

Contact: Rachel Boon

FACULTY ACTIVITIES REPORT

Action Requested: Receive the Faculty Activities Report.

Executive Summary: Information on faculty activities and time allocation are gathered in the Faculty Activity survey, which is administered in odd-numbered years. This year, it was revised slightly in recognition of the impact of the pandemic. Overall, the survey results clearly illustrate the breadth and variety of faculty activities; they highlight some of the differences in emphasis between the universities. 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.

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 55.2 hours per week, non-tenure track faculty 50.0 hours, clinical track faculty 54.0 hours, and research track faculty 50.0 hours. At ISU, tenured and tenure track faculty members report working 54.1 hours per week, non-tenure track faculty 50.1 hours, and clinical track faculty 50.5 hours. At UNI, tenured and tenure track faculty members report working 51.5 hours per week and non-tenure track faculty 44.1 hours.

The average weekly hours worked by faculty remains quite consistent over time. Faculty commit significant time and professional effort to their university roles.

	Average Weekly Hours Worked (weighted avg)			
	2020-21	2018-19	2016-17	2014-15
University of Iowa	54.16	54.99	56.02	56.17
Iowa State University	53.33	53.88	54.92	55.69
University of Northern Iowa	50.73	49.74	53.01	51.58
Regent-wide	53.43	53.79	55.20	55.24

Biennial Faculty Activities Report

to the Board of Regents, State of Iowa

November 2021



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BIENNIAL FACULTY ACTIVITIES REPORT

1. Faculty Responsibilities and Expectations Across the Regent Universities

Faculty activities both define the nature of 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 in higher education opportunities 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 more than 160 undergraduate and graduate programs, including those that prepare teachers, educational leaders, business and corporate employees, and leaders in all fields for service in Iowa and beyond.

2. Faculty Contributions to Students, Universities, State and Society

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, this report reflects faculty activity as reported in discrete categories. All of these activities are integrated into the greater whole of “learning, discovery, and engagement” in service to students and society.

Today’s faculty activities often reflect the interlinked concepts in the university mission and serve society by providing the best higher learning experiences for students, by conducting leading-edge discovery work that informs their teaching, and by engaging with the public in service to the state’s citizens and the public as a whole.

3. Distribution of Faculty Activities by Category

It is important to note the comprehensive nature of faculty workload. Responsibilities will differ according to discipline, departmental needs and individual strengths. The data 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 in-person, hybrid, 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.

Information on faculty activities and time allocation are gathered in the Faculty Activity survey, which is administered in odd-numbered years. This year, it was revised slightly in recognition of the impact of the pandemic. A category was added under Student Instruction for “hybrid” teaching, preparation, and grading/evaluation; and the wording of some items was changed to ensure they were inclusive of online activity (*e.g.*, rather than asking about faculty members’ “attendance” at conferences, seminars, etc., the survey asks about “participation” in those events).

a. 2021 data collection process

The universities administered the survey over 8 weeks in spring 2021. Surveys were e-mailed to all full-time faculty members, with one-eighth randomly selected to receive the survey in each of 8 weeks over the semester. 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.

- During the first week of classes, faculty members received an e-mail from their Faculty Senate President alerting them that the faculty activity study would be conducted over the course of the semester.
- Five days before they were to start the survey, faculty members received an e-mail—jointly signed by the three provosts and three Faculty Senate presidents—asking them to participate and providing directions and a link to the survey.
- At SUI, one day before faculty members were to start the survey they received a reminder e-mail from the institution’s Faculty Senate president and provost.
- At ISU and UNI, on the day faculty members were to start the survey they received the e-mail from the Faculty Senate presidents and provosts.
- In the week after the survey period ended and again at two points in time later in the semester, faculty who had not yet responded received a reminder urging them to complete and submit the survey.
- At ISU, after 24 days, staff attempted to contact non-responders by telephone. One final reminder was sent to those faculty members who had not yet responded near the end of the semester.

