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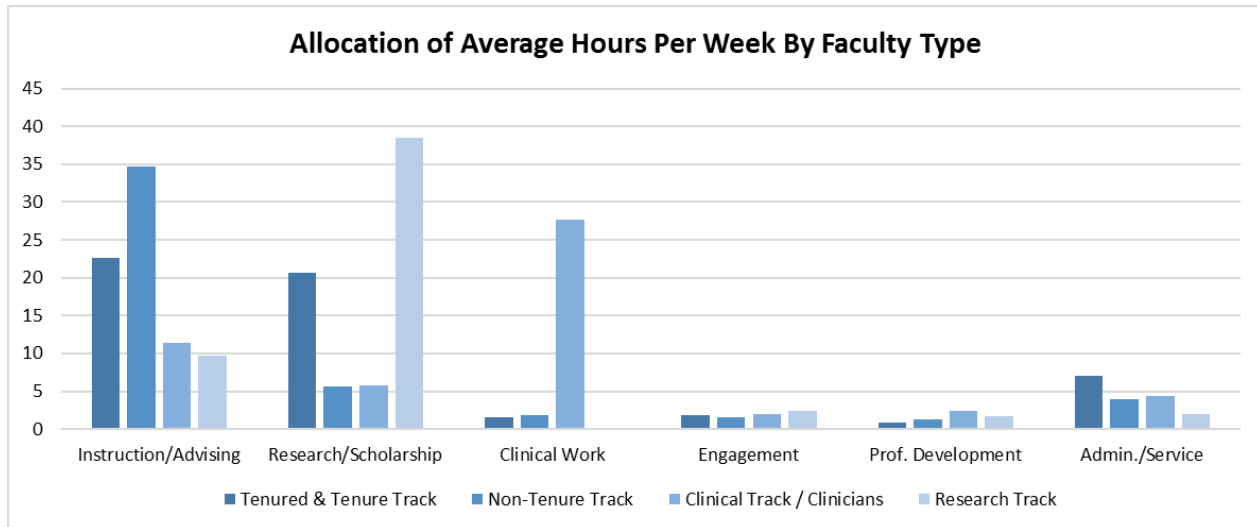
Contact: Rachel Boon

FACULTY ACTIVITIES REPORT

Action Requested: Receive the Faculty Activities Report.

Executive Summary: Since 2014, the universities have collaborated on a biennial survey of faculty activities. Overall, 78% of full-time faculty responded to the survey. As in past years, they reported on time spent engaging in activities supporting the key institutional mission areas of teaching, research and service. Each category of faculty appointment has different expectations for their time allocation, which is reflected in how they report spending time. Tenured/Tenure-track and non-tenure-track faculty continue to report spending significant portions of their time on instruction and research related activities. Clinical- and research-track faculty spend 10 or more hours a week on instructional activities, while putting significant effort in their respective areas in the clinics and labs.

Contributions of faculty to the university and broader community are also significant with roughly two hours per week across all faculty types. Tenured/Tenure-track faculty have the most effort associated with administration and service to the institution, their profession and support of student organizations.



Average hours worked by faculty at the aggregate level shows a slight downward trend over the past several years, though the amount of faculty activity is still quite significant.

University	Average Hours Worked			
	2018-19	2016-17	2014-15	2012-13
University of Iowa	54.99	56.02	56.17	57.20
Iowa State University	53.88	54.92	55.69	58.00
University of Northern Iowa	49.74	53.01	51.58	53.00
Weighted Average	53.79	55.20	55.24	56.36

Biennial Faculty Activities Report

November 2019



IOWA STATE
UNIVERSITY



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BIENNIAL FACULTY ACTIVITIES REPORT

1. How are faculty responsibilities defined and how do expectations differ across the Regent universities?

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

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

2. What are faculty responsibilities and what do those activities contribute to students, the universities, the state, and society at large?

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

The teaching, research, and service missions are blurred with the recognition that these are not always discrete activities but rather interrelated components of the academic mission of a public university. Even so, we continue to report faculty activity data in discrete categories, recognizing that all activities are part of the greater whole of “learning, discovery, and engagement” in service to students and society. Today’s faculty activities often reflect this interlinked concept of the university mission with research that informs their teaching, and may provide service to a local, regional, national or international community.

Through these activities, the faculty at the Regent institutions serve society by providing the best higher learning experiences for students, by conducting leading-edge discovery work, and by engaging with the public in service to the state’s citizens and the public as a whole.

