

Reported to the Board of Trustees
September 19, 2019

University of Illinois at Urbana-Champaign

Performance Metrics

**FACULTY AND SCHOLARSHIP UPDATES BY:
UNIVERSITY OFFICE FOR PLANNING AND BUDGETING
AUGUST 14, 2019**

**REPORTED BY:
CHANCELLOR ROBERT J. JONES
SEPTEMBER 19, 2019**

Peer Group



University of Illinois at Urbana-Champaign¹

Ohio State University

Purdue University-West Lafayette²

University of California-Berkeley³

University of California-Los Angeles

University of Florida

University of Michigan-Ann Arbor

University of Texas-Austin⁴

University of Washington-Seattle

University of Wisconsin-Madison

¹Carle Illinois College of Medicine launched in 2018.

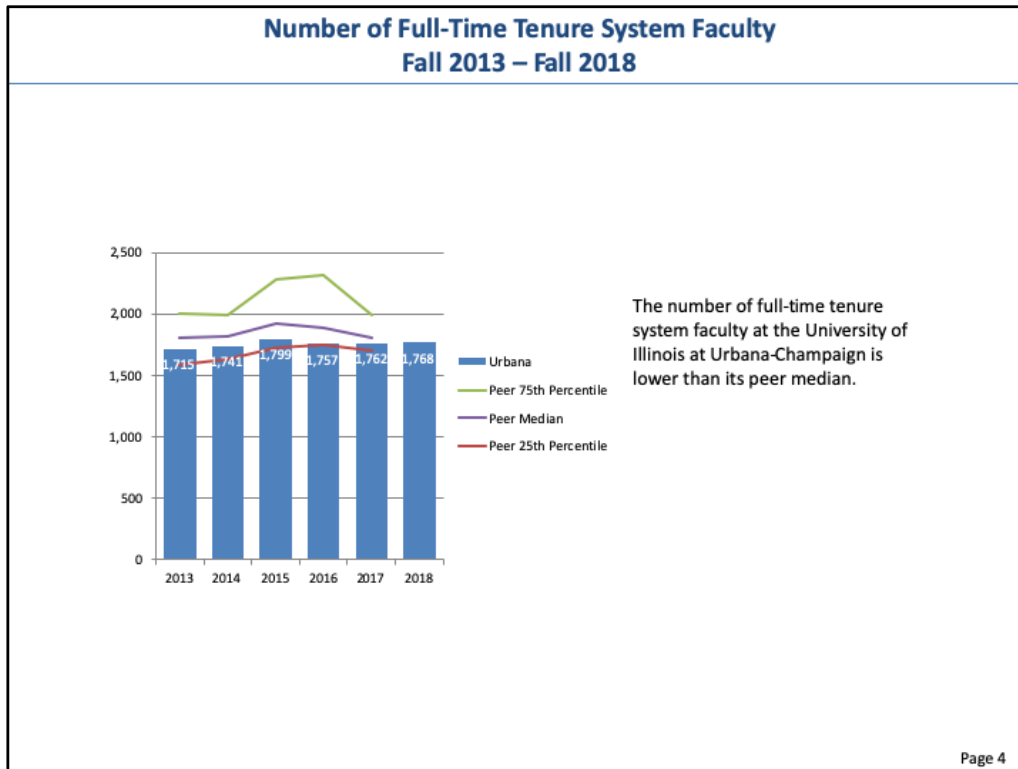
²Indiana University has School of Medicine located in Purdue University-West Lafayette.

³No medical center or college of medicine.

⁴Dell Medical School established in 2016.

Faculty and Scholarship





The number of tenure system faculty has held relatively steady over the past few years, even though our student enrollment continues to increase. The campus anticipates, given the number of retirements and resignations combined with a relatively good number of approved searches, faculty numbers to be slightly higher next year.

Still, our number of faculty is below the peer median and our student-to-faculty ratio is higher than many of our peer campuses. Student-to-faculty ratio is a key metric in university rankings.

