	1%	0%	100%

Table 2.2a
Proportion of Student Credit (SCH) Generated by All Faculty and Graduate Assistants at Regent Universities Fall 2000 (By College)

Iowa		% SCH Generated in Fall 00 by					
College	Total SCH	Tenured	Ten. Trk.	Combined	Non-ten.	GA	Total %
Business	38,766	41.70%	21.1	62.8	27.6	9.6	100
Dentistry	3,933	73.3	14.7	88.1	11.9	0	100
Education	16,960	44.6	9.4	54	30.3	15.7	100
Engineer.	10,536	58.1	30.4	88.4	11.6	0	100
Grad. Col.	2,177	74.4	11	85.3	11.9	2.8	100
Law	9,580	79.5	10.4	89.8	10.2	0	100
Liberal A.	204,875	41.7	12.8	54.5	24.8	20.7	100
Medicine	21,728	69	8.1	77.1	22.9	0	100
Nursing	5,973	74.1	5.5	79.6	20.4	0	100
Pharmacy	5,359	36.8	17.4	54.3	45.5	0.2	100
Public H.	1,449	65.4	20.6	86.1	13.9	0	100
Totals	321,336	46.6	13.8	60.4	24.4	15.2	100

Iowa State		% SCH Generated in Fall 00 by					
College	Total SCH	Tenured	Ten. Trk.	Combined	Non-ten.	GA	Total %
Agriculture	24,787	78	14	92	7	1	100
Business	26,224	40	20	60	40	0	100
Design	18,554	43	21	64	28	8	100
Education	17,064	42	20	62	28	10	100
Engineer.	32,580	56	17	73	11	16	100
FCS	15,870	56	21	77	8	15	100
Lib. A/S	183,389	41	13	54	27	19	100
Vet. Med.	7,424	84	10	94	5	1	100
Totals	325,892	47	15	62	24	14	100

UNI		% SCH Generated in Fall 00 by					
College	Total SCH	Tenured	Ten. Trk.	Combined	Non-ten.	GA/Other	Total %
Business	23,775	49.2	14.7	63.9	36.1	0.0	100.00%
Education	34,430	45.8	17.4	63.2	36.2	0.6	100
Hum./FA	41,041	44.4	20.5	64.9	32	3.1	100
Nat. Sc.	34,057	39.2	21.1	60.3	38.6	1.1	100
Soc./Beh.	40,212	47.1	22.6	69.7	30.3	0	100
Other	1,142	0	0	0	98.9	0	100
Totals	174,657	44.6%	19.6%	64.2%	34.7%	1.1%	100.0%

Table 2.2b
% of SCH Generated by Faculty GA by College
Fall 1995 through Fall 2000

University of Iowa

College	Position	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Business	T/TT	74.5	68.6	75	70.4	60.7	62.8
	NT	10.3	19.7	10.9	18.5	27.9	27.6
	GA	15.1	11.7	14	11.1	11.4	9.6
Dentistry	T/TT	98.6	98.9	93.1	81.5	88.6	88.1
	NT	1.4	1.1	6.9	18.5	11.4	11.9
	GA	0	0	0	0	0	0
Education	T/TT	58.6	53.2	58.8	55.5	56.1	54
	NT	26.1	25.9	26.4	30.2	35.7	30.3
	GA	15.3	20.9	14.7	14.4	8.2	15.7
Engineer.	T/TT	92.1	95.4	92.2	87.6	90.3	88.4
	NT	7.2	3.5	7.1	11.6	9.7	11.6
	GA	0.7	1.1	0.7	0.8	0	0
Grad. Col.	T/TT	93.8	86.9	92.2	90.8	73.1	85.3
	NT	6.2	13.1	7.8	9.2	26.9	11.9
	GA	0	0	0	0	0	2.8
Law	T/TT	89.2	90.2	89.3	89.7	91.4	89.8
	NT	10.8	9.8	10.7	10.3	8.6	10.2
	GA	0	0	0	0	0	0
Liberal A.	T/TT	53.9	55.7	55.1	56.4	58.1	54.5
	NT	18.9	17	18.9	17	18.1	24.8
	GA	27.2	27.4	26	26.6	23.8	20.7
Medicine	T/TT	64.1	77.2	59.8	70.9	76	77.1
	NT	35.9	22.8	40.2	29.1	24	22.9
	GA	0	0	0	0	0	0
Nursing	T/TT	93	89.3	92.2	81.7	79.8	79.6
	NT	7	10.7	7.8	10.1	20.2	20.4
	GA	0	0	0	8.2	0	0
Pharmacy	T/TT	87.2	65	87.8	69	59.3	54.3
	NT	12.6	35	12.1	31	40.7	45.5
	GA	0.2	0	0.1	0	0	0.2
Public H.	T/TT	n/a	n/a	n/a	n/a	85.5	86.1
	NT	n/a	n/a	n/a	n/a	15.5	13.9
	GA	n/a	n/a	n/a	n/a	0	0