3. How do faculty members spend their work time?

It is important to note that there is no “typical” faculty workload. Responsibilities will differ according to discipline, departmental needs and individual strengths. The data also demonstrate that each category of activity is multifaceted and that the activity will be distributed somewhat differently depending on the institution and the individual. “Student instruction,” for example, involves many activities other than classroom teaching: preparation, grading and evaluation; working with students outside the classroom (independent studies, specialized arts training, thesis work, internships, etc.); mentoring student research; developing and updating courses; and so on. Teaching may take the form of online or clinical teaching. Many faculty also conduct student

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

The survey used to gather information on faculty activities and time allocation was last revised by an inter-institutional team in 2012-2013. It is administered in odd-numbered years.

a. 2019 data collection process

The universities administered the survey over eight weeks in spring 2019. Surveys were e-mailed to all full-time faculty members, with one-eighth randomly selected to receive the survey in each of eight weeks over the semester. No surveys were sent the week of spring break or the week prior. Administrators at the rank of dean or above and faculty members on long-term disability, on professional development assignments or leave, or in phased retirement were not surveyed.

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

Table 1. Faculty Activity Study Communication Timeline

				Description	Communication From
Jan. 16 (all groups)	SUI	ISU	UNI	E-mail to all eligible faculty members, to alert them that the survey will be conducted during spring semester	Faculty Senate President
Day -5	SUI			E-mail (with survey link) to week's sampled faculty members telling them their week starts the following Monday	Faculty Senate President and Provosts
Day -3		ISU	UNI	Hard copy letter (from provosts and Faculty Senate presidents) and survey worksheet with FAQs sent through campus mail, to arrive on Day 1	Faculty Senate Presidents and Provosts
Day -1	SUI			E-mail (with survey link) to week's sampled faculty members reminding them their week starts the next day	Faculty Senate President
Day 1		ISU	UNI	E-mail (with survey link) to week's sampled faculty members telling them their week starts that day	Faculty Senate President and Provosts
Day 8	SUI			E-mail reminder (with survey link) to non-responders asking them to complete the survey	Faculty Senate President (SUI), Project Manager (ISU/UNI)
Day 10		ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey	Faculty Senate President (SUI), Project Manager (ISU/UNI)
Day 16	SUI	ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey	AP Faculty (SUI), Project Manager (ISU/UNI)
Day 24 + or -	SUI		UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey	AP Faculty (SUI), Project staff (UNI)
Day 24 + or -		ISU		Phone call (ISU) to non-respondents reminding them to complete their survey	Project staff

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

Because the purpose of the survey was to determine faculty activity during a full workweek, respondents who reported being ill or taking vacation during the week were removed from the analysis. Also removed were a small number of faculty members who made errors when filling out the survey, or started the survey and did not complete it. With these respondents removed, the analysis that follows is based on survey results from 1,465 SUI faculty members, 1,137 ISU faculty members, and 460 UNI faculty members.

Table 2. Data Collection Summary

	SUI	ISU	UNI
Surveys sent	2,339	1,552	549
Surveys returned	1,683	1,272	485
Response rate	72%	82%	88%
Responses removed because respondent was ill or on vacation for all or part of the week	190	128	10
Responses removed because incomplete or because of irregularities in the data	28	7	15
Total respondents included in the analyses	1,465	1,137	460

Response rates varied from 72% at SUI, to 82% at ISU, to 88% at UNI. These rates are well above industry norms for e-mail surveys and give confidence that the results of the time study are valid.

b. Survey Results

Survey responses are summarized in Table 3. The first column of the table lists the different types of activities included in the survey. The remaining columns display the average number of hours per week, by faculty classification, spent on each of the various activities at each institution. For example, the first cell in the upper left-hand corner of the table in the SUI column under "Tenured & Tenure Track" shows 9.24, meaning that tenured and tenure-track faculty members at SUI report spending an average of approximately nine hours per week on classroom teaching, preparation, and grading/evaluation.

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

i. Student Instruction

The first section of Table 3 (Student Instruction) shows the average number of hours the different types of faculty members report spending, per week, on instruction-related activities. Tenured and tenure track faculty members report spending approximately 20 to 29 hours per week on these activities (20.3 hours at SUI, 22.1 hours at ISU, and 29.4 hours at UNI). Traditional classroom teaching, preparation, and grading represent only about half of the time that these faculty members dedicate to teaching-related activities. At all three institutions, tenured and tenure track faculty members spend on average one to three hours a week on each of these additional student instruction activities: guiding student internships and independent studies, mentoring student research, assisting students outside of the classroom, advising students on academic and career planning, and preparing new courses. Engaging in experiential and work-based learning and other faculty-student interaction outside the classroom are critical components of the learning experience for undergraduate and graduate students.

