

Contact: Diana Gonzalez

2015 BIENNIAL FACULTY ACTIVITIES REPORT

Action Requested: Receive the report.

Executive Summary: The Faculty Activities Report is an important tool for accountability and communication among the Board of Regents, the Regent universities, and the public. It provides an overview of faculty responsibilities at the three Regent universities, describes the distribution of time spent on those responsibilities, and illustrates how the universities monitor the accomplishment of their diverse missions.

The key indicators of faculty activities include the following questions:

1. How are faculty responsibilities defined and how do expectations differ among the Regent universities?
2. What are faculty responsibilities and what do those activities contribute to students, the universities, the state, and society at large?
3. How do faculty members spend their work time?
4. Who teaches the students?
5. How do we know faculty are doing a good job?
6. How do we know our universities are doing a good job?

This report addresses the Board of Regents Strategic Plan priorities to provide “educational excellence and impact” as well as “economic development and vitality.”

- ◆ The 2015 faculty activities report, based on 2014-15 survey data, showed that the average number of hours worked per week by faculty at the three universities was 51.6 – 56.2.

| | AVERAGE HOURS WORKED | | |
|-----------------------------|----------------------|---------|---------|
| UNIVERSITY | 2014-15 | 2012-13 | 2010-11 |
| University of Iowa | 56.2 | 56.5 | 57.2 |
| Iowa State University | 55.7 | 57.2 | 58.0 |
| University of Northern Iowa | 51.6 | 53.9 | 53.0 |
| Weighted Average | 55.2 | 56.3 | 56.4 |

- During the past 21 years, there have been only minor fluctuations in the average number of hours worked per week by faculty.

- ◇ The comparable national average in the 2004 National Study of Postsecondary Faculty was 55.5 hours for full-time faculty at public research universities and 53.3 hours at public comprehensive universities.¹
- ◇ A significant faculty effort, for all ranks and faculty status, is teaching. The percentages of time spent on research/scholarship, service, and administrative duties mirror past results and reflect faculty rank.
- ◇ At the three universities, at least 43% of all undergraduate student credit hours are taught by tenured or tenure-track faculty.

The following graphs display the allocation of hours by category (student instruction/advising; scholarship/research/creative work; clinical work; community engagement/outreach/extension; professional development; and administration/service) and faculty type (tenured; tenure-track; and non-tenure-track). It is clear that there is a difference in the allocation of hours by category and faculty type.