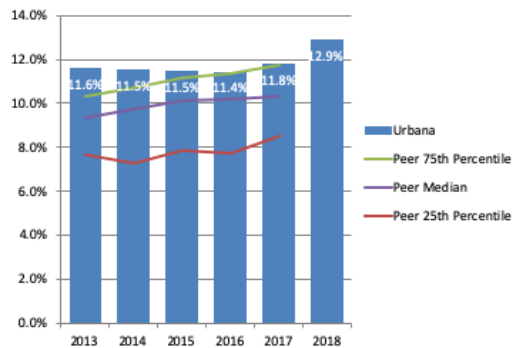
Therefore, the campus must rebuild the number of tenure system faculty, especially in areas of high student demand.

To put these numbers in perspective, it helps to look at enrollment numbers. Illinois has one of the highest number of enrolled students and almost 4000 students over the peer median of total students.

Institution Name Grand total (EF2017 All students total)

Ohio State University-Main Campus	59837	
University of Florida		52669
The University of Texas at Austin	51525	
University of Illinois at Urbana-Champaign	48216	
University of Washington-Seattle Campus	46166	
University of Michigan-Ann Arbor	46002	
University of California-Los Angeles	44027	
University of Wisconsin-Madison	42977	
Purdue University-Main Campus	42699	
University of California-Berkeley	41891	
Peer Median	46084	

Percent Full-Time Tenure System Faculty from Underrepresented* Groups Fall 2013 – Fall 2018



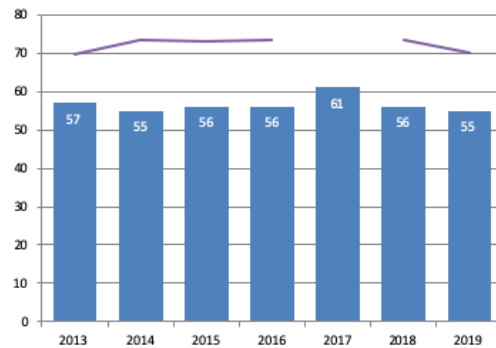
University of Illinois at Urbana-Champaign is higher than its peers for the percent of full-time tenure system faculty from underrepresented groups.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial faculty.

The campus is above our peer median with respect to the percent of tenure system faculty from traditionally underrepresented groups. Still, we must strive to do better. A focus on recruitment and retention are key for our underrepresented faculty. The campus has established a series of programs aimed at excellence and success in faculty recruitment and retention from underrepresented groups, including our Targets of Opportunity Program and post-doctoral programs for recent graduates in order to prepare young underrepresented scholars for faculty careers. We also work with faculty to ensure their professional success. We encourage units to develop mentoring programs to support our faculty, especially underrepresented faculty.

The underrepresented faculty members on campus at the ranks of associate and assistant professors is more than triple of that of full professors. This points to the impact and promise of the programs we have in place and the importance of sharpening our focus on campus climate, faculty development, reward and retention.

