



## Measuring University Performance Series (MUPS)

Teaching

January 2002

---

### Summary

The University of Florida has placed a significant emphasis over the past few years on faculty productivity and quality in teaching. Various programs have been implemented to improve quality, including peer review and a major program funded by the state legislature to reward faculty with base salary increases for excellent performance in the quality and productivity of their teaching over a period of years. These initiatives plus the continuing commitment of the faculty to improve the university's degree programs have produced excellent results, some of which are illustrated in the charts below.

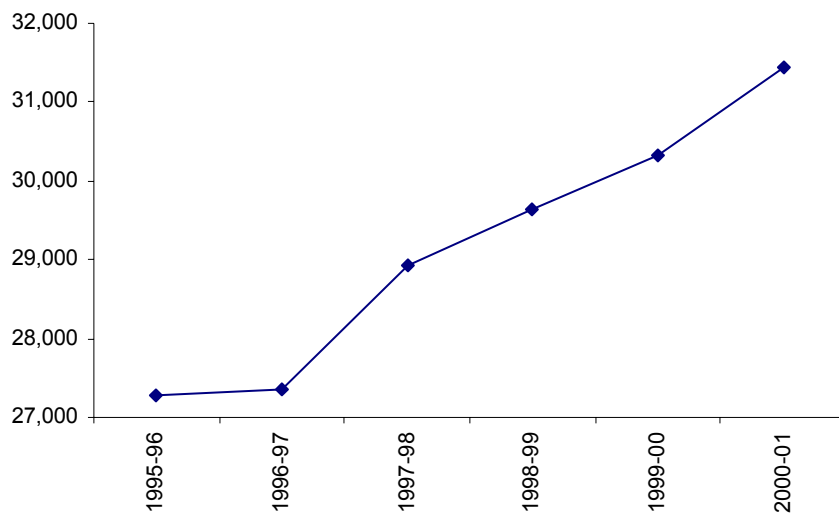
While we continue to pursue the quality and productivity of our undergraduate teaching with great enthusiasm and conviction, we also remain strongly committed to the advancement of research and the creation of new knowledge. The University does well in a number of research areas, as reflected in the growth of sponsored research expenditures, but in others we lag behind our peers, such as the number of graduate degrees awarded relative to the number of bachelor's degrees, members in national academies, etc.

The following charts provide a clear indication of our success and the areas that require additional improvement.

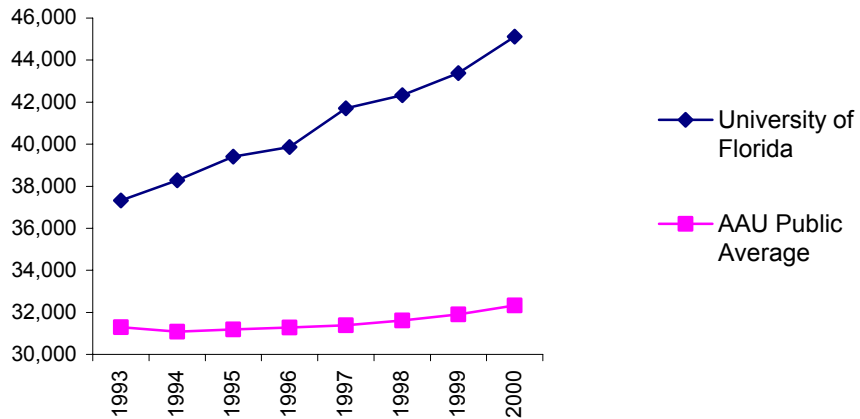
### Degrees Awarded

As enrollment has grown, so too has the production of degrees of all types from bachelor's through master's and specialist degrees to professional and Ph.D. degrees. The university's instructional mission, while often measured in terms of credit hours and programs and student FTE, achieves its major benefit when it graduates a student, who through a defined program of academic study, leaves the university prepared for life. From our perspective, the degree awarded is the clearest measure of teaching achievement.

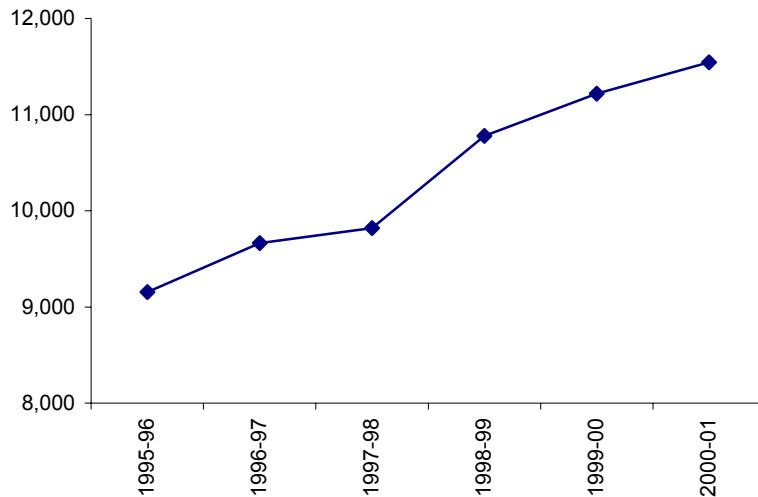
**Annual Student FTE  
University of Florida  
1995-96 - 2000-01**