Non-tenure track faculty members at all three institutions spend substantially more time on instruction (31 to 37 hours per week), in alignment with the employment expectations of full-time lecturers who do not have significant research or service responsibilities.

Clinical faculty members at SUI and at ISU devote between 11 and 20 hours per week to student instruction, while research track faculty members at SUI spend almost 10 hours on these activities. It should be noted that for clinical faculty, it can be especially difficult to isolate “clinical work” and “student instruction,” since a great deal of the teaching these faculty members do occurs in a work-based setting while delivering clinical services.

ii. Scholarship/research/creative work

The second section on Table 3 (Scholarship/Research/Creative Work) reports the average hours faculty members report spending per week on scholarship, research, and creative work. Tenured and tenure track faculty members at SUI and ISU, where expectations in these areas are high, report spending 22 to 24 hours per week on these activities. At UNI, where more emphasis is placed on instruction, tenured and tenure track faculty still report spending an average of almost 12 hours each week on scholarship, research, and creative work.

Non-tenure track faculty members generally report spending less time on scholarship, research, and creative work (6.6 hours at SUI, 5.7 at ISU, and 3.1 at UNI). While these faculty members may have research interests that occupy some of their time, their primary responsibility is usually instruction.

Clinical track faculty members at SUI and ISU report spending 5.8 hours and 3.6 hours per week, respectively, on scholarship, research, and creative work.

Finally, research track faculty members at SUI report spending the overwhelming majority of their time (38.6 hours) per week on these activities, in alignment with the expectations of their employment.

iii. Clinical work

The clinical work section of Table 3 demonstrates that clinical track faculty (SUI and ISU) are the most heavily engaged in work which includes delivering clinical services alongside residents, interns, and students on rotation, and working on administrative tasks related to those services. This section shows that these faculty members report spending on average 28.0 hours and 21.2 hours per week, respectively, on clinical activities.

iv. Community engagement, outreach, and extension

The section on Community Engagement shows that the different types of faculty members spend between 1.3 and 2.4 hours per week on these activities. ISU faculty members, many of whom have a formal Extension appointment, tend to spend more time on these activities. ISU faculty with Extension appointments carry out their extension activities as part of their teaching and research responsibilities.