National Academy Memberships* FY 2013 – FY 2019

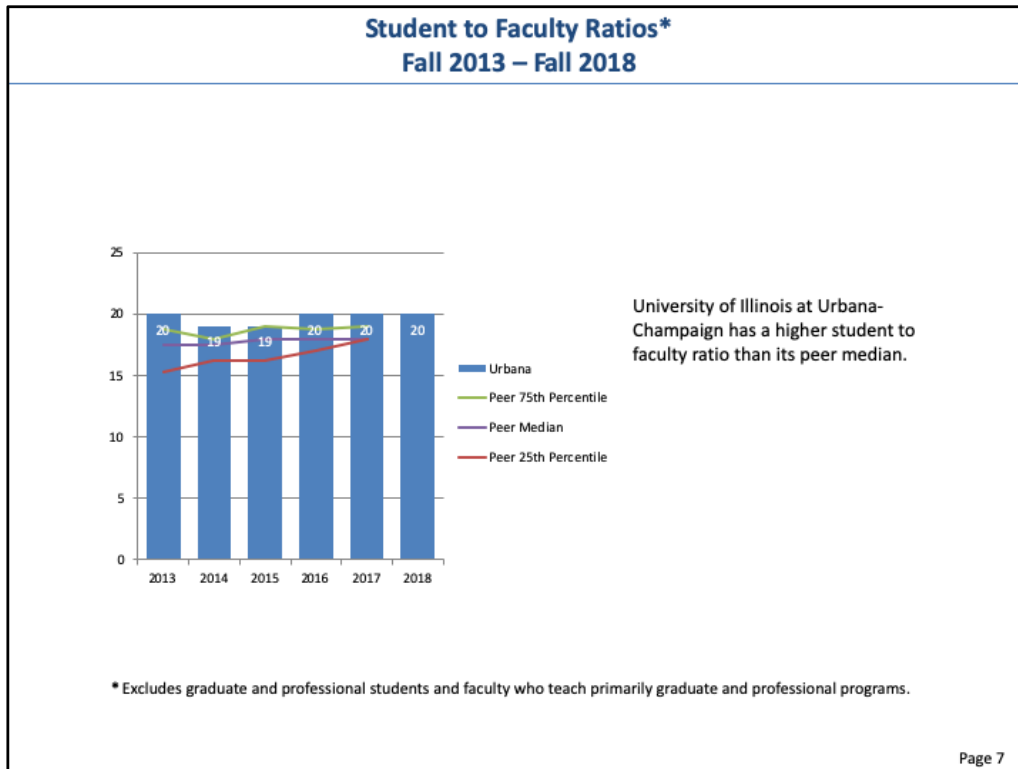


University of Illinois at Urbana-Champaign has fewer National Academy memberships than its peer median.

* FY 2013-FY 2016 data from <http://muo.asu.edu>; FY 2017-FY 2019 data from member search on National Academies websites. Peer data for 2017 is not available.

Increasing the number of our faculty who are members in the National Academies is a priority for our institution. Our reputation as a public research university depends on it. The Provost Office is working diligently with the academic units to a) retain our National Academies Members; b) to increase the number of faculty members nominated for prestigious national awards; AND c) to recruit National Academies-caliber faculty.

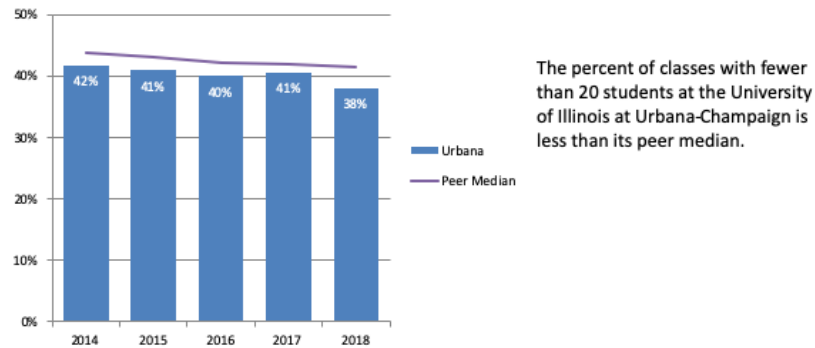
While our national academy membership is lower than the peer median, our faculty continue to win other prestigious national awards on a consistent basis. Winning such awards paves the path to National Academy membership. Campus created a position in the Provost's office to nominate faculty for other major awards and to also assist units with their faculty award nomination processes.



The campus continues to attract a large number of students, with only the University of Texas and Washington having higher enrollment. Illinois has the highest student to faculty ratio at 20 to 1; the average is 18 to 1. Clearly, our student-to-faculty ratio is out of step with our peers, which significantly affects our national rankings and reputation. The campus needs to continue to hire faculty, particularly in areas where there is high student demand.

