Faculty Productivity in Perspective

Nangai Yang
Thulasi Kumar
Missouri University of Science & Technology

Patricia Hart
University of Northern Iowa

MidAIR, Kansas City, Missouri
November 9-11, 2011
Calls for Accountability

- Retention rates – 1st year, 2nd year, and 3rd year
- Graduation rates – 4-year, 6-year and 8-year
- Transfer graduation rates
- Gainful employment

- Linking state appropriations to performance indicators
Calls for Transparency

- Net price
- Faculty salaries
- Student credit hours per faculty
- Student learning (accountability)

❖ Is college education worth the price?
Why the Demand

- Tuition increasing at a higher rate than CPI
- Dwindling and competing state resources
- Frustration with the lack of evidence of performance improvement or impact by higher education
- Faculty viewed as key players in the performance of higher institutions

Source: An Agenda for Reshaping Faculty Productivity, Richard Heydinger and Hasan Simsek, 1992
Evolution of the Faculty Role

• The Clergy Model (1800’s)
• The Professional Model (Early 1900’s)
• The Research Model (Mid 1950’s)
• 2000’s?

Source: An Agenda for Reshaping Faculty Productivity, Richard Heydinger and Hasan Simsek, 1992
Factors Impacting Faculty Productivity

• Historical – deeply ingrained assumptions and generalizations
• Societal – often invisible external interventions, information age
• Higher education industry – actions and policies of other institutions and peers
• Institution specific – socio-political-economic environment of the particular institution

Source: An Agenda for Reshaping Faculty Productivity, Richard Heydinger and Hasan Simsek, 1992
Defining Faculty Productivity

• The institutional view of faculty productivity
  – publication and grant funding
• The general public and legislators view of faculty productivity
  – more students and more courses taught

Defining Faculty Productivity (Cont’d)

The professoriate should be evaluated in three areas:

• research productivity
• instructional productivity, and
• service productivity

Measuring Faculty Work

- Student credit hours taught per faculty
- Research and scholarship measurement
  - Journal articles
  - Citations
  - Number of text books
  - Grants/contracts

Source: Faculty Productivity and Costs at The University of Texas at Austin – A Preliminary Analysis, Richard Vedder, Christopher Matgouranis & Jonathan Robe, 2011
Faculty Research Productivity: Institutional and Personal Determinants of Faculty Publications, Charles L. Betsey, 2007
Measuring Faculty Work (Cont’d)
The Delaware Study

• The Delaware Study is intended for use as a management tool for academic administrators to assess the well-being of their respective academic departments and programs.
• It primarily asks the question of “Who is teaching what to whom, and at what cost?” at the disciplinary level measuring instructional activity in terms of student credit hours and number of class sections.
• In recent years, the study is expanded to include data on out-of-classroom faculty activity, such as publications, presentations, grants, course development, committee work, and academic advising.

Source: A Data Centered Approach to Managing Costs and Productivity, Michael F. Middaugh, date unknown
Case of Northern Iowa
State Board of Regents Directives

• Individualized missions for three state universities to each provide a unique educational opportunity in the state. (As described in section 6.04 of the Policy Manual of the Board of Regents, State of Iowa,) Primary mission of the University of Northern Iowa is to “provide high-quality undergraduate programs founded on a strong liberal arts curriculum and selected graduate programs that meet the educational career needs of the students it serves.”

Source: University of Northern Iowa Annual Governance Report on Faculty Activities 2011
Case of Northern Iowa  
State Board of Regents Directives (Cont’d)  

• Consistent with its historic purpose, emphasis is placed on preparation of teachers and educational leaders for pre-K - 12 systems throughout Iowa and around the world. In addition, the University is expected to serve the ongoing needs of communities throughout Iowa by providing opportunities for students, faculty and staff to provide services to Iowa communities as part of academic, co-curricular, and extracurricular activities.

Source: University of Northern Iowa Annual Governance Report on Faculty Activities 2011
Case of Northern Iowa
State Board of Regents Directives (Cont’d)

• Thus the "standard portfolio" for tenured and tenure-track faculty emphasizes strong teaching supported and enriched by research/scholarship and service to the university, local, state and global communities.