Table 2.2b
% of SCH Generated by Faculty GA by College
Fall 1995 through Fall 2000

Iowa State University

College	Position	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Agricul.	T/TT	83.8	90.3	91.9	94.8	95.3	92
	NT	10.9	7	4.2	3.7	2.9	7
	GA	5.3	2.7	3.9	1.5	1.7	1
Business	T/TT	64.6	62.1	58.7	61.5	62.7	60
	NT	35.4	37.9	41.3	38.5	37.3	40
	GA	0	0	0	0	0	0
Design	T/TT	55.8	58.8	56.6	64.6	58.2	64
	NT	38.4	35.5	30.3	26.2	32.9	28
	GA	4.8	5.7	13.1	9.2	8.9	8
Education	T/TT	52.4	48	46.8	54.1	59	62
	NT	37.3	39.2	42.2	34.8	31.2	28
	GA	10.3	12.8	11	11.1	9.8	10
Engineer.	T/TT	76	79.6	79.5	84.6	80.1	73
	NT	16.9	13.1	12.7	8.6	10.5	11
	GA	7.1	7.3	7.8	6.8	9.4	16
FCS	T/TT	83.1	77.7	71.5	75.4	70.8	77
	NT	15	15.8	24.3	18.1	16.4	8
	GA	1.9	6.5	4.2	6.5	12.7	15
Liberal A.	T/TT	56.5	58.1	57.4	58.7	56.8	54
	NT	24.3	24.9	26	25.1	24.8	27
	GA	19.2	17	16.6	16.2	18.4	19
Vet. Med.	T/TT	n/a	n/a	89.9	95.4	94	94
	NT	n/a	n/a	10.1	4.4	6	5
	GA	n/a	n/a	0	0.2	0	1

University of Northern Iowa

College	Position	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Business	T/TT	80.2	77.1	70.3	66	62.3	63.9
	NT	19.8	18.8	29.2	32.5	36	36.1
	GA	n/a	n/a	n/a	0	0	0
Education	T/TT	81.3	76.5	70.2	71.1	61.3	63.2
	NT	18.7	20.1	27.4	25.1	34.6	36.2
	GA	n/a	n/a	n/a	0.2	0.3	0.6
Hum./FA	T/TT	76.1	80.6	76.4	72.7	66.7	64.9
	NT	23.9	18.7	23.1	25.7	27.2	32
	GA	n/a	n/a	n/a	0.6	3.7	3.1
Nat. Sc.	T/TT	67.4	69.7	67.8	62.5	60.8	60.3
	NT	32.6	29.2	31.4	34	35.8	38.6
	GA	n/a	n/a	n/a	1.1	1.8	1.1
Soc./Beh.	T/TT	80.8	78.1	75.8	72.8	69.8	69.7
	NT	19.2	20.9	23.9	26.2	30.1	30.3
	GA	n/a	n/a	n/a	0	0	0
Other	T/TT	0	0	4.1	0	0	0
	NT	100	6	82.4	23	34.7	98.9
	GA	n/a	n/a	n/a	0	0	1.1

Table 2.3
Student Credit Hours (SCH) Generated per ITFE
All Faculty and Graduate Assistants
By College (Fall 2000)

University of Iowa

College	Tenured	Ten. Trk.	Non Ten.	GA	Average
Business	306	430	597	531	400
Dentistry	87	40	23	0	57
Education	131	79	275	217	156
Engineer.	142	138	381	0	151
Grad. Col.	324	80	67	240	180
Law	261	331	164	0	251
Liberal A.	205	192	423	239	241
Medicine	116	55	129	0	109
Nursing	211	74	66	0	136
Pharmacy	136	85	183	0	138
Public H.	74	63	57	0	69
Avg. All C.	184	163	296	248	207