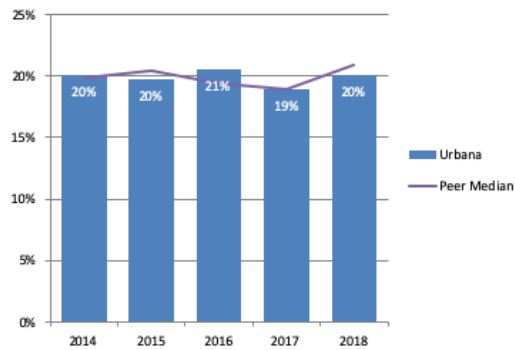
Institution Name	Student-to-faculty ratio (EF2017D)
University of Illinois at Urbana-Champaign	20
Ohio State University-Main Campus	19
University of Florida	19
University of Washington-Seattle Campus	19
The University of Texas at Austin	18
University of California-Los Angeles	18
University of Wisconsin-Madison	18
University of California-Berkeley	18
Purdue University-Main Campus	13
University of Michigan-Ann Arbor	11

Percent Undergraduate Class Sections with Fewer Than 20 Students Fall 2014 – Fall 2018



Class size is still used as a metric of University resources and quality of instruction. Despite financial challenges, and growing student-to-faculty ratio over the past several years, we maintain our commitment and strive to offer smaller class sizes. Still, it is increasingly difficult to offer a high number of small enrollment courses with increased enrollment pressures.”

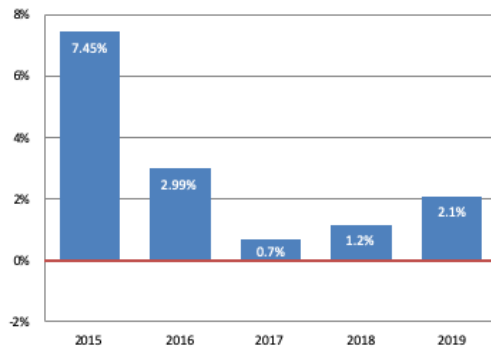
Percent Undergraduate Class Sections with More Than 50 Students Fall 2014 – Fall 2018



The percent of classes with more than 50 students at the University of Illinois at Urbana-Champaign is on par with its peer median.

Given student demand and student faculty ratios, it is unsurprising that the institution offers a number of larger classes. The University works hard to enhance these large class experiences, deploying smaller sections led by teaching assistants, creative use of technology, and innovative teaching techniques to insure that students meet the learning objectives for the course.

Faculty* Salary - Difference from Peer Median FY 2015 – FY 2019



Average faculty salary at the University of Illinois at Urbana-Champaign is higher than its peer median.

* Includes full-time instructional faculty who are benefit eligible and excludes medical/clinical and library faculty and those on leave without pay. Faculty salaries are adjusted for regional cost of living.

Each year, since the early 1990s, the campus completes a faculty peer salary study, using data submitted to the AAU Data Exchange. During the last year, the campus looked at not only the difference at Illinois by peer means, but it also examined these numbers through a cost-of-living adjustment. The cost-of-living is lower in Champaign-Urbana than in many of the communities of the peer institutions. The numbers in the chart are adjusted to consider that difference. A couple of trends are noteworthy. First, the salary position of UIUC faculty has deteriorated since 2015, although there has been a small rebound in recent years. To attract and retain the best faculty, we need to make sure that we are offering competitive salaries. Second, we need to keep in mind that our faculty compete in a national market, meaning they have opportunities in places where they can earn higher salaries. The adjusted salary trends above do not account for those national level salary patterns, where our salaries continue to lag. Given that University salaries continue to slip against our peers, we are concerned that faculty recruitment and retention will become even more difficult.

Faculty Migration FY 2014 – FY 2018

Tenure System Faculty Receiving Firm Offers

Decision	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Stay	32	26	43	43	35
Resign	38	46	67	51	33
Leave without Pay	7	3	2	0	1
Pending	1	8	8	10	6
Total Offers	78	83	120	104	75

The number of outside offers made to tenure system faculty at the University of Illinois at Urbana-Champaign in FY 2018 is the lowest compared to past years.

Counter Offers	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Counter Offers Made	38	31	59	50	46
Counter Offers Accepted	24	20	35	38	33
Percent of Counter Offers Accepted	63%	65%	59%	76%	72%

The campus attracts high quality faculty, who excel at both research and teaching, and who become attractive to other campuses. Given the uncertainty of the State budget, and the publicity about it, other top universities continue to identify our best faculty and recruit them to their campuses. Data from FY16 and FY17 shows that an even higher number of faculty resigned or retired than ever before in one year. Fewer faculty were recruited by other institutions in FY18.