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

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

	Tenured & Tenure Track			Non-Tenure Track			Clinical Track/ Clinicians		Research Track	DEOs/Chairs		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	SUI	SUI	ISU	UNI
Student Instruction												
Classroom teaching, preparation, grading/evaluation	9.24	10.80	17.49	20.39	21.00	18.18	2.24	4.86	1.83	4.60	4.19	9.37
Online teaching, preparation, grading/evaluation	0.66	0.95	1.60	2.32	2.29	1.51	0.43	3.00	0.35	0.14	0.12	1.06
Clinical teaching, preparation, grading/evaluation	0.46	0.19	0.84	0.76	0.21	1.32	5.03	4.75	0.00	0.34	0.17	0.29
Non-classroom teaching and instruction (independent studies, thesis work, internships, student productions)	1.89	1.39	1.61	1.07	1.47	1.20	0.35	0.28	1.65	1.89	0.90	1.21
Mentoring student research	2.75	3.22	1.05	0.48	0.76	0.08	0.43	0.11	3.19	2.52	1.75	0.59
Communicating with students outside the classroom (in person, by telephone, by email, etc.)	2.22	2.19	3.30	4.48	4.86	4.44	0.99	1.64	1.61	1.51	1.10	1.58
Developing new courses, updating existing courses	1.23	1.53	1.69	2.50	3.72	2.06	0.67	3.88	0.10	0.66	0.79	0.88
Student advising: helping students—in person, via email, etc.—with academic and career questions, writing letters of recommendation, participating in student orientations and training events, etc.	1.87	1.86	1.86	2.48	2.52	1.90	0.86	1.14	0.91	1.51	1.45	2.88
Student Instruction: Total Average Hours	20.32	22.14	29.44	34.47	36.85	30.69	11.00	19.66	9.64	13.16	10.46	17.86
Scholarship/Research/Creative Work												
Sponsored (grant-supported) scholarship/research/creative work	7.52	7.09	1.79	1.72	1.27	0.06	1.18	0.19	23.31	6.01	3.69	0.00
Non-sponsored (non-grant supported) scholarship/research/creative work	8.27	7.63	5.86	1.90	1.96	2.24	2.05	0.75	2.73	5.08	3.18	2.66
Attending conferences, seminars, workshops, etc., related to your scholarship/research/creative work	2.20	1.51	1.15	1.04	0.64	0.16	1.06	2.25	4.38	1.64	1.04	0.00
Writing/preparing grants	3.20	2.97	0.48	0.47	0.78	0.04	0.63	0.13	5.00	1.60	2.10	0.00
Keeping up to date with disciplinary research and activities	2.40	2.41	2.39	1.44	1.07	0.61	0.90	0.25	3.12	1.19	1.32	1.28
Scholarship/Research/Creative Work: Total Average Hours	23.58	21.61	11.67	6.57	5.72	3.11	5.81	3.56	38.55	15.52	11.33	3.94
Clinical Work												
Delivering clinical services	2.25	0.69	0.21	2.40	0.05	2.14	21.50	18.08	0.00	1.80	0.00	0.00
Working on administrative tasks related to clinical work	0.71	0.16	0.24	0.56	0.03	0.69	6.45	3.08	0.00	0.54	0.07	0.00
Clinical Work: Total Average Hours	2.96	0.84	0.45	2.96	0.08	2.83	27.95	21.16	0.00	2.35	0.07	0.00
Community Engagement, Outreach, or Extension												
Working on public or private partnership projects	0.36	0.49	0.70	0.49	0.38	0.37	0.38	0.41	0.05	0.72	0.56	0.64
Delivering presentations, workshops, seminars, performances, exhibits	0.31	0.42	0.33	0.31	0.32	0.17	0.35	0.38	0.35	0.63	0.63	1.15
Delivering online/webinar based programming	0.02	0.02	0.02	0.01	0.02	0.02	0.01	0.00	0.00	0.00	0.01	0.00
Providing technical assistance	0.06	0.14	0.10	0.11	0.05	0.07	0.04	0.00	1.87	0.01	0.12	0.01
Preparing, presenting and evaluating programming for stakeholders	0.16	0.32	0.16	0.21	0.09	0.03	0.17	0.00	0.00	0.16	0.41	0.25
Consulting (in person, by telephone, by email, etc.)	0.31	0.22	0.26	0.17	0.21	0.49	0.27	0.94	0.05	0.19	0.29	0.00
Developing new programs, updating existing programs (presentations, publications, etc.)	0.29	0.44	0.31	0.48	0.27	0.15	0.76	0.61	0.09	0.31	0.33	0.08
Community Engagement, Outreach, or Extension: Total Average Hours	1.51	2.05	1.88	1.78	1.34	1.30	1.99	2.33	2.41	2.02	2.36	2.13
Professional Development												
Participating in professional development activities for teaching, research, clinical work, or community engagement, outreach or extension (workshops, conferences, online seminars, etc.).	0.81	1.03	0.94	1.86	0.69	1.08	2.50	1.52	1.65	0.41	1.04	0.58
Professional Development: Total Average Hours	0.81	1.03	0.94	1.86	0.69	1.08	2.50	1.52	1.65	0.41	1.04	0.58
Administration/Service												
Serving the institution (department, college, university committees and meetings, task forces, faculty governance, etc.)	3.62	4.24	4.66	2.61	2.60	1.93	2.40	1.61	0.13	14.85	12.77	15.48
Serving the profession (such as serving on editorial board, etc.)	1.84	1.55	0.95	0.48	0.59	0.63	0.85	0.19	1.03	1.84	1.51	0.17
Administering centers/institutes, department/college/university programs, research operations	1.07	0.90	0.86	0.45	0.40	0.20	0.92	0.75	0.75	7.14	14.92	9.54
Mentoring faculty	0.36	0.23	0.22	0.23	0.14	0.07	0.25	0.19	0.14	1.67	3.03	1.41
Assisting student organizations	0.12	0.21	0.46	0.18	0.73	0.24	0.05	0.34	0.00	0.16	0.24	0.06
Administration/Service: Total Average Hours	7.02	7.14	7.15	3.94	4.46	3.07	4.48	3.08	2.04	25.64	32.47	26.66
TOTAL AVG HOURS	56.20	54.81	51.53	51.58	49.14	42.08	53.74	51.31	54.29	59.09	57.72	51.17
MEDIAN HOURS	54.00	53.00	51.53	50.42	48.00	42.06	51.50	50.84	48.75	57.00	55.08	51.18
COUNT of responders	812	883	350	228	197	86	347	16	20	58	41	24

v. Professional development

The shaded row for Professional Development (Professional Development) indicates that faculty members report spending about an hour a week on professional development activities. The primary exceptions are the clinical track faculty members at SUI, who report spending about 2.5 hours per week on professional development. A major reason for this distinction is that the professional requirements of many clinical positions require significant continuing education.