Table 1a – University of Iowa

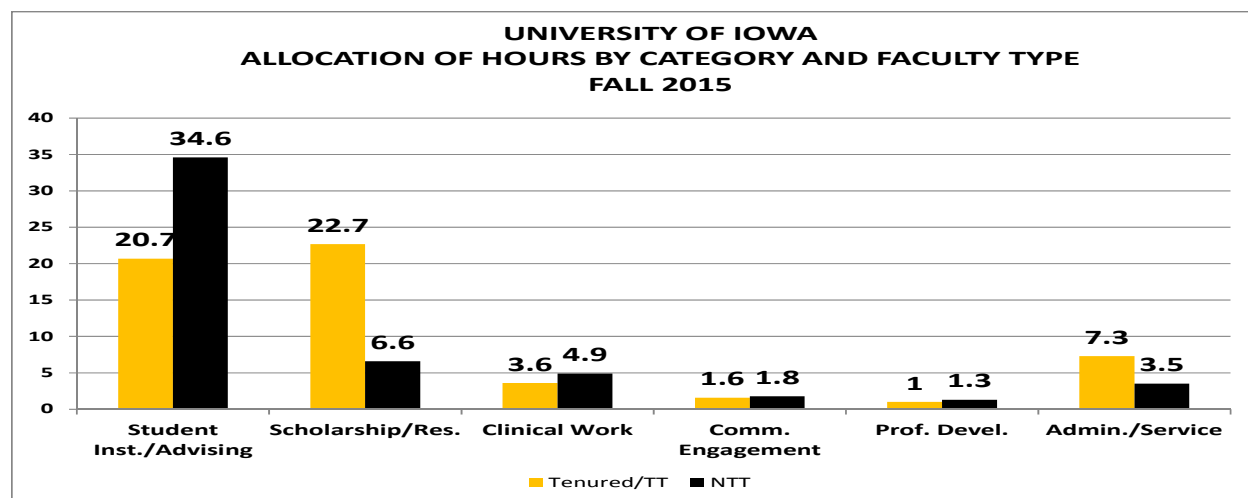
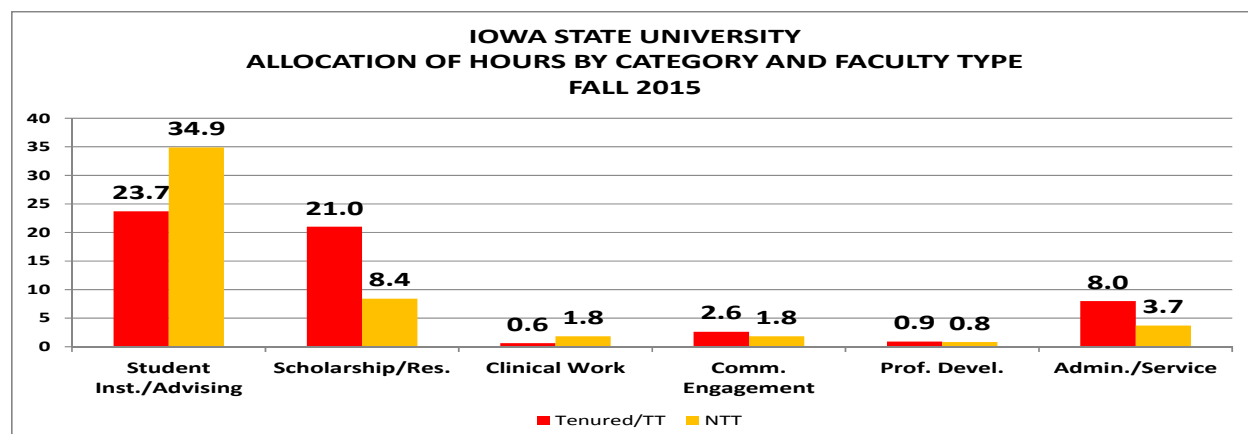
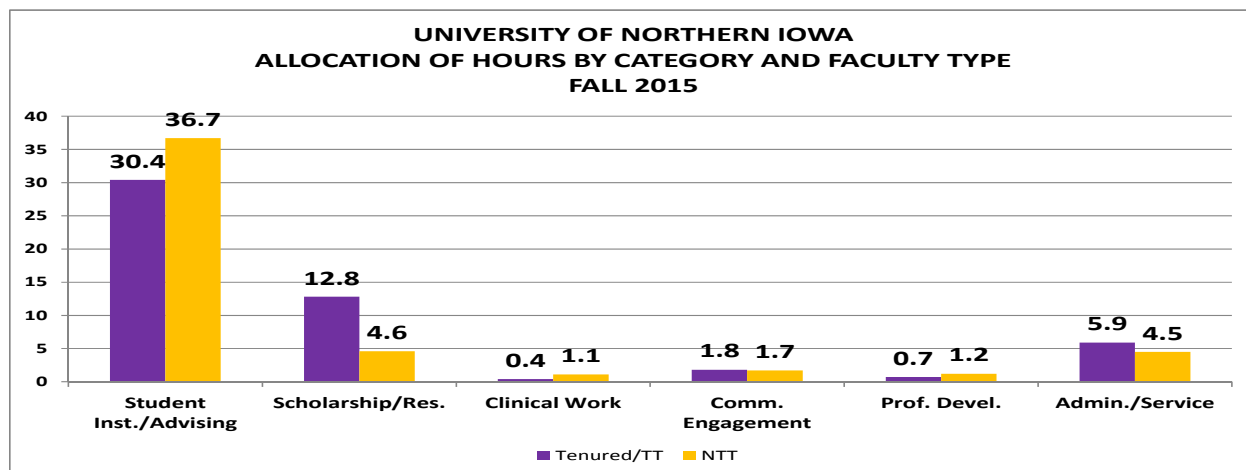


Table 1b – Iowa State University



¹ Source: National Center for Educational Statistics.

Table 1c – University of Northern Iowa



Background:

1. How are faculty responsibilities defined and how do expectations differ among the Regent universities?

The core missions of the Regent universities are teaching, research, and service; faculty activities are essential to fulfilling those missions. Faculty activities both define the nature of the universities and play the most central role in fulfilling their missions. While the three Regent universities pursue the same overarching tripartite mission, the Board charges the universities to “seek different areas of specialty and emphasis” so that each provides a unique educational and engagement opportunity within the state.” For this reason, faculty activities among the three institutions vary in specialty emphasis and distribution of hours, yet they are consistent in the nature of their responsibilities and their goal of excellence for the people of Iowa.

The three universities offer excellent undergraduate education in the arts and sciences as well as varying numbers of high-quality graduate and professional programs. The University of Iowa 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’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’s provides unique opportunities inside and outside the classroom for a high level of engaged learning in all undergraduate and graduate programs, including those that prepare teachers and educational leaders for service in Iowa and beyond.

2. What are faculty responsibilities and what do those activities contribute to students, the universities, the state, and society at large?

The public university in America has traditionally provided affordable, accessible education to its state’s citizens and others from outside the state; research and scholarship that extend the boundaries of knowledge and improve the lives of the public; and service to society that provides needed assistance and benefit to people and communities, as well as service to the administration of the universities themselves and to the professions of which the faculty are a part. University missions also include such areas as creative endeavor in the arts and economic development, especially for the institution’s home state.

