

# *Report on Results of Faculty Senate Research and Service Questionnaire*

## Methodology

Questionnaire. The data collection method utilized for this project was a self-administered mailback questionnaire. The complete questionnaire is attached as Appendix A. The 96-item questionnaire was developed by the officers of the Faculty Senate (Professors Jonathan Carlson, John Menninger, Ed Wasserman, and Bob Wiley), with input from the Faculty Council and in consultation with Professor Arthur Miller and Lisa Werner of The University of Iowa Social Science Institute.

Distribution. In order to obtain substantive information from faculty members in all ranks in all colleges, the effort was designed as a census rather than a sample survey. Therefore, the questionnaire was distributed to all tenured, tenure-track and salaried clinical faculty at The University of Iowa

Questionnaires were sent to 1,931 faculty members by campus mail on January 15, 1999. A reminder postcard was sent on January 27, 1999. A second mailing of the questionnaire was sent to non-respondents on February 8, 1999 and a second reminder postcard was sent on March 1, 1999. Data collection was closed on March 22, 1999.

Response. 1,131 faculty responded to the questionnaire. Adjusted to account for faculty members who were on leave during the Spring, 1999, who were no longer employed at the University, etc., the response rate was 60%.

## Purpose

The main purpose of the questionnaire was to develop data concerning faculty involvement in research/artistic creation and service. A Faculty Senate questionnaire on teaching, completed in 1997, gathered data on faculty teaching activities and provided a useful picture of the range and extent of the instructional effort by faculty at UI. The Faculty Council and Senate felt that it would be appropriate to undertake a study of faculty involvement in research and service, the other main responsibilities of University faculty members, in an effort to get a clearer picture of the range and extent of faculty efforts to fulfill their obligations in those areas. In addition, strategic planning is increasingly focused on identifying indicators of excellence and on measuring the institution's success in achieving its goals. The questionnaire was designed to be a "first attempt" at trying to measure faculty performance in the areas of research/artistic creation, with a view to gaining experience that might be helpful for future efforts in this regard.

## Findings

1. The least remarkable, but perhaps most important, finding is that faculty at the University of Iowa are heavily (and nearly universally) involved in scholarly research and creative production.

Of the faculty who responded to the questionnaire, 96% reported that they were involved in research and the production of scholarship or other creative work. (*See General Overview.*) The data also describes a faculty highly successful in producing outcomes from scholarly and creative efforts. For example, 61% of the respondents reported that their research was supported by external grants. (*See Chart I.A.*) 86.5% of the respondents had secured publication of their research or scholarship during the past year. (*See Chart I.*) Faculty involved in artistic activities were similarly actively engaged in artistic publication, display or performance. Over 12% of faculty reported receiving national or international awards for their scholarly or artistic efforts over the preceding year. (*Chart I.F.*)

2. A somewhat surprising finding was large number of faculty who reported active involvement in institutional administration and service. Although institutional administration and service is expected of faculty, many faculty regard such service as a distraction from their primary obligations to teaching and research/artistic creation. Nevertheless, the questionnaire suggests a strong faculty commitment to institutional administration and service. Over 50% of the faculty are directly involved in institutional administration at the department, collegiate or university level, in activities ranging from service as a University or collegiate administrator (e.g. the President, the Provost or a collegiate Dean) to less-visible, but no less important, service as a director of a departmental honors program. (*See Charts II. & II.A.*) Apart from administration, faculty must serve on innumerable University, collegiate and departmental committees and in other advisory roles. 85% of faculty reported some involvement in these 'institutional service' activities. (*See Chart II.*)

3. Faculty were also actively involved in service to groups outside the University. Some of this service was in the form of professional practice and is located, in particular, in the College of Medicine, whose faculty are extensively involved in providing medical services to the public through the University Hospitals and Clinics. (*See Chart II. D.*) In addition to professional practice, faculty offer their expertise to external constituencies in a number of other ways. Nearly half the faculty reported rendering service to their professional organizations, in capacities ranging from service on local boards or committees to service as national officers of professional organizations. 29% of the faculty provided consultative services in the area of their expertise to local/state/national governmental bodies, to non-profit organizations or to private business. (*See Chart II.F.*) Nearly 34% of the faculty engaged in some form of outreach to the general public, through talks to school or community groups, news interviews, judging for local organizations, etc. (*See Chart II.G.*)

4. Analysis of the data reveals that some of the categories used to classify faculty work and productivity were too ambiguous to yield useful or reliable data. For example, faculty were asked to report their work in central administration (e.g. as President, Vice President, Provost or Associate Provost of the University). The responses to this question, when compared to the known number of faculty fill central administrative positions, reveal that respondents interpreted the question much more broadly than was intended. Any future effort to collect data on faculty participation in service must attempt to correct this problem, perhaps by asking fewer questions about broader areas of service with clearer explanations of what type of service should be reported in each category.