vi. Administration/service

The administration and service section (Administration/Service) shows that among the various faculty types, tenured and tenure track faculty members shoulder most of the administration and service duties. At all three institutions, these faculty members report spending about seven hours per week on these activities, while non-tenure track and clinical faculty members spend three to four hours per week.

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

vii. Departmental executive officers/department chairs/department heads

The last three columns of Table 3 display average work hours reported by departmental executive officers /department chairs/department heads (DEOs/chairs/heads) at the three institutions.

DEOs/chairs/heads are responsible for managing departments, a substantial time commitment—even in small academic units. The section for administration and service shows that DEOs/chairs/heads at all three schools report spending far more time on these activities than any other type of faculty (approximately 26 hours at SUI, 27 at UNI, and 32 at ISU).

Even though DEOs/chairs/heads spend significant time managing their departments, most remain involved in teaching and research. DEOs at SUI report spending, on average, more than 13 hours per week on teaching activities, and another 16 hours on research activities. At ISU, chairs report spending about 10 hours per week on teaching activities and about 11 on research; at UNI, heads spend about 18 hours on teaching and four on research. In total, DEOs/chairs/heads report working from 51 to 59 hours per week.

viii. Total hours at work

Faculty members at all three institutions report working far more than 40 hours per week, on average. At SUI, tenured and tenure track faculty members report working 56.2 hours per week, non-tenure track faculty 51.6 hours, clinical track faculty 53.7 hours, and research track faculty 54.3 hours. At ISU, tenured and tenure track faculty members report working 54.8 hours per week, non-tenure track faculty 49.1 hours, and clinical track faculty 51.3 hours. At UNI, tenured and tenure track faculty members report working 51.5 hours per week and non-tenure track faculty 42.1 hours.

4. Who teaches the students?

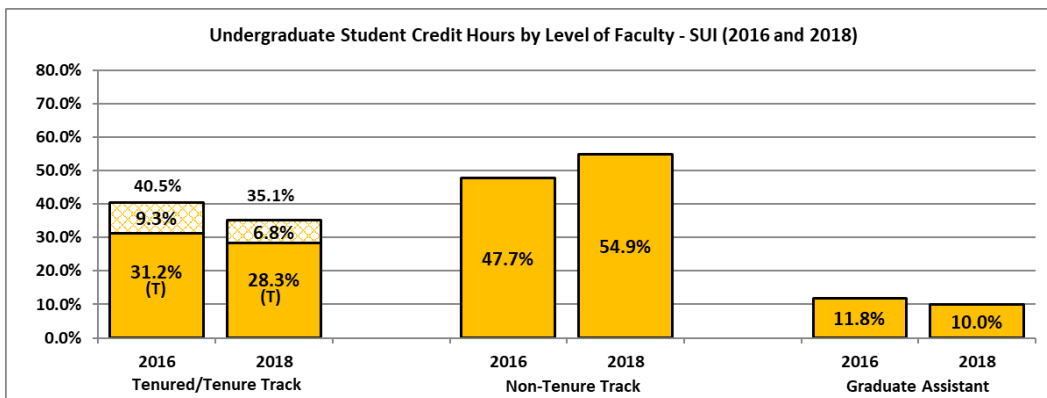
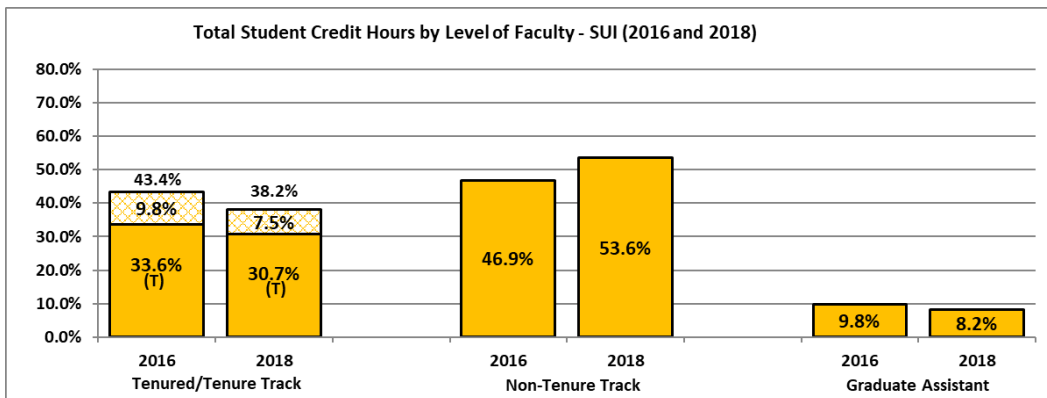
A frequent concern from the public is that undergraduate teaching may be primarily done by graduate assistants. The tables and charts below show the number and percentage of undergraduate, graduate, professional, and total student credit hours (SCH) taught by tenured and tenure track faculty, non-tenure track faculty and graduate assistants at the Regent Universities. All data are from fall 2018.