Iowa State University

College	Tenured	Ten. Trk.	Non Ten.	GA	Average
Agricult.	287	268	310	32	260
Business	267	281	1,132	--	389
Design	199	165	170	73	162
Education	154	127	236	129	160
Engineer.	149	131	228	95	138
FCS	240	233	203	291	241
LAS	234	200	467	140	231
Vet. Med.	115	49	28	27	86
Avg. All C.	211	181	372	128	208

University Of Northern Iowa

College	Tenured	Ten. Trk.	Non Ten.	GA	Other	Average
Business	273.8	299.6	541.5	0	0	338.6
Education	179.5	174.5	323.8	113.7	0	211.8
Hum./FA	170.6	216	542.3	281.3	0	235.1
Nat. Sc.	204.1	211.4	822.6	240	0	291.3
Soc. Beh.	300.8	312.4	561.7	0	0	353.5
Other	0	0	614.1	0	4.5	252.7
Avg. All C.	213.2	230.9	513.7	232.1	4.5	271.8

Table 3.1
Degrees Granted at Regent Universities
By College, 1999-20000

SUI	College	Bachelors	1st Prof.	Masters	Doctorate	Total
	Business	711	0	281	8	1,000
	Dentistry	0	67	15	2	84
	Education	229	0	181	47	457
	Engineer.	202	0	52	25	279
	Grad. Col.	0	0	28	23	51
	Law	0	217	5	0	222
	Liberal A.	2,484	0	560	155	3,199
	Medicine	49	159	66	32	306
	Nursing	214	0	50	4	268
	Pharmacy	1	107	13	6	127
	Public H.	0	0	43	14	57
	Total	3,890	550	1,294	316	6,050
	Agricult.	666		105	48	819
ISU	Business	692		83	--	775
	Design	280		37	--	317
	Education	373		90	24	487
	Engineer.	698		157	47	902
	FCS	268		46	16	330
	LAS	1,062		185	68	1,315
	Vet. Med.	0	99	12	9	120
	Interdept.			45	26	71
	Total	4,039	99	760	238	5,136
UNI	Business	528	0	35	0	563
	Education	534	10	187	6	737
	Hum./FA	408	0	140	0	548
	Nat. Sc.	339	0	38	2	379
	Soc. Beh.	450	0	26	0	476
	Other	127	0	0	0	127
	Total	2,386	10	426	8	2,830
	Regent Total	10,315	659	2,480	562	14,016

Table 3.2
Total Degrees Granted at Regent Universities
By College, 1995-96 through 1999-2000

	College	95-96	96-97	97-98	98-99	99-00	Total
SUI	Business	878	884	824	964	1,000	4,550
	Dentistry	86	91	92	85	84	438
	Education	460	442	461	480	457	2,300
	Engineer.	355	351	312	311	279	1,608
	Grad. Col.	0	34	38	32	51	155
	Law	235	239	223	215	222	1,134
	Liberal A.	2,705	2,855	2,944	3,013	3,199	14,716
	Medicine	380	361	354	334	306	1,735
	Nursing	231	233	225	278	268	1,235
	Pharmacy	79	112	111	86	127	515
	Public H.	n/a	n/a	n/a	n/a	57	57
	Total	5,409	5,602	5,584	5,798	6,050	28,443
ISU	Agricult.	647	695	698	693	819	3,552
	Business	597	640	724	718	775	3454
	Design	373	332	307	306	317	1805
	Education	540	485	504	528	487	2544
	Engineer.	884	932	947	896	902	4561
	FCS	345	340	375	342	330	1732
	LAS	1,399	1,355	1,357	1,280	1,315	6,706
	Vet. Med.	124	114	114	114	120	586
	Interdept.	69	69	79	68	71	356
	Total	4,978	4,962	5,105	4,945	5,136	25,126
UNI	Business	513	517	533	533	563	2659
	Education	666	674	653	759	737	3489
	Hum./FA	422	479	461	483	548	6148
	Nat. Sc.	307	348	343	363	379	1740
	Soc. Beh.	467	463	441	503	476	2350
	Other	137	132	148	126	127	4090
	Total	2,512	2,613	2,579	2,767	2,830	13,301
	Regent Total	12,899	13,177	13,268	13,510	14,016	66,870