5. It also seems clear from the study that professional practice responsibilities have a significant impact on the time that faculty in the health care related colleges can devote to research activities. In every non-health care college, faculty devote a higher percentage of their time to research than to service. In the Colleges of Pharmacy, Nursing, Dentistry and Medicine, by contrast, more time is spent in service than in research. (See Figure 1.) To a large extent (although not completely), the higher percentage of time spent in service is explained by the patient care responsibilities of faculty in those colleges. In particular, in the Colleges of Pharmacy, Medicine, and Dentistry, professional practice accounts for the lion's share of time devoted to professional service activities. (See Figure 2.)
6. A more detailed breakdown of the data is presented in the charts which follow. Those charts are organized as follows:

*Overview: Faculty Involvement in Scholarly/Creative Activities and Institutional/Professional Service*

I. Faculty Involvement in Scholarly/Creative Activities: Overview

- A. Faculty Productivity: External Funding
- B. Faculty Productivity: Scholarly Publication
- C. Faculty Productivity: Other Scholarship
- D. Faculty Productivity: Artistic Publication
- E. Faculty Productivity: Artistic Creation (other than publication)
- F. Faculty Productivity: Awards

II. Faculty Involvement in Institutional and Professional Service: Overview

- A. Faculty Involvement in Institutional Administration
- B. Faculty Involvement in Institutional Service
- C. Faculty Involvement in Service to Professional Organizations
- D. Faculty Involvement in Professional Practice
- E. Faculty Involvement in Reviewing the Professional Work of Others
- F. Faculty Involvement in Professional Consulting
- G. Faculty Involvement in Outreach Activities in Area of Professional Expertise

*Figure 1.* Percentage of time devoted to research, professional service and institutional service, by College.

*Figure 2.* Average percentage of time devoted per week to professional service, by College.

# FACULTY INVOLVEMENT IN SCHOLARLY/CREATIVE ACTIVITIES AND INSTITUTIONAL/PROFESSIONAL SERVICE

## OVERVIEW

<u>Type of activity</u>	<u>Percent of respondents engaged in activity</u>
<i>Research</i> and the production of scholarship or other creative work	96%
<i>Institutional administration</i> (service in certain key administrative positions from presidential level to department/division chairs)	31%
<i>Other institutional service</i> (faculty governance activities, University and departmental committees)	85%
<i>Professional service</i> (service in area of expertise to non-University groups, including professional organizations, patients/clients, scholarly journals, government, etc.)	93%

# I. FACULTY INVOLVEMENT IN SCHOLARLY/CREATIVE ACTIVITIES

## *OVERVIEW*

<u>Type of activity</u>	<u>Percent of respondents engaged in activity</u>
External funding proposals made//grants received	71.6%
Scholarly publication	86.5%
Other scholarly presentations	76.5%
Artistic publication	1.8%
Other artistic creation or performance	7.3%
Awards/recognition for scholarly or creative work	12.5%

## A. FACULTY PRODUCTIVITY: EXTERNAL FUNDING

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>	<u>Average Number of Proposals/Projects per Active Respondent</u>
External funding proposals prepared	66%	2.8
Projects currently funded	61%	2.5

## B. FACULTY PRODUCTIVITY: SCHOLARLY PUBLICATION

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>	<u>Average number of instances of activity per respondent engaged in activity</u>
Books	13%	1.5
Peer-reviewed papers/articles	74%	4
Non-peer-reviewed papers/articles	29%	2.7
Book chapters	35%	2.2
Monographs	5%	2.1
Book Reviews	18%	2.2
Abstracts	42%	4.1
Software, CD Roms, etc.	5%	1.5