At SUI, 38.2% of all SCH and 35.1% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2018--a decrease of 5.2 (total) and 5.4 (undergraduate) percentage points as compared to fall 2016. Non-tenure track faculty taught 53.6% of total SCH and 54.9% of undergraduate SCH in fall 2018--an increase of 6.8 (total) and 7.2 (undergraduate) percentage points as compared to fall 2016. Graduate assistant teaching decreased 1.6 (total) and 1.8 (undergraduate) percentage points as compared to fall 2016, to 8.2% of total SCH and 10.0% of undergraduate SCH in fall 2018.

The changes from fall 2014 to fall 2018 continue the trend of the last several years, and mirror changes at similar institutions across the country. AAU institutions that participate in the National Study of Instructional Costs & Productivity report a similar steady decrease in the percentage of undergraduate SCH taught by tenured and tenure track faculty (from 52.5% in FY 2000 to 41.0% in FY 2017). These trends also reflect the change in faculty appointments at universities. At SUI in fall 2018, non-tenure track faculty represented 41.3% of faculty FTE in instruction-related fund groups, compared to 21.0% in fall 2000.

Table 4. Fall 2018 Student Credit Hours by Course Level and Faculty Category, SUI

SUI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	97,852	28.3%	15,358	50.0%	16,219	35.4%	129,429	30.7%
Tenure Track	23,467	6.8%	4,239	13.8%	3,941	8.6%	31,647	7.5%
<i>(T/TT Subtotal)</i>	<i>121,319</i>	<i>35.1%</i>	<i>19,597</i>	<i>63.9%</i>	<i>20,160</i>	<i>44.0%</i>	<i>161,076</i>	<i>38.2%</i>
Non-tenure Track	189,675	54.9%	11,041	36.0%	25,651	56.0%	226,367	53.6%
Graduate Assistant	34,522	10.0%	54	0.2%	0	0.0%	34,576	8.2%
All Faculty	345,516	100.0%	30,692	100.0%	45,811	100.0%	422,019	100.0%