The campus participates in exit interviews with faculty and also surveys faculty who leave or retire. Faculty cite uncertainty about the state budget, uncompetitive salaries, and lack of retirement benefits as reasons to leave the University of Illinois. Faculty who choose to stay at Illinois mention our community, their excellent colleagues, and the quality of the students as reasons for remaining here. The University must address the challenges with the State budget, pensions, and benefits, if we want to remain competitive and keep the best faculty at Illinois.

Areas of Excellence and Accomplishment

Convergent research

Undergraduate Research

Diversity

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University of Illinois scholars are engaged in highly visible and impactful scholarship. The University continues to be the top recipient of NSF research funding in the country. Our faculty garner more than their fair share of disciplinary and national awards recognizing their scholarly innovation and impact. The University is known for convergent research—that is, research that addresses pressing societal problems and grand challenges by bringing together scholars from different disciplines. Our campus houses a number of interdisciplinary institutes that focus on, among other topics, computing (NCSA), health (Interdisciplinary Health Sciences Institute), and energy and the environment (Institute for Sustainability, Energy, and the Environment). We are in the process of elevating our prestigious Illinois Program for Research in the Humanities, supporting its innovative initiatives in the digital humanities and the bio-humanities. The new Seibel Digital Transformation Institute will ensure that Illinois remains in the forefront of data science. Our investment in the establishment of the Illinois Quantum Information Science and Technology Center – the IQIUST Center – last fall, and our participation as a partner with the University of Chicago and the U.S. Department of Energy’s Argonne National Laboratory and Fermi Lab of the Chicago Quantum Exchange, led to a \$100 million capital investment by the state in our university to bolster our leadership in this intriguing frontier of breakthrough discovery and groundbreaking innovation. The recently announced \$50M-dollar growth of the ARCHES endowment supporting our partnership with OSF HealthCare and the DiSomma Family Foundation on Applied Research for Community Health through Engineering and Simulation will fuel a new generation of research and innovation in mobile sensors, the Internet of Things and Big Data Analytics to advance community health and to understand social and behavioral determinants of health. Our new Center for Social and Behavioral Sciences, with its focus on addressing problems of poverty, health, and well-being, will be a major beneficiary of this partnership.

UIUC faculty are outstanding researchers; they are also excellent teachers. Our Chancellor’s Senior Survey reports high levels of satisfaction with student-faculty interactions. Notably, our faculty seek to engage students into the research process. More than 40% of our undergraduates report that they participate in some sort of undergraduate research experience. Two-thirds of those students found it “extremely” or “very” valuable to their University experience. These research experiences typically involve close interaction between the student and the faculty member. The University sponsors an annual Undergraduate Research Symposium each April, where students from all over campus gather to share their research and creative scholarship. The new Seibel Center for Design promises to be a hub for this type of hands-on activity that connects faculty and students across disciplines.

UIUC faculty are diverse. We have the highest percentage of faculty from historically under-represented groups in the Big 10. Our relative success in attracting faculty from under-represented groups reflects more than just a campus commitment. Instead, it is a product of the dedication and efforts of faculty at the unit level. We are proud of our success, even as we recognize the need to do more to grow the number of underrepresented faculty and build a more inclusive climate. Our new Vice Chancellor for Diversity, Equity, and Inclusion will help insure that we continue to set the standard for faculty diversity in the Big 10 and across the nation.

Areas we are watching

Student Faculty Ratio

Retention Figures

Peer Salary Comparisons

Climate and Diversity

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The University closely monitors many trends around faculty performance. Perhaps most importantly, student-faculty ratios are a key indicator of our ability to teach students. As noted earlier, we are above our peer median in this ratio. This hurts our rankings and reputation. The University-wide ratio also masks some significant variation across disciplines. Areas such as computer science and statistics currently have high ratios, reflecting burgeoning student interest in these important fields. We use the unit-level student-faculty ratio to inform decisions about where to invest resources. We need more faculty in areas of growing student demand.