### C. FACULTY PRODUCTIVITY: OTHER SCHOLARSHIP

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>	<u>Average number of instances of activity per respondent engaged in activity</u>
Research reports prepared for external audiences (not included in scholarly publication data)	37%	3.2
Paper, panel or poster presentations at professional conferences	72%	4.3



## D. FACULTY PRODUCTIVITY: ARTISTIC PUBLICATION

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>	<u>Average number of instances of activity per respondent engaged in activity</u>
Novels published	0.3%	3.7
Compilations of short stories/poems published	0.5%	7
Individual short stories/poems published	0.7%	6.2
Musical works published	0.4%	2.2

## E. FACULTY PRODUCTIVITY: ARTISTIC CREATION (other than publication)

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>	<u>Average number of instances of activity per respondent engaged in activity</u>
Art objects produced	2%	21
Videotapes/films produced	2%	1.5
Invited or juried exhibitions of work	2%	6.2
One-person exhibitions	1%	2
Exhibitions curated	0.6%	3.7
Musical, dramatic or dance performances	3%	18
Musical, dramatic or dance productions	2%	5.6

## F. FACULTY PRODUCTIVITY: AWARDS

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>	<u>Average number of instances of activity per respondent engaged in activity</u>
Award-winning artistic entries	0.3%	1.7
National/International honors received for research activities	12%	1.8

## II. FACULTY INVOLVEMENT IN INSTITUTIONAL AND PROFESSIONAL SERVICE

### *OVERVIEW*

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>
Institutional Administration	54%
Institutional Service	85%
Service to Professional Organizations	48%
Professional Practice	38%
Reviewing professional work of others	76%
Professional consulting	29%
Outreach activities in area of expertise	34%

## A. FACULTY INVOLVEMENT IN INSTITUTIONAL ADMINISTRATION

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>
Central Administration (President, Provost, Assoc./Assistant/Vice President/Provost)	2.7%
Dean, Assoc./Asst Dean	3.4%
Department Chairs, Asst./Assoc. Chairs	12.8%
Division/Section Directors	12.5%
Other Departmental/Collegiate Administration (e.g. directors of graduate studies, undergraduate studies, honors programs, admissions; executive committee members)	27.1%

## B. FACULTY INVOLVEMENT IN INSTITUTIONAL SERVICE

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>
Faculty Senate/Faculty Council	5.8%
University-wide policy, advisory, search or recruitment committees	21.7%
Collegiate/Departmental policy, advisory, search or recruitment committees	42.3%
Collegiate/departmental tenure and promotion committees	24.8%
Collegiate/departmental faculty meetings	76.9%

## C. FACULTY INVOLVEMENT IN SERVICE TO PROFESSIONAL ORGANIZATIONS

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>
National officer of professional organization	13.8%
Regional/local officer of professional organization	5.9%
National Board or Committee of professional organization	25.5%
Regional/local board or committee of professional organization	8.9%
Organizing national conference of professional organization	15.9%
Organizing regional/local conference of professional organization	8.8%

## D. FACULTY INVOLVEMENT IN PROFESSIONAL PRACTICE

<u>Type of Activity</u>	<u>Percent of Respondents Engaged in Activity</u>
Dentistry practice	5.2%
Law practice	0.9%
Medical practice	25.9%
Nursing practice	1%
Pharmacy practice	1.6%



## F. FACULTY INVOLVEMENT IN REVIEWING THE PROFESSIONAL WORK OF OTHERS

<u>Type of activity</u>	<u>Percent of respondents engaging in activity</u>
Editor of professional/scholarly journal	8.8%
Member of journal editorial board	29.4%
Other manuscript review	62.5%
Member of NIH study section or similar national group	9.3%
Other review of research proposals	27.9%
Review of outside tenure and promotion cases	18.2%

## G. FACULTY INVOLVEMENT IN PROFESSIONAL CONSULTING

<u>Type of activity</u>	<u>Percent of Respondents Engaged in Activity</u>
Consulting for national/state/local government	6.7%
Consulting for academic institutions, private business, non-profit organizations, or as expert witness	24.8%

## H. FACULTY INVOLVEMENT IN OUTREACH ACTIVITIES IN AREA OF PROFESSIONAL EXPERTISE

<u>Type of activity</u>	<u>Percent of respondents engaged in activity</u>
Talks to community groups	19.5%
Preparation of written materials for general public	9.5%
Discussions, workshops, exhibition or performance judging for local schools or organizations	8%
News presentations and interviews	9.9%