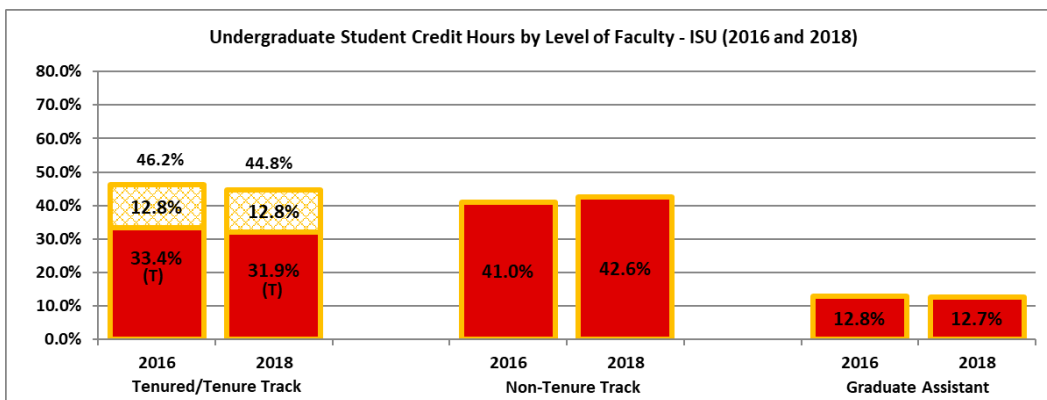
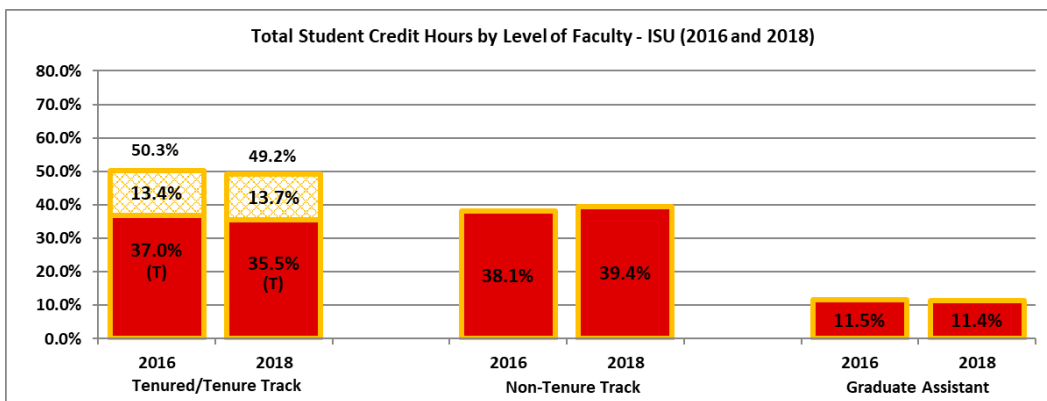


At ISU, 49.2% of all SCH and 44.8% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2018--a decrease of 1.2 (total) and 1.4 (undergraduate) percentage points from fall 2016. Non-tenure track faculty taught 39.4% of total SCH and 42.6% of undergraduate SCH in fall 2018, an increase of 1.3 (total) and 1.5 (undergraduate) percentage points. Graduate assistants taught 11.4% of total SCH and 12.8% of undergraduate SCH in fall 2018, a small decrease from fall 2016.

The increase in the total teaching carried out by non-tenure track faculty from fall 2016 to fall 2018 reflects the changing profile of faculty appointments at universities across the nation, and is also sensitive to changes in enrollment. Undergraduate enrollment in particular increased 6.2%, from 28,893 in fall 2014 to 30,671 students in fall 2016, necessitating additional hiring of instructional faculty—most typically into the non-tenure track. Enrollment then went down slightly to 29,261 in fall 2018. ISU will always rely upon a mix of excellent tenured, tenure-track and non-tenure track faculty.

Table 5. Fall 2018 Student Credit Hours by Course Level and Faculty Category, ISU

ISU	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	129,273	31.9%	24,470	71.5%	5,985	53.5%	159,729	35.5%
Tenure Track	51,992	12.8%	7,406	21.6%	2,335	20.9%	61,734	13.7%
<i>(T/TT Subtotal)</i>	<i>181,265</i>	<i>44.8%</i>	<i>31,877</i>	<i>93.1%</i>	<i>8,321</i>	<i>74.3%</i>	<i>221,463</i>	<i>49.2%</i>
Non-tenure Track	172,292	42.6%	2,348	6.9%	2,874	25.7%	177,514	39.4%
Graduate Assistant	51,337	12.7%	0	0.0%		0.0%	51,337	11.4%
All Faculty	404,895	100.0%	34,225	100.0%	11,195	100.0%	450,314	100.0%