Table 1. Faculty Activity Study Communication Timeline

				Description	Communication From
Jan. 27 (all groups)	SUI	ISU	UNI	E-mail to all eligible faculty members, to alert them that the survey will be conducted during spring semester (communication A)	Faculty Senate President
Day -5 Grp 1: 2/3	SUI		UNI	E-mail (with survey link) to week's sampled faculty members telling them their week starts the following Monday (communication B)	Faculty Senate Presidents and Provosts
Day -1 Grp 1: 2/7	SUI			E-mail (with survey link) to week's sampled faculty members reminding them their week starts the next day (communication C)	Faculty Senate President and Provost
Day 1 Grp 1: 2/8		ISU	UNI	E-mail (with survey link) to week's sampled faculty members telling them their week starts that day (communication B)	Faculty Senate Presidents and Provosts
Day 8 Grp 1: 2/15	SUI			E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication D)	Faculty Senate President (SUI), Project Manager (ISU/UNI)
Day 10 Grp 1: 2/17		ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication D)	Faculty Senate President (SUI), Project Manager (ISU/UNI)
Day 16 Grp 1: 2/23	SUI	ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication E)	AP Faculty (SUI), Project Manager (ISU/UNI)
Day 24 + or - Grp 1: 3/3	SUI		UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication E)	AP Faculty (SUI), Project staff (UNI)
Day 24 + or - Grp 1: 3/3		ISU		Phone call (ISU) to non-respondents reminding them to complete their survey	Project staff
May 13		ISU		E-mail reminder (with survey link) to non-responders asking them to complete the survey (communication E) letting them know survey would close in one week.	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 1,582 SUI faculty members, 1,178 ISU faculty members, and 386 UNI faculty members.

Response rates varied from 75% at SUI, to 86% at UNI to 87% at ISU. These rates are well above industry norms for e-mail surveys and give confidence that the results of the time study are valid.

Table 2. Data Collection Summary

	SUI	ISU	UNI
Surveys sent	2,430	1,452	499
Surveys returned	1,812	1,264	430
Response rate	74.6%	87.1%	86.2%
Responses removed because respondent was ill or on vacation for all or part of the week	200	77	31
Responses removed because incomplete or because of irregularities in the data	30	9	13
Total respondents included in the analyses	1,582	1,178	386

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 2.26, meaning that tenured and tenure-track faculty members at SUI reported spending an average of approximately 2 ¼ hours per week on classroom teaching, preparation, and grading/evaluation. The next row shows that this group of faculty reported an average of about 7 hours spent on online 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 between the universities. 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 at the three institutions report spending, per week, on instruction-related activities. Tenured and tenure track faculty members report spending approximately 21 to 32 hours per week on these activities (20.5 hours at SUI, 23.4 hours at ISU, and 32.4 hours at UNI). Traditional classroom, online, and hybrid teaching, preparation, and grading represent about half of the time that these faculty members dedicate to teaching-related activities. At all three institutions, tenured and tenure track faculty members 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 (33 to 37 hours per week), in alignment with the employment expectations of full-time teaching faculty members who do not have significant research or service responsibilities.

Clinical track faculty members at SUI and at ISU devote between 11 and 16 hours per week to student instruction, while research track faculty members at SUI spend almost 5 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 of 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 21 to 22 hours per week on these activities. At UNI, where more emphasis is placed on instruction, tenured and tenure track faculty report spending an average of nearly 10 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 (5.8 hours at SUI, 6.6 at ISU, and 3.5 at UNI). While these faculty members may have research interests that occupy some of their time, their primary responsibility is usually instruction.