In recent years, the lines between the teaching, research, and service missions have blurred with the recognition that these are not always discrete activities but rather interrelated components of the academic mission of a public university. For example, a faculty member's research usually informs the education he or she provides to students and often provides direct benefit to the public. In recognition of the interconnectedness of the university mission, a revised formulation of "learning, discovery, and engagement" was coined by the Kellogg Commission on the Future of State and Land-Grant Universities in 2000, and it has gained more support among higher education professionals over time. Today's faculty activities often reflect this interlinked concept of the university mission.

However, we continue to report faculty activity data in discrete categories, recognizing that all activities are part of the greater whole of "learning, discovery, and engagement" in service to students and society. The faculty activities data also demonstrate that each category of activity is multifaceted and that the activity will be distributed somewhat differently depending on the institution and even the individual faculty member.

It must be noted that there is no "typical" faculty workload. Responsibilities differ according to discipline, departmental needs, and individual strengths. Moreover, each "category" of faculty work encompasses a wide variety of activities. "Student instruction," for example, involves many activities other than classroom teaching, such as preparation, grading and evaluation; working with students outside the classroom (independent studies, specialized arts training, thesis work, internships, etc.); mentoring student research; and developing and updating courses. Teaching may also take the form of online or clinical teaching. Many faculty members 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, and writing and preparing grants.

A number of faculty engage in clinical activities, which include both delivering clinical services and carrying out administrative tasks related to that work. Faculty members 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, and serving a leadership role in a professional organization.

Even though specific faculty activities can vary widely, all faculty engage in all three core categories of teaching, research/scholarship/creative work, and service. Through these activities, the faculty at the Regent institutions serve society by providing the best higher learning experiences for students, by conducting leading-edge discovery work, and by engaging with the public in service to the state's citizens and the public as a whole.

3. How do faculty members spend their work time?

In 2012-13, an inter-institutional team with representation from the Board Office and the three Regent universities undertook a collaborative, in-depth revision of the data collection process for this report. A new survey template, used for the first time in Spring 2013, was developed to collect from faculty members significantly more detailed information that captures the variety and breadth of faculty work activities described above. An inter-institutional team reviewed that report in Fall 2014 and determined that the survey provided excellent information about faculty work. It was decided that the same survey would be given in Spring 2015. Only very minor changes were made to the process of collecting data.

a. Data collection process

The universities implemented the survey over eight weeks in Spring 2015. Surveys were e-mailed to all full-time faculty members, with one-eighth of those faculty receiving the survey in each of eight weeks over the semester. Faculty members were assigned their reporting week randomly. Surveys were not conducted over the week of spring break or the week prior. 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 included among those surveyed.

The three institutions worked together to develop and administer the following communications to faculty members as outlined in Table 1 in Attachment A.

- In the week prior to the opening of classes (at SUI) or during the first week of class (at ISU and UNI), 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.
- One day before (at SUI) or on the day (at ISU and UNI) faculty members were to start the survey they received a reminder e-mail from their institution's Faculty Senate president.
- 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.
- ISU and UNI implemented additional communication and follow-up efforts, according to ISU's existing standard survey procedure.
 - To facilitate accurate reporting, paper copies of the provosts' letter and the survey—along with answers to frequently asked questions—were sent at both ISU and UNI to each faculty member through campus mail, to arrive on Monday of the week for which data were being requested. Faculty members were encouraged to contact survey administrators with questions or if they encountered difficulty with the survey software.
 - 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.

The purpose of the survey was to determine faculty activity during a full work week; therefore, respondents who were not available for the entire week were removed from the analysis. Also removed were a small number of faculty members whose survey contained errors, or who did not complete the entire survey. With these respondents removed, the analysis that follows is based on survey results from 1,415 SUI faculty members, 1,169 ISU faculty members, and 510 UNI faculty members as shown in Table 2 on the following page.

Table 2 - Data Collection Summary

| | SUI | ISU | UNI |
|--|--------------|--------------|------------|
| Surveys sent | 2,179 | 1,559 | 590 |
| Surveys returned | 1,602 | 1,302 | 539 |
| Response rate | 73.5% | 83.5% | 91.3% |
| Responses removed because respondent was not available for all or part of the week | 170 | 125 | 6 |
| Responses removed because of incomplete or irregular data | 17 | 8 | 23 |
| Total respondents included in the analyses | 1,415 | 1,169 | 510 |

Response rates varied from approximately 74% at SUI to almost 91% at ISU and UNI. These rates are well above industry norms for e-mail surveys and point to the validity of the time study.

b. Survey Results

Faculty members’ responses to the activities survey are presented in summary form in Table 3.