Figure 1: Percentage of Time Devoted to Research, Professional Service and Institutional Service by College

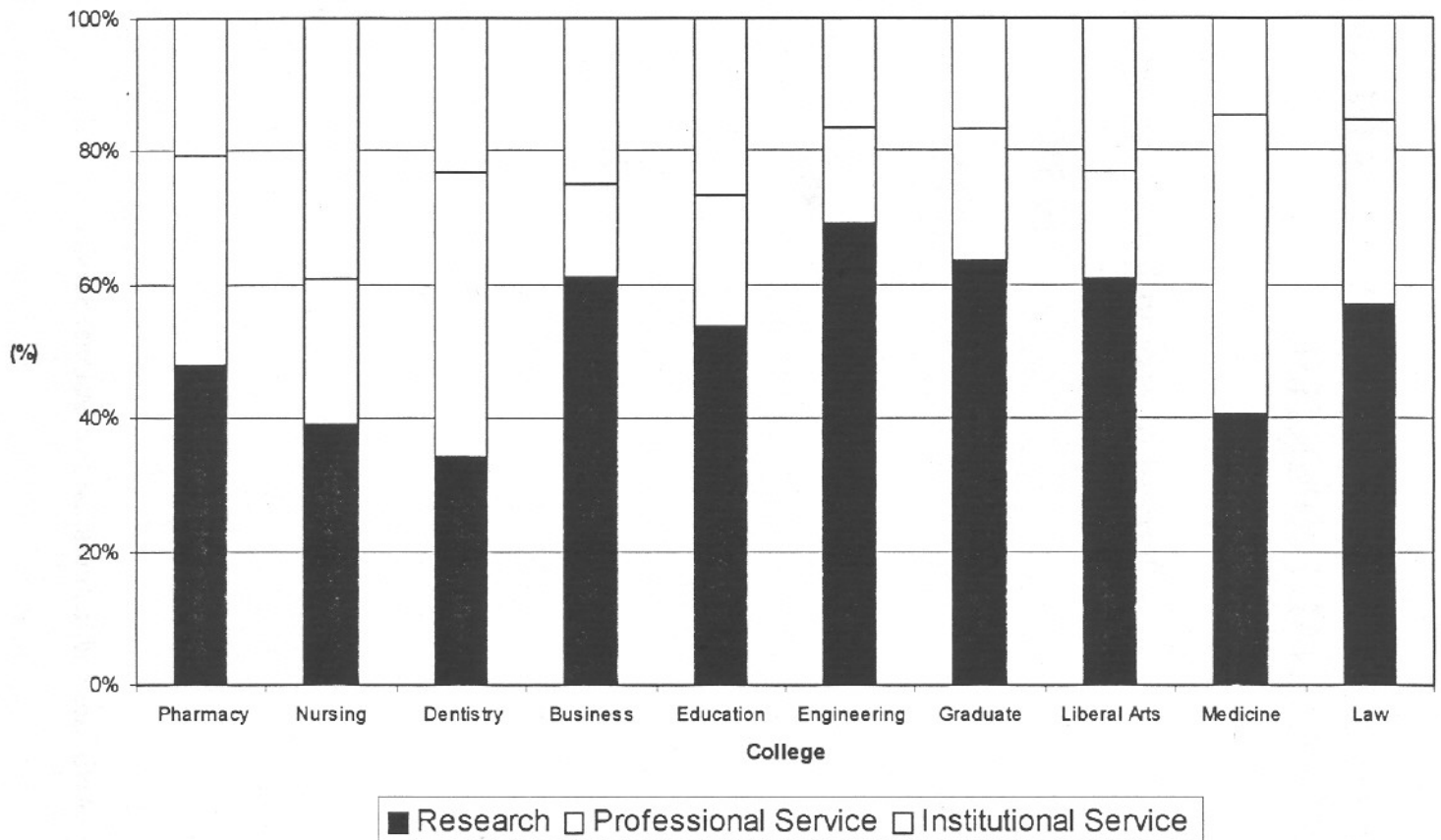


Figure 2: Average Percentage of Time Devoted per Week to Professional Service by College