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

	Tenured & Tenure Track			Non-Tenure Track			Clinical Track		Research Track	DEOs/Chairs		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	SUI	SUI	ISU	UNI
Student Instruction												
Classroom teaching, preparation, grading/evaluation	2.26	3.60	11.59	4.14	8.49	9.95	1.17	3.08	0.06	1.64	2.09	5.49
Online teaching, preparation, grading/evaluation	7.42	7.34	7.33	15.14	11.61	8.73	1.84	0.48	0.59	4.98	2.23	2.90
Hybrid (partially in-person, partially online) teaching, preparation, grading/evaluation	0.77	2.03	2.80	2.30	3.84	3.18	0.27	0.15	0.00	1.03	0.09	1.14
Clinical teaching, preparation, grading/evaluation	0.50	0.30	0.69	0.53	0.32	1.17	4.40	6.14	0.00	0.38	0.19	0.04
Non-classroom teaching and instruction (independent studies, thesis work, internships, student productions)	1.55	1.03	1.09	0.83	0.86	0.55	0.34	0.23	0.60	1.02	0.70	0.27
Mentoring student research	2.76	3.33	0.79	0.37	0.75	0.27	0.39	0.05	2.51	2.21	1.52	0.47
Communicating with students outside the classroom (in person, by telephone or videoconference, by email, etc.)	2.09	2.16	3.65	4.91	4.91	5.49	0.99	0.77	0.29	1.64	1.25	2.13
Developing new courses, updating existing courses	1.53	1.82	2.48	3.55	3.99	2.36	0.91	3.71	0.15	0.65	0.77	0.57
Student advising: helping students—in person, via videoconference, via email, etc.—with academic and career questions, writing letters of recommendation, participating in student orientations and training events, etc.	1.63	1.79	1.96	2.14	1.98	1.69	0.92	1.31	0.70	1.71	0.83	1.76
Student Instruction: Total Average Hours	20.52	23.40	32.38	33.91	36.75	33.39	11.23	15.92	4.90	15.26	9.67	14.77
Scholarship/Research/Creative Work												
Sponsored (grant-supported) scholarship/research/creative work	8.04	7.05	1.44	1.11	1.55	0.20	1.64	2.58	22.73	5.47	2.75	0.32
Non-sponsored (non-grant supported) scholarship/research/creative work	7.57	6.96	5.55	2.13	2.47	1.74	1.95	0.58	4.54	5.09	3.47	3.98
Participating in conferences, seminars, workshops, etc., related to your scholarship/research/creative work	1.30	0.89	0.44	0.60	0.37	0.33	1.00	1.05	1.84	1.45	0.67	0.27
Writing/preparing grants	2.86	3.72	0.55	0.80	1.23	0.00	0.55	1.00	6.11	1.35	1.51	0.75
Keeping up to date with disciplinary research and activities	2.55	2.38	1.89	1.13	1.01	1.19	1.11	1.40	4.05	1.70	1.01	1.46
Scholarship/Research/Creative Work: Total Average Hours	22.33	21.00	9.87	5.77	6.63	3.46	6.25	6.61	39.26	15.06	9.41	6.78
Clinical Work												
Delivering clinical services	2.26	0.57	0.12	2.06	0.06	0.61	22.28	14.10	0.69	1.66	0.44	0.00
Working on administrative tasks related to clinical work	0.78	0.09	0.14	0.42	0.08	0.63	6.58	2.70	0.26	0.73	0.18	0.27
Clinical Work: Total Average Hours	3.04	0.66	0.26	2.48	0.14	1.24	28.86	16.80	0.94	2.39	0.62	0.27
Community Engagement, Outreach, or Extension												
Working on public or private partnership projects	0.29	0.39	0.61	0.54	0.50	0.93	0.32	0.31	0.40	0.31	0.88	0.39
Delivering (all modalities) presentations, workshops, seminars, performances, exhibits, webinars, etc.	0.32	0.25	0.22	0.10	0.24	0.36	0.16	0.45	0.50	0.30	0.09	0.13
Providing technical assistance	0.09	0.16	0.09	0.10	0.06	0.12	0.09	0.25	0.61	0.07	0.30	0.20
Preparing, presenting and evaluating programming for stakeholders	0.15	0.24	0.19	0.06	0.06	0.13	0.11	1.00	0.21	0.40	0.57	0.57
Consulting (in person, by telephone, by email, via videoconference, etc.)	0.22	0.24	0.25	0.40	0.26	0.66	0.41	1.19	0.25	0.51	0.17	0.39
Developing new programs, updating existing programs (presentations, publications, etc.)	0.35	0.36	0.25	0.53	0.25	0.29	0.51	0.97	0.09	0.48	0.25	0.22
Community Engagement, Outreach, or Extension: Total Average Hours	1.41	1.64	1.61	1.74	1.37	2.49	1.60	4.17	2.06	2.05	2.26	1.90
Professional Development												
Participating in professional development activities for teaching, research, clinical work, or community engagement, outreach or extension (workshops, conferences, online seminars, etc.).	0.95	0.80	0.96	1.54	1.01	1.07	1.87	1.78	1.14	1.02	0.80	0.81
Professional Development: Total Average Hours	0.95	0.80	0.96	1.54	1.01	1.07	1.87	1.78	1.14	1.02	0.80	0.81
Administration/Service												
Serving the institution (department, college, university committees and meetings, task forces, faculty governance, etc.)	3.61	3.67	4.41	2.84	2.73	1.31	2.30	1.83	0.57	12.05	14.41	15.95
Serving the profession (such as serving on editorial board, etc.)	1.98	1.59	0.64	0.37	0.40	0.79	0.69	0.60	0.71	1.60	1.62	0.78
Administering centers/institutes, department/college/university programs, research operations	0.95	0.94	1.00	0.75	0.49	0.15	0.83	2.58	0.23	7.00	14.30	11.26
Mentoring faculty	0.32	0.24	0.15	0.31	0.08	0.13	0.28	0.20	0.15	1.88	2.56	1.59
Assisting student organizations	0.09	0.17	0.21	0.28	0.51	0.16	0.10	0.03	0.07	0.15	0.10	0.21
Administration/Service: Total Average Hours	6.95	6.61	6.41	4.54	4.21	2.54	4.19	5.24	1.74	22.69	32.99	29.79
TOTAL AVG HOURS	55.21	54.11	51.49	49.98	50.11	44.19	53.99	50.52	50.05	58.47	55.75	54.32
MEDIAN HOURS	53.00	53.00	49.74	48.00	49.00	44.00	51.00	48.45	47.00	56.50	53.00	53.36
COUNT of responders	864	884	307	249	230	51	371	20	27	71	44	28