A second indicator is faculty retention numbers. Over the past six years, we have been more systematic about how we track these data, cataloging when faculty members are recruited, who recruits them, and the amount of the outside offer. We gather contextual information about these trends through interviews with faculty leaving the University and those who chose to stay despite being recruited. That way, we are in a better position to head-off attempts to raid our best faculty. As a result of these efforts, we have become more proactive in addressing salary inequities and better equipped to respond to outside offers.

We take careful note of national trends in faculty salaries among our peers, both public and private. While we recognize that Urbana-Champaign enjoys an inexpensive cost of living relative to many of our peers in high cost areas, we recruit in a national market. We have to recognize that our peers, particularly the privates, typically offer significantly higher salaries. In order to compete, we need to maintain pace with national salary trends and think creatively about how to attract and retain faculty.

A fourth area is climate and diversity. We carefully track the number of faculty from underrepresented groups and the percentage of women faculty, particularly in STEM fields as well as retention rates and promotion rates for these groups. Retention rates for our underrepresented faculty are lower than for the faculty as a whole. While the percentage of women faculty continues to grow, the number of women in leadership roles lags. We need to think about how the overall climate affects our ability to foster success for these groups.

Strategies to Enhance Faculty Excellence

Hiring Initiative

Public Engagement

Climate and Diversity

Leadership Development

Evaluate and Reward Teaching Performance

Tenure and Promotion Standards

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To maintain our scholarly impact and meet growing student demand, we must increase our faculty numbers. Our new strategic plan includes a goal of increasing our faculty by more than 200 new positions over the coming five years. To build that faculty excellence, the Provost is supporting a new Hiring Initiative, designed to recruit faculty in areas identified as priorities in the strategic plan. These new faculty will help us address the growing number of students in key areas and allow us to maintain our intellectual leadership in these disciplines.

UIUC is a key driver of economic development in our state. The scholarship and teaching of UIUC faculty engages the local community, the state, and the nation in myriad ways. Yet many of these activities lack coordination across units to maximize their impact and visibility. We are initiating a major restructuring in the way the campus approaches public engagement, to insure that UIUC continues to provide value and service to the state. At the faculty level, this initiative involves, among other actions, a)rethinking our standards for promotion and tenure to better incorporate scholarship and teaching that directly connects to our public engagement mission; b)developing mechanisms to recognize and reward faculty who are active in public engagement; and c)creating resources and training for faculty who wish to become more involved in engagement.

Climate matters for our ability to retain the best faculty, especially faculty from historically underrepresented groups. Both national research and local evidence suggest that a strong sense of community is critical to faculty success. Faculty are more productive and more engaged when they work in an environment that is supportive, inclusive, and open. Toward that end, the University is currently undertaking a comprehensive review of its policies and processes related to sexual misconduct. We are also developing best practices and guidelines to encourage departments and colleges to focus on climate and community.

The University is placing renewed emphasis on leadership development. The University routinely sends promising faculty to leadership programs sponsored by the Big 10 Academic Alliance. In addition, the Provost is creating a new leadership program on campus, to complement existing programs at the College level. We hope that these programs will prepare women faculty and faculty from underrepresented groups to serve in leadership programs in the coming years.

The University recognizes that excellence in teaching is imperative if it is to fulfil its land grant mission. We recently reviewed the Center for Innovation in Teaching and Learning, the campus's central resource for faculty interested in improving their classroom performance, identifying new ways in which the Center can support faculty. We are currently undertaking a review of how the campus evaluates and rewards teaching performance. Traditionally, the University has relied on student surveys to provide feedback on faculty performance. While this sort of student feedback is important, it provides an incomplete appraisal of teaching. We are in the process of identifying better and more systematic ways to evaluate teaching performance that will allow us to provide more instructive feedback to faculty as well as creating opportunities to recognize faculty who excel at this most fundamental activity.

The University has initiated a comprehensive review of its policies and processes for tenure and promotion. That review will consider a number of important issues, including a)how the University evaluates convergent (i.e., interdisciplinary, multidisciplinary, team-based) research; b)improving processes to reflect our more diverse faculty; c)more complete and systematic evaluations of teaching performance; d)addressing how to consider issues of faculty misconduct in the process; e)valuing public engagement activities; and f)reducing the amount of time in rank for associate professors.