**Enrollment Trends:  
AAU Public Universities and the University of Florida  
1993 - 2000**



**Degrees Awarded (1994-95 - 2000-01)**



While we have seen degrees awarded rise along with total enrollment at the University of Florida, it is important that we also compare our degree productivity with our peer institutions. Clearly, as the following table illustrates, we fit well into the AAU university profile for total bachelor's degrees and total Ph.D. degrees awarded. However, the relative emphasis on graduate degrees expressed as a percentage of bachelor's degrees is low. Here, we compare ourselves with the AAU public universities because they have the similar public mission and commitment to serve the citizens of their states by providing education to both undergraduate and graduate students in their states. These data indicate the different structure of the academic programs of these universities. Florida has very low undergraduate tuition and so attracts a high quality student body with a relatively low requirement for financial aid. However, graduate level instruction among AAU universities depends very heavily on the availability of financial aid, as graduate students select institutions not only on their academic research quality but also on the availability of financial aid.

There is also a time lag between the creation of quality research programs as reflected in sponsored research expenditures and the movement of Ph.D. students into those fields. In many cases, University of Florida Ph.D. programs have produced advanced degrees for relatively few years. Nonetheless, these data indicate that the institution must invest more effectively in the development of its Ph.D. programs if it is to compete successfully in its peer group.

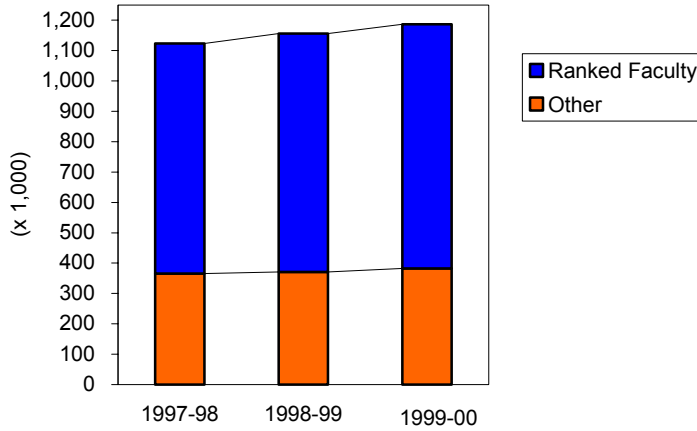
Top 20 AAU Universities		Bachelors Degrees	Top 20 AAU Universities		Doctoral Degrees	AAU Public University		Graduate as % of Bach
1	Penn State	8,981	1	UC, Berkeley	756	1	Pittsburgh	98.7%
2	Texas, Austin	7,826	2	Wisconsin	729	2	Minnesota	84.7%
3	<b>Florida</b>	<b>7,654</b>	3	Texas, Austin	659	3	UNC, Chapel Hill	80.8%
4	Texas A&M	7,654	4	Michigan	629	4	Michigan	72.6%
5	Michigan State	6,897	5	Ohio State	620	5	Virginia	69.5%
6	Ohio State	6,746	6	UCLA	606	6	Suny, Buffalo	69.3%
7	Illinois	6,370	7	Minnesota	604	7	UCLA	57.5%
8	UCLA	6,220	8	Harvard	602	8	Iowa	56.0%
9	UC, Berkeley	6,169	9	Illinois	597	9	Kansas	55.7%
10	Washington	6,148	10	Stanford	589	10	Wisconsin	53.8%
11	Michigan	5,603	11	<b>Florida</b>	<b>516</b>	11	Ohio State	53.6%
12	Rutgers	5,601	12	Penn State	513	12	Illinois	49.8%
13	Wisconsin	5,550	13	Washington	486	13	Oregon	48.5%
14	Purdue	5,470	14	Southern Cal	481	14	Washington	47.7%
15	Indiana	5,203	15	MIT	475	15	Texas, Austin	47.5%
16	Maryland	4,971	16	Cornell	468	16	UC, Berkeley	47.0%
17	Arizona	4,932	17	Purdue	468	17	<b>Florida</b>	<b>46.6%</b>
18	Minnesota	4,880	18	Maryland	461	18	Indiana	44.7%
19	Colorado	4,734	19	Columbia	461	19	Maryland	42.7%
20	UC, Davis	4,698	20	Michigan State	444	20	Arizona	40.0%

## Faculty Productivity

The university's faculty provide the intellectual energy and productivity that results in teaching and research. As budgets tighten and many of our external constituencies focus on productivity in teaching, we must ensure that we maintain quality of teaching and sustain the research productivity that is the hallmark of a major research university like the University of Florida.

While direct measures of faculty productivity may elude us, the number of credit hours taught by the ranked faculty indicates the focus on quality by our most qualified teachers. The chart below illustrates that over the past few years that the teaching done by ranked faculty has increased as teaching by other faculty, principally teaching assistants, has essentially remained the same.

**Credit Hours Taught by Ranked Faculty and Other Instructors (1998-2000)**



As the chart below indicates, at the same time we are continuing the trend toward increasing sponsored research expenditures. Sponsored research expenditures is the only fully reliable indicator of the research intensity of the faculty as it reflects the actual expenditures of funds secured from outside sources on research. Other important research does not appear here such as art, humanities, and social science or professional school work done without special outside funding, but nationally we all use sponsored research expenditures as the best indicator of research commitment even though it is not complete. Research enhances the quality of both undergraduate and graduate teaching.

**Sponsored Research Expenditures  
(1995-2000)**