Table 4.2
The University of Iowa
Strategic Planning Indicators Related to Faculty Activities

TARGETED INDICATORS:

Goal	Target	Base (1995-96)	1996-97	1997-98	1998-99	1999-00	Target (2000-01)
1	1D: Increase percentage of undergraduate credit hours taught by tenured/tenure-track faculty from 56.3% to 60%	56.3%	56.3%	56.8%	56.9%	57.4%	60%
	1D: Increase percentage of senior faculty teaching undergraduates, in undergraduate colleges, from 79.7% to 87.5%	79.7%	85%	86.3%	87.8%	88.2%	87.5%
3	3A: 20 members of national academies	12	17	21	24	28	20
	3B: 50 high-prestige national awards over next five-year period	43 (90-95)	10	20	35	40	50
	3C: 100 faculty members on national peer review boards	--	80	90	80	136	100
4	4A: Increase external funding for sponsored programs from $198 million to $250 million	$198M	$212M	$217 M	$260 M	$252.6 M	$250 M
	4B: Increase proposals for external funding from 2,427 to 3,000 annually	2,427	2,529	2,672	2,659	2,682	3,000
	4C: Increase percentage of faculty receiving external support from 33% to 40%	33%	34%	44%	48%	50%	40%
	4D: Increase publication index in all relevant disciplines by 15%	100.0	104.1	108.6	109.7	N/A	115.0
	4D: Increase citation index by 30%	100.0	111.1	123.0	125.1	N/A	130.0
	4E: Increase annual intellectual property disclosures from 74 to 90	74	86	90	79	84	90
6	6D: Increase annual patient visits to UI health science centers from 718,300 to 750,000	718,300	720,800	732,400	740,800	765,800	750,000
7	7D: Increase faculty development opportunities from 135 to 150	135	124	145	154	146	150
	7D: Increase faculty participating in Technology-based Teaching Initiative from 0 to 300	0	96	213	333	438	300

PROGRESS INDICATORS:

Goal	Progress Indicator	1996-97 Progress	1997-98 Progress	1998-99 Progress	1999-00 Progress
3	Number of Faculty receiving external recognition for excellence in teaching	The UI faculty received a total of 13 external awards recognizing excellence in teaching, up from 4 reported in 1995-96.	10 reported	9 reported	11 reported
	Annual/lifetime number of faculty receiving Fulbright, senior Fogarty, and other international awards	UI faculty received a total of 28 international awards, including Fulbright and Fogarty.	15 reported	22 reported	15 reported
6	Number of faculty/staff appointments to state/national/international service panels	A total of 693 faculty appointments to service panels were reported.	593 reported	568 reported	868 reported

Table 5.2
University of Iowa
Distribution of Student Credit Hours by Faculty Category
Peer Comparisons - Fall 1999