Clinical track faculty members at SUI and ISU report spending 6.3 hours and 6.6 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 (39.3 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 that 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 28.9 hours and 16.8 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 1.4 and 4.2 hours per week on these activities. ISU faculty members, many of whom have a formal Extension appointment, may 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 also is one of the universities' most visible and important forms of public engagement.

v. Professional Development

The section on professional development indicates that faculty members report spending about an hour a week on professional development activities. The primary exceptions are clinical track faculty members at SUI and ISU, who report spending almost two hours per week on these activities. A major reason for this distinction is that the professional requirements of many clinical positions require significant continuing education.

vi. Administration and Service

The section on administration and 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 between six and seven hours per week on these activities, while non-tenure track faculty members spend three to five hours per week. Clinical track faculty members at SUI and at ISU spend four to five hours per week on these activities.

Results indicate that the majority of administration and service activities are in service to the 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 in the table 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 on 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 23 hours at SUI, 30 at UNI, and 33 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 15 hours per week on teaching activities, and another 15 hours on research activities. At ISU, chairs report spending about 10 hours per week on teaching activities and about 9 on research. At UNI, heads spend about 15 hours on teaching and almost seven on research. In total, DEOs/chairs/heads report working from 54 to 58 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 55.2 hours per week, non-tenure track faculty 50.0 hours, clinical track faculty 54.0 hours, and research track faculty 50.0 hours. At ISU, tenured and tenure track faculty members report working 54.1 hours per week, non-tenure track faculty 50.1 hours, and clinical track faculty 50.5 hours. At UNI, tenured and tenure track faculty members report working 51.5 hours per week and non-tenure track faculty 44.1 hours.

ix. Impact of the pandemic on faculty activity

Overall, faculty average hours worked did not change significantly from previous surveys. However, the ways in which faculty spent their time did shift in some noticeable ways. As shown in Table 4, the most significant difference was a shift from face-to-face classroom teaching to online and hybrid teaching. As compared to 2019, in 2021 the weekly average hours spent by tenure track faculty on classroom teaching, preparation, and grading/evaluation decreased by 7.0 hours at SUI, 7.2 hours at ISU, and 5.9 hours at UNI, while average reported hours spent on online and hybrid teaching together increased by 7.5 hours at SUI and ISU and by 8.5 hours at UNI. The shift for non-tenure track faculty was even greater, with average hours spent on online and hybrid teaching increasing by 15.1 hours at SUI, 13.2 hours at ISU, and 10.4 hours at UNI.

Other changes that may be related to the pandemic include:

- As compared to 2019, tenure track faculty across the institutions report spending more time on the category of student instruction (0.2 more hours at SUI, 1.3 more hours at ISU, 2.9 hours more at UNI) and less time on the category of scholarship, research, and creative work (0.6 fewer hours at ISU, 1.2 fewer hours at SUI, 1.8 fewer hours at UNI).
- All categories of faculty across the institutions report spending slightly less time (up to one hour less, depending on faculty category) supervising independent studies, thesis work, internships, student productions, etc.
- Tenure track and non-tenure track faculty across the institutions report spending slightly more time (up to one hour more, depending on faculty category) developing new courses and/or updating existing courses.
- Most categories of faculty across the institutions (excluding non-tenure track faculty at UNI) report spending less time participating in conferences, seminars, workshops, etc. related to their scholarship, research or creative work (up to one fewer hour, except for research track faculty at SUI, who reported a decrease of 2.5 hours as compared to 2019).
- Overall, most categories of faculty across the institutions reported spending slightly less time on the category of community engagement, although non-tenure track faculty at UNI and clinical track faculty at ISU reported increased time spent on that category.