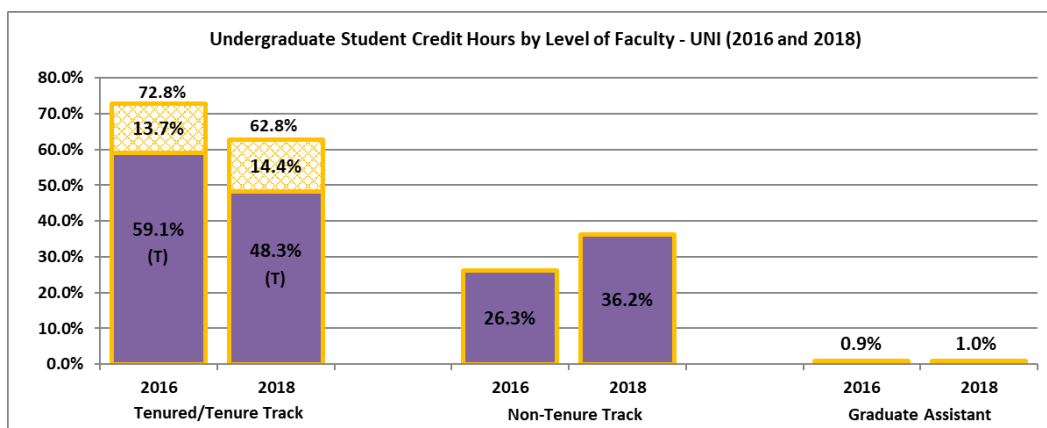
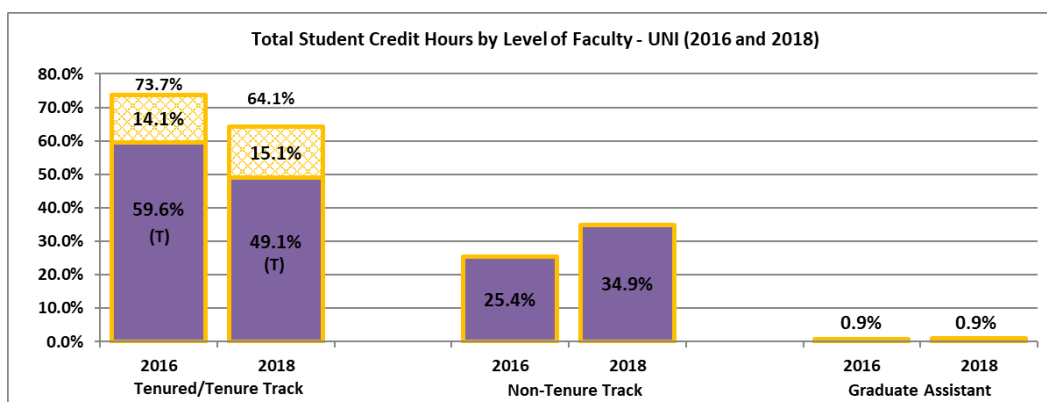


At UNI, 64.1% of all SCH and 62.8% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2018. This represents a decrease of 9.6 (total) and 10.0 (undergraduate) percentage points as compared to fall 2016. Non-tenure track faculty taught 34.9% of total SCH and 36.2% of undergraduate SCH in fall 2018, an increase of 9.5 and 10.0 percentage points, respectively, as compared to fall 2016. Graduate assistants taught 0.9% of total SCH and 1.0% of undergraduate SCH in fall 2018, essentially unchanged from fall 2016.

The percentage of credit hours taught by tenured and tenure-track faculty at UNI decreased in 2018 due to lower than expected enrollment. This percentage is expected to rebound in the coming years as a result of the university's efforts to increase total enrollment.

Table 6. Fall 2018 Student Credit Hours by Course Level and Faculty Category, UNI

UNI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	63,780	48.3%	5,649	59.1%	0	0	69,429	49.1%
Tenure Track	19,049	14.4%	2,280	23.9%	0	0	21,329	15.1%
<i>(T/TT Subtotal)</i>	<i>82,829</i>	<i>62.8%</i>	<i>7,929</i>	<i>83.0%</i>	<i>0</i>	<i>0</i>	<i>90,758</i>	<i>64.1%</i>
Non-tenure Track	47,810	36.2%	1,629	17.0%	0	0	49,439	34.9%
Graduate Assistant	1,300	1.0%	0	0.0%	0	0	1,300	0.9%
All Faculty	131,939	100.0%	9,558	100.0%	0	0	141,497	100.0%



5. How do we know faculty are doing a good job?

Regent institutions have rigorous accountability procedures in place to evaluate the work performance of each faculty member. Though the procedures vary somewhat across the institutions, all are designed to monitor job performance against agreed-to standards and to provide constructive feedback and assistance to the few faculty members who fall short in one or more areas of their work. Evaluation of faculty and efforts to promote faculty vitality at all three universities are reported annually to the Board of Regents in greater detail in the [annual governance report on faculty tenure](#).

a. Annual Review

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

b. Promotion & Tenure Review

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

c. Post-Tenure Review

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

d. Other

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

SUI’s faculty review policies and procedures are codified in [Section III-10](#) of the *Operations Manual*, in the [Procedures for Promotion and Tenure Decision Making](#), and in college- and department-specific guidelines established according to university policy. ISU’s faculty evaluation and review policies are detailed in Section 5 of the [Faculty Handbook](#). At UNI, evaluation policies are specified in the [Faculty Handbook](#) in Chapter 3, along with an evaluation planning processes documented in the handbook.