University of Iowa Departments for Which Comparable Data Available	Number of Peers	Tenured/Tenure Track % Undergrad U of I	Tenured/Tenure Track % Undergrad Peers	Tenured/Tenure Track % Graduate U of I	Tenured/Tenure Track % Graduate Peers	Non Tenure Track % Undergrad U of I	Non Tenure Track % Undergrad Peers	Non Tenure Track % Graduate U of I	Non Tenure Track % Graduate Peers	Teaching Assistants % Undergrad U of I	Teaching Assistants % Undergrad Peers	Teaching Assistants % Graduate U of I	Teaching Assistants % Graduate Peers
Business	8	58%	51%	80%	79%	28%	41%	20%	21%	14%	8%	0%	0%
Education	6	51%	48%	83%	76%	36%	40%	16%	23%	13%	12%	1%	1%
Engineering	8	90%	75%	99%	95%	10%	19%	1%	5%	0%	6%	0%	0%
Liberal Arts													
Anthropology	10	77%	71%	98%	95%	20%	21%	2%	5%	3%	8%	0%	0%
Art & Art History	10	48%	63%	94%	89%	25%	20%	6%	11%	27%	17%	0%	0%
Biological Sciences	7	83%	38%	100%	95%	12%	55%	0%	5%	5%	7%	0%	0%
Chemistry	10	50%	66%	98%	97%	47%	29%	2%	3%	3%	5%	0%	0%
Communication Studies	6	56%	42%	97%	94%	8%	31%	3%	4%	36%	27%	0%	2%
Computer Science	6	51%	34%	68%	93%	33%	42%	17%	7%	16%	24%	15%	0%
English	10	35%	39%	77%	96%	8%	21%	23%	4%	57%	40%	0%	0%
Geography	10	67%	62%	99%	95%	30%	17%	1%	5%	3%	21%	0%	0%
Geoscience	9	17%	86%	58%	95%	78%	9%	34%	5%	5%	5%	8%	0%
History	10	32%	75%	99%	96%	31%	17%	1%	4%	37%	8%	0%	0%
Journalism & Mass Comm.	8	72%	68%	96%	94%	11%	28%	4%	6%	17%	4%	0%	0%
Mathematics	10	75%	45%	100%	96%	11%	43%	0%	4%	14%	12%	0%	0%
Music	10	74%	59%	91%	85%	14%	25%	9%	15%	12%	16%	0%	0%
Philosophy	10	65%	66%	100%	92%	15%	13%	0%	8%	20%	21%	0%	0%
Political Science	10	98%	65%	73%	96%	2%	16%	27%	4%	0%	19%	0%	0%
Psychology	10	81%	52%	96%	93%	16%	34%	4%	7%	3%	14%	0%	0%
Social Work	6	34%	44%	30%	56%	57%	50%	67%	44%	9%	6%	3%	0%
Sociology	10	92%	58%	100%	95%	0%	18%	0%	5%	8%	24%	0%	0%
Spanish & Portuguese	9	17%	15%	80%	93%	19%	24%	0%	6%	64%	61%	20%	1%
Statistics	6	84%	52%	100%	94%	15%	32%	0%	6%	1%	16%	0%	0%
Theatre Arts	9	45%	43%	72%	90%	22%	29%	28%	10%	33%	28%	0%	0%
Law	7	87%	50%	92%	77%	13%	50%	8%	23%	0%	0%	0%	0%
Nursing	9	79%	37%	81%	73%	21%	62%	19%	27%	0%	1%	0%	0%
Average of Units Listed	9	62%	54%	87%	90%	22%	30%	11%	10%	15%	16%	2%	0%

Note: The University of Iowa does not distinguish between non tenure track and supplemental faculty when participating in the Delaware study. Peer data is from Fall 1998.