Table 4. Pandemic Impacts: Online and Hybrid Teaching

	2019			2021			Difference		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
	Tenured & Tenure Track								
Classroom teaching, preparation, grading/evaluation	9.2	10.8	17.5	2.3	3.6	11.6	-7.0	-7.2	-5.9
Online teaching, preparation, grading/evaluation	0.7	1.0	1.6	7.4	7.3	7.3	6.8	6.4	5.7
Hybrid (partially in-person, partially online) teaching, preparation, grading/evaluation				0.8	2.0	2.8	0.8	2.0	2.8
Online + Hybrid	0.7	1.0	1.6	8.2	9.4	10.1	7.5	8.4	8.5
	Non-Tenure Track								
Classroom teaching, preparation, grading/evaluation	20.4	21.0	18.2	4.1	8.5	10.0	-16.3	-12.5	-8.2
Online teaching, preparation, grading/evaluation	2.3	2.3	1.5	15.1	11.6	8.7	12.8	9.3	7.2
Hybrid (partially in-person, partially online) teaching, preparation, grading/evaluation				2.3	3.8	3.2	2.3	3.8	3.2
Online + Hybrid	2.3	2.3	1.5	17.4	15.5	11.9	15.1	13.2	10.4

4. Distribution of Credit Hours by Instructor Type

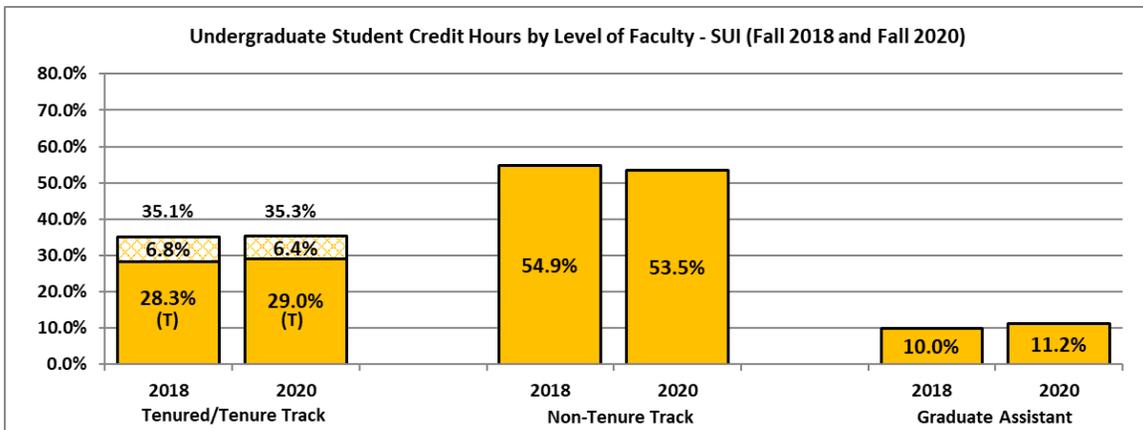
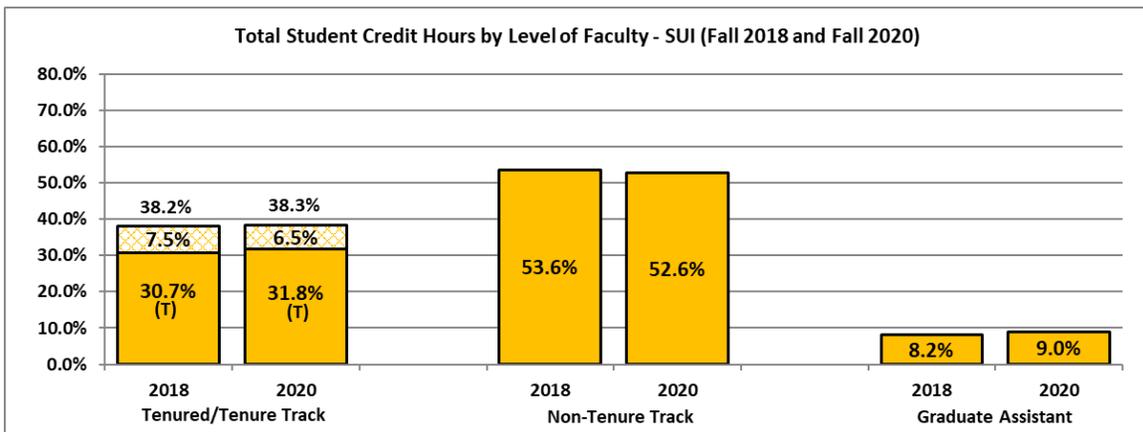
The tables and charts below show the number and percentage of undergraduate, graduate, professional and total student credit hours (SCH) taught by tenured and tenure track faculty, non-tenure track faculty and graduate assistants at the Regent universities. All data are from fall 2020.