Source: University of Northern Iowa Annual Governance Report on Faculty Activities 2011
Questions in the Survey

• What do Faculty do?
• How many hours per week do faculty work?
• Who is actually teaching the students?
• Are tenured faculty teaching undergraduate students?
• How much time do faculty spend teaching students relative to doing research?
• Why do universities engage in activities besides teaching?
• How do we know our universities are doing a good job?
• How do we know individual faculty members are doing a good job?

Source: University of Northern Iowa Annual Governance Report on Faculty Activities 2011
What do faculty do?
Faculty Allocation of Time (%)
What do faculty do? (Cont’d)
Faculty Allocation of Time (%)
How many hours per week do faculty work?

- **2002-2003**
  - Non-Tenure Track: 45.8
  - Tenure-Track: 53
  - Tenured: 57.5

- **2004-2005**
  - Non-Tenure Track: 49.1
  - Tenure-Track: 54
  - Tenured: 54.5

- **2006-2007**
  - Non-Tenure Track: 50.4
  - Tenure-Track: 54.9
  - Tenured: 55.6

- **2008-2009**
  - Non-Tenure Track: 46.9
  - Tenure-Track: 54.9
  - Tenured: 54.1

- **2010-2011**
  - Non-Tenure Track: 51.9
  - Tenure-Track: 52.2
  - Tenured: 54
Who is actually teaching the students?
(By % of FTE students)
Who is actually teaching the students? (Cont’d)
(By % of FTE students)
Are tenured faculty teaching undergraduate students?
(By % of student credit hours)

- Tenured %
- Tenure-Track %

Years:
- 2002-2003
- 2004-2005
- 2006-2007
- 2008-2009
- 2010-2011
How much time do faculty spend teaching students relative to doing research?

![Bar chart showing the percentage of time spent teaching and research by faculty members in different years and academic tracks.](chart.png)
How much time do faculty spend teaching students relative to doing research? (Cont’d)
Why do universities engage in activities besides teaching?

- The teacher-scholar model - teaching is informed, improved and enlivened by engagement in research and creative work, and research advances knowledge in the faculty member’s disciplinary field.
- Scholarly work includes the scholarship of discovering new knowledge, the scholarship of teaching and learning, the integration of knowledge and application of knowledge, often in community settings.
- Student engagement in learning is enhanced by bringing new knowledge and contemporary problem-solving experiences to the classroom and by taking classroom learning into the laboratory or field.
- The teacher-scholar model advances UNI’s primary mission focus on exemplary undergraduate education and the development of lifelong learners.

Source: University of Northern Iowa Annual Governance Report on Faculty Activities 2011
How do we know our universities are doing a good job?

- The University is currently developing indicators to measure its progress toward achieving the goals adopted as part of the new strategic plan for 2010-2015.
- Assessing progress towards the goals established by the Board of Regents in its Strategic Plan, including six-year graduation rates, diversity of student body, economic development, and external funding received.
- Measures of success include accomplishments by our faculty, staff, students, and alumni as well as recognitions received by our academic programs, colleges, and the university as a whole.

Source: University of Northern Iowa Annual Governance Report on Faculty Activities 2011
How do we know individual faculty members are doing a good job?

• Rigorous individual performance review, both within the University and externally, as they compete to have their work published, to present their work at regional, national and international conferences, to obtain grants and contracts to support their research, scholarly and creative work and to form and maintain partnerships with community entities.
• Tenure track faculty are evaluated annually by a departmental committee of peers, their department head, dean and the provost as well as students including peers making professional observations.
• Both tenured and full-time term faculty receive annual evaluations by their department heads for purposes of awarding merit pay.
• Tenured faculty wishing to advance to the rank of professor must undergo an evaluation process similar to the tenure review; their work is also evaluated by peer experts outside the university.
• UNI currently uses a “triggered” approach to post-tenure review of tenured faculty, in which a department head, dean or the provost may initiate a rigorous, thorough review if concerns are raised about a faculty member’s performance in teaching, research/creative work and service.

Source: University of Northern Iowa Annual Governance Report on Faculty Activities 2011
Summary

• Historical and societal forces continue to be major factors impacting what faculty do.

• Today’s faculty is being pulled by both the urgent need for doing more and better research and the increasing demand for accountability with teaching and student learning as their emphasis.

• In the ideal world, a faculty productivity study should help facilitate individual faculty development while promoting a closer tie to the institutional mission and vision.