TABLE 5

IOWA STATE UNIVERSITY

PEER COMPARISONS: DISTRIBUTION OF STUDENT CREDIT HOURS BY FACULTY CATEGORY

ISU Fall 1999, PEERS FALL 1998

Iowa State University Departments for Which Comparable Data Are Available	Number of Peers	Tenured/Tenure Eligible				Non-Tenure Track & Supplemental				Teaching Assistants			
		% Undergrad		% Graduate		% Undergrad		% Graduate		% Undergrad		% Graduate	
		ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers
College of Agriculture													
Agricultural and Biosystems Engineering	8	66	80	91	97	26	20	9	2	8	0	0	0
Agronomy	9	65	87	68	93	33	7	32	7	2	0	0	0
Animal Science	10	96	90	93	98	4	9	7	2	0	0	0	0
Biochemistry and Biophysics (Agriculture and Liberal Arts and Sciences combined)	8	98	94	99	95	2	3	1	5	0	0	0	0
Economics (Agriculture only)	9	89	81	100	99	11	11	0	1	0	0	0	0
Food Science and Human Nutrition (Agriculture and Family and Consumer Sciences combined)	7	88	87	87	94	12	10	13	2	0	0	0	0
Forestry	6	95	87	100	92	5	9	0	8	0	4	0	0
Microbiology	7	58	73	68	90	42	6	32	5	0	4	0	0
Sociology (Agriculture and Liberal Arts and Sciences combined)	10	62	59	98	99	27	15	2	1	11	20	0	0
Zoology and Genetics (Zoology only from Liberal Arts and Sciences)	10	29	80	85	95	38	11	15	4	34	4	0	0
College of Business													
Accounting	9	40	36	100	80	60	39	0	18	0	25	0	0
Finance	8	91	63	100	93	9	21	0	4	0	12	0	0
Management	8	84	56	95	87	16	28	5	11	0	12	0	0
Marketing	8	88	49	100	83	12	32	0	5	0	7	0	0
College of Design													
Architecture	5	47	70	73	84	41	26	27	16	11	4	0	0
Art and Design	9	60	68	98	95	31	16	2	4	10	16	0	0
Landscape Architecture	6	43	62	100	90	50	33	0	9	7	6	0	0
College of Education													
Curriculum and Instruction	8	44	45	93	84	48	22	7	9	8	27	0	4
Educational Leadership and Policy Studies	8			69	84			31	18			0	0
College of Engineering													
Aerospace Engineering and Engineering Mechanics	5	67	79	97	98	24	21	3	1	9	1	0	1
Chemical Engineering	10	99	84	93	97	1	12	7	2	0	4	0	0
Civil and Construction Engineering	9	87	89	96	92	13	12	4	4	0	2	0	0
Electrical and Computer Engineering	9	75	67	91	95	8	19	2	5	16	9	7	0
Industrial and Manufacturing Systems Engineering	5	70	87	100	96	8	7	0	4	22	6	0	0
Materials Science and Engineering	7	93	84	98	88	7	13	2	12	0	3	0	0
Mechanical Engineering	9	51	87	97	97	37	7	0	2	12	4	3	0
College of Family and Consumer Sciences													
Food Science and Human Nutrition (Agriculture and Family and Consumer Sciences combined)	7	88	87	87	94	12	10	13	2	0	0	0	0