At SUI, 38.3% of all SCH and 35.3% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2020. This represents an increase of 0.1 (total) and 0.2 (undergraduate) percentage points as compared to fall 2018. Non-tenure track faculty taught 52.6% of total SCH and 53.5% of undergraduate SCH in fall 2020, a decrease of 1.0 (total) and 1.4 (undergraduate) percentage points as compared to fall 2018. Graduate assistants taught 9.0% of total SCH and 11.2% of undergraduate SCH in fall 2020, an increase of 0.9 (total) and 1.2 (undergraduate) percentage points as compared to fall 2018.

The changes from fall 2018 to fall 2020 continue the trend of the last several years, and mirror changes at similar institutions across the country. Association of American Universities (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 41.3% in FY 2018). These trends reflect changes in faculty appointments at many universities, with tenure track faculty representing a decreasing percentage and non-tenure track faculty an increasing percentage of total faculty FTE. At SUI in fall 2020, non-tenure track faculty (including clinical track as well as instructional track faculty) represented 41.1% of faculty FTE in instruction-related fund groups, compared to 21.0% in fall 2000.

Table 5. Fall 2020 Student Credit Hours by Course Level and Faculty Category, SUI

SUI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	94,372	29.0%	16,151	50.2%	17,935	39.3%	128,458	31.8%
Probationary	20,693	6.4%	3,675	11.4%	1,759	3.9%	26,127	6.5%
<i>(T/TT Subtotal)</i>	<i>115,065</i>	<i>35.3%</i>	<i>19,826</i>	<i>61.6%</i>	<i>19,694</i>	<i>43.2%</i>	<i>154,585</i>	<i>38.3%</i>
Non-tenure Track	174,227	53.5%	12,196	37.9%	25,944	56.8%	212,367	52.6%
Graduate Assistant	36,330	11.2%	173	0.5%	0	0.0%	36,503	9.0%
All Faculty	325,622	100.0%	32,195	100.0%	45,638	100.0%	403,455	100.0%