TABLE 5

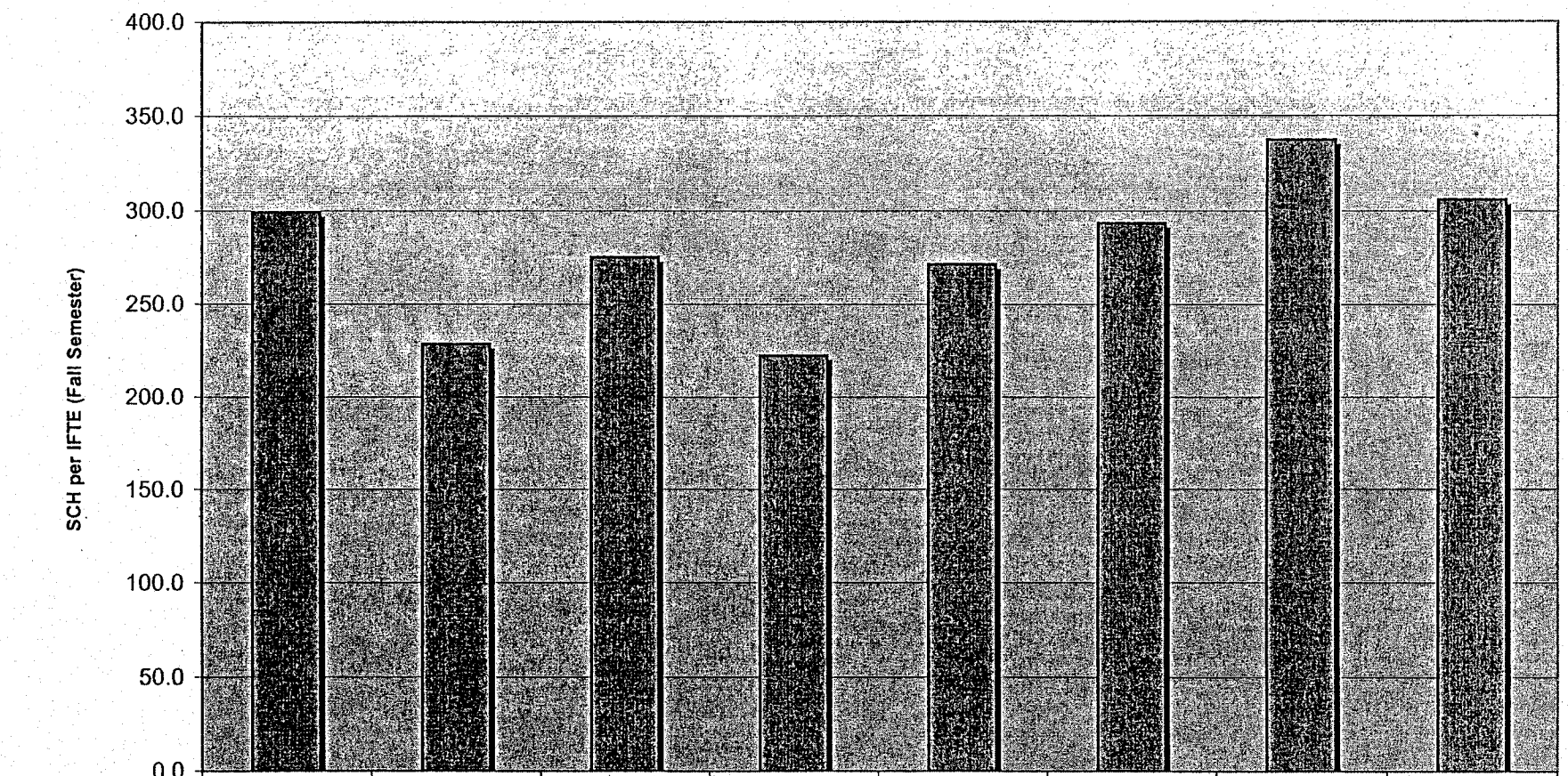
IOWA STATE UNIVERSITY

PEER COMPARISONS: DISTRIBUTION OF STUDENT CREDIT HOURS BY FACULTY CATEGORY

ISU Fall 1999, PEERS FALL 1998

Iowa State University Departments for Which Comparable Data Are Available	Number of Peers	Tenured/Tenure Eligible				Non-Tenure Track & Supplemental				Teaching Assistants			
		% Undergrad		% Graduate		% Undergrad		% Graduate		% Undergrad		% Graduate	
		ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers
College of Liberal Arts and Sciences													
Biological Sciences													
Biochemistry and Biophysics (Agriculture and Liberal Arts and Sciences combined)	8	98	94	99	95	2	3	1	5	0	0	0	0
Botany	8	50	95	88	97	32	1	12	2	19	0	0	0
Zoology and Genetics (Zoology only)	10	29	80	85	95	38	11	15	4	34	4	0	0
Humanities						0	0	0	0				
English	10	33	39	94	95	40	18	6	5	27	34	0	0
Foreign Languages and Literatures (no graduate program)	7	47	47			53	27			0	26		
History	10	59	67	89	94	16	22	11	3	25	7	0	0
Journalism and Mass Communications	8	72	56	100	89	28	35	0	11	0	4	0	0
Music (no graduate program)	10	72	66			28	22			0	11		
Philosophy (no graduate program)	10	71	67			29	13			0	14		
Mathematical Sciences													
Computer Science	7	13	38	48	99	66	35	7	2	21	15	45	0
Mathematics	10	43	50	100	97	39	27	0	1	18	18	0	0
Statistics	7	46	54	95	98	1	19	0	3	54	24	5	0
Physical Sciences						0	0	0	0				
Chemistry	10	69	66	98	95	14	21	2	4	17	5	0	0
Geological and Atmospheric Sciences	8	49	80	95	97	41	9	4	2	10	11	1	0
Physics and Astronomy	10	59	75	98	94	32	10	2	3	9	10	0	0
Social Sciences													
Anthropology	8	80	68	100	96	0	15	0	1	20	10	0	0
Economics (Liberal Arts and Sciences only)	10	64	80	83	99	35	12	17	1	1	8	0	0
Political Science	10	32	67	90	94	33	17	10	3	36	8	0	0
Psychology	10	54	60	87	95	26	13	13	5	19	14	0	0
Sociology (Agriculture and Liberal Arts and Sciences combined)	10	62	59	98	99	27	15	2	1	11	20	0	0

Chart 2
Student Credit Hours (SCH) per Instructional Full-Time Equivalent (IFTE)
Fall 2000



	California State University	University of North Carolina Greensboro	Illinois State University	Indiana State University	University of Northern Iowa	University of Minnesota Duluth	Central Michigan University	University of Wisconsin Eau Claire
SCH per IFTE	299.5	228.7	275.4	222.6	271.8	293.8	337.7	306.4