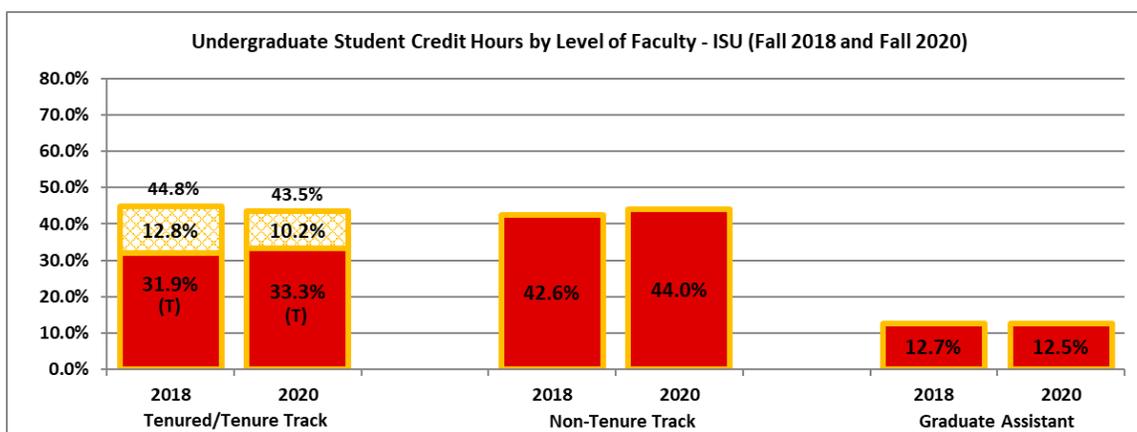
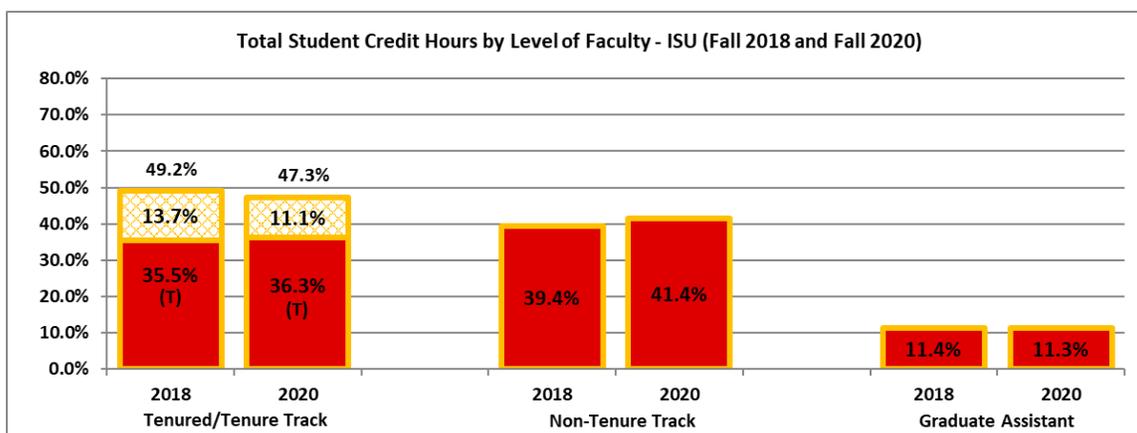
At ISU, 47.3% of all SCH and 43.5% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2020. This represents a decrease of 1.8 (total) and 1.3 (undergraduate) percentage points from fall 2018. Non-tenure track faculty taught 41.4% of total SCH and 44.0% of undergraduate SCH in fall 2020, an increase of 2.0 (total) and 1.4 (undergraduate) percentage points as compared to fall 2018. Graduate assistants taught 11.3% of total SCH and 12.5% of undergraduate SCH in fall 2020, which closely aligns with data from fall 2018.

The increase in the total teaching carried out by non-tenure track faculty from fall 2018 to fall 2020 reflects the changing profile of faculty appointments at universities across the nation, and is also sensitive to changes in enrollment. ISU will always rely upon a mix of excellent tenured, tenure-track and non-tenure track faculty. In fall 2019, Carnegie Very High Research institutions reported an average of 49.8% of instructional faculty being

tenured or tenure track and 50.2% being non-tenure track (per IPEDS data excluding medical schools from National Center for Education Statistics). At ISU, 68.5% of instructional faculty were tenured or tenure track and 31.5% were non-tenure-track.

Table 6. Fall 2020 Student Credit Hours by Course Level and Faculty Category, ISU

ISU	Undergraduate		Graduate		Professional		Total	
	SCH	Pct		Pct	SCH	Pct	SCH	Pct
Tenured	120,759	33.3%	19,808	65.7%	5,458	52.3%	146,025	36.3%
Probationary	36,772	10.2%	6,071	20.1%	1,783	17.1%	44,626	11.1%
<i>(T/TT Subtotal)</i>	<i>157,531</i>	<i>43.5%</i>	<i>25,879</i>	<i>85.8%</i>	<i>7,241</i>	<i>69.4%</i>	<i>190,651</i>	<i>47.3%</i>
Non-tenure Track	159,231	44.0%	4,279	14.2%	3,167	30.4%	166,677	41.4%
Graduate Assistant	45,435	12.5%		0.0%	22.4	0.2%	45,457	11.3%
All Faculty	362,197	100.0%	30,158	100.0%	10,430	100.0%	402,785	100.0%

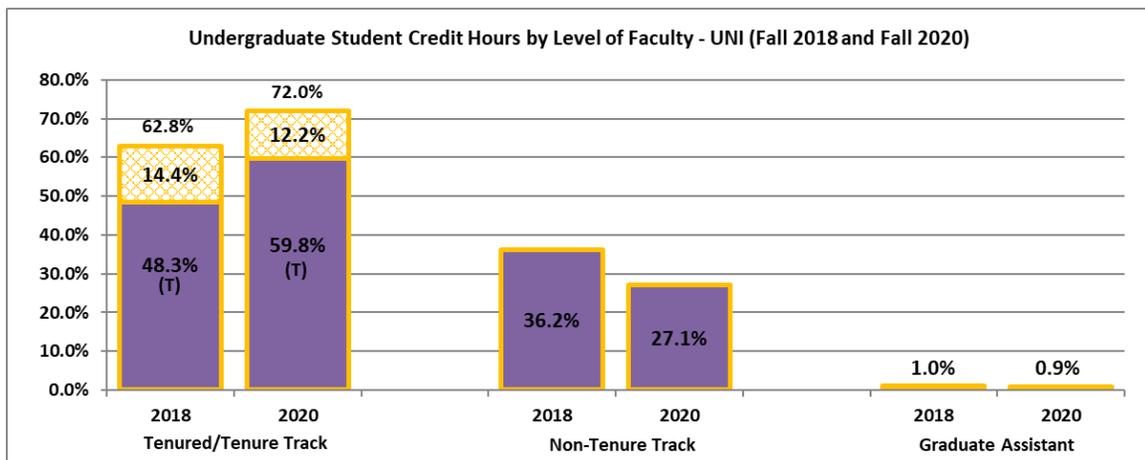
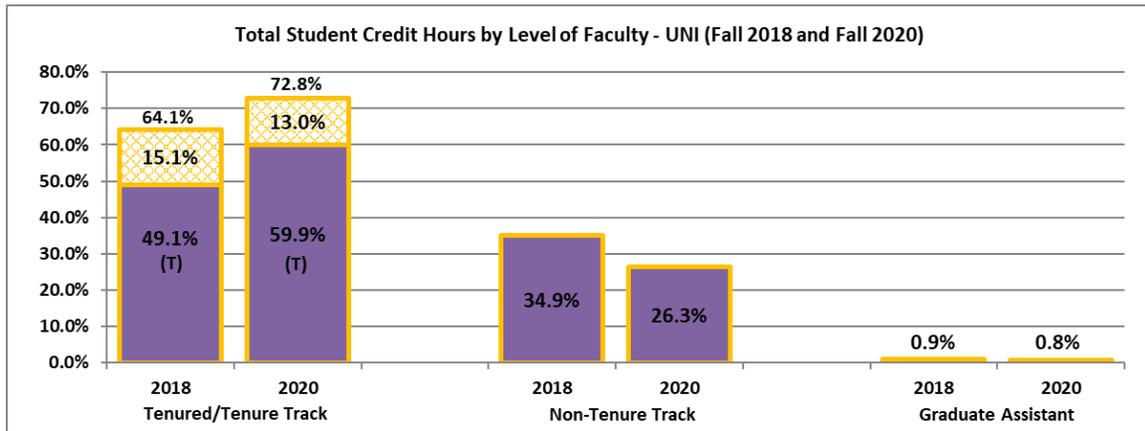


At UNI, 72.8% of all SCH and 72.0% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2020. This represents an increase of 8.7 (total) and 9.3 (undergraduate) percentage points as compared to fall 2018. Non-tenure track faculty taught 26.3% of total SCH and 27.1% of undergraduate SCH in fall 2020, a decrease of 8.6 and 9.2 percentage points, respectively, as compared to fall 2018. Graduate assistants taught 0.8% of total SCH and 0.9% of undergraduate SCH in fall 2020, which closely aligns with data from fall 2018.

The percentage of credit hours taught by tenured and tenure-track faculty at UNI increased in 2020 when compared to 2018. This is a direct reflection of UNI's commitment to a high quality educational experience for all students.

Table 7. Fall 2020 Student Credit Hours by Course Level and Faculty Category, UNI

UNI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	67,502	59.8%	4,593	60.4%	0	0.0%	72,095	59.9%
Probationary	13,769	12.2%	1,841	24.2%	0	0.0%	15,610	13.0%
<i>(T/TT Subtotal)</i>	<i>81,271</i>	<i>72.0%</i>	<i>6,434</i>	<i>84.6%</i>	<i>0</i>	<i>0.0%</i>	<i>87,705</i>	<i>72.8%</i>
Non-tenure Track	30,547	27.1%	1,168	15.4%	0	0.0%	31,715	26.3%
Graduate Assistant	1,004	0.9%	0	0.0%	0	0.0%	1,004	0.8%
All Faculty	112,822	100.0%	7,602	100.0%	0	0.0%	120,424	100.0%



5. Faculty Evaluation and Review Policies

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](#). 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.

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 with peers in their discipline nationally and internationally in a range of ways, including, 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.