The first column of the table lists the types of activities included in the survey template. The remaining columns display the average number of hours per week each type of faculty member reported spending 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 9.80, meaning that tenured and tenure-track faculty members at SUI reported spending an average of approximately 10 hours per week on classroom teaching, preparation, and grading/evaluation.

The shaded subtotal rows in Table 3 show the total average number of hours faculty members reported spending per week on all of the activities in that section of the table.

Overall, the survey results illustrate the breadth and variety of faculty activities as described above; they highlight some of the differences in emphasis among the three Regent universities; and 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 shaded subtotal row of Table 3 (Student Instruction: Total Average Hours) shows the average number of hours the different types of faculty members at the three institutions reported spending, per week, on various instruction-related activities.

Tenured and tenure-track faculty members reported spending approximately 21 to 30 hours per week on these activities (20.7 hours at SUI, 23.7 hours at ISU, and 30.4 hours at UNI). Traditional classroom teaching, preparation, and grading represent about half of the time that these faculty members dedicate to teaching-related activities. At all three institutions, faculty members spent on average 1-3 hours per week on each of the following 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.

Non-tenure track faculty members at all three institutions spent substantially more time on instruction (35-36 hours per week at the three institutions). This is expected because these faculty members tend to be full-time lecturers who do not have significant research or service responsibilities.

Clinical track faculty members at SUI and clinicians at ISU devoted about 12 to 18 hours per week to student instruction, while research track faculty members at SUI spent about five hours on these activities. This is appropriate given the specialized expectations for those positions. It should be noted that it can be difficult to isolate “clinical work” and “student instruction” for clinical faculty because much of the teaching these faculty members do occurs during the course of delivering clinical services.

ii. Scholarship/research/creative work

The second shaded subtotal row (Scholarship/Research/Creative Work: Total Average Hours) reports the average number of hours faculty members reported 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, reported spending 21-23 hours per week on these activities. At UNI, where relatively more emphasis is placed on instruction, tenured and tenure-track faculty reported spending an average of approximately 13 hours each week on scholarship, research, and creative work.

Non-tenure track faculty members generally reported spending less time on scholarship, research, and creative work (6.6 hours at SUI, 8.4 at ISU, and 4.6 at UNI). While these faculty members may have research interests that occupy some of their time, their primary responsibility is almost always instruction.

Clinical track faculty members at SUI and ISU reported spending 6.2 hours and 12.9 hours per week, respectively, on scholarship, research, and creative work.

Research track faculty members at SUI reported spending the majority of their time (40.3 hours) per week on these activities, which is to be expected given that research is their primary responsibility.

iii. Clinical work

The clinical work section of Table 3 confirms that clinical track faculty at SUI and clinicians at ISU are the most heavily engaged in this work (which includes both delivering clinical services and working on administrative tasks related to those services). The shaded row at the bottom of this section (Clinical Work: Total Average Hours) shows that these faculty members reported spending on average 28.0 hours and 16.8 hours per week, respectively, on clinical activities. Other types of faculty members spend relatively little time on clinical activities.

Table 3 - Survey Results

| | Tenured & Tenure Track | | | Non-Tenure Track | | | Clinical Track / Clinicians | | Research Track | DEOs/Chairs/Heads | | |
|--|------------------------|--------------|--------------|------------------|--------------|--------------|-----------------------------|--------------|----------------|-------------------|--------------|--------------|
| | SUI | ISU | UNI | SUI | ISU | UNI | SUI | ISU | SUI | ISU | UNI | |
| Student Instruction | | | | | | | | | | | | |
| Classroom teaching, preparation, grading/evaluation | 9.80 | 11.68 | 17.34 | 20.99 | 20.28 | 19.69 | 2.80 | 2.74 | 0.46 | 4.81 | 3.69 | 7.16 |
| Online teaching, preparation, grading/evaluation | 0.66 | 0.94 | 1.86 | 1.71 | 2.16 | 1.49 | 0.56 | 1.86 | 0.00 | 0.31 | 0.42 | 1.01 |
| Clinical teaching, preparation, grading/evaluation | 0.73 | 0.38 | 0.99 | 1.38 | 0.91 | 1.26 | 4.88 | 8.57 | 0.00 | 0.85 | 0.18 | 0.03 |
| Non-classroom teaching and instruction (independent studies, thesis work, internships, student productions) | 1.77 | 1.89 | 1.80 | 1.02 | 1.75 | 1.45 | 0.50 | 0.40 | 1.00 | 1.58 | 2.15 | 0.64 |
| Mentoring student research | 2.51 | 3.04 | 1.02 | 0.32 | 0.66 | 1.15 | 0.30 | 0.10 | 2.51 | 2.03 | 1.68 | 0.42 |
| Communicating with students outside the classroom (in person, by telephone, by email, etc.) | 2.06 | 2.39 | 3.34 | 4.04 | 4.08 | 5.66 | 1.05 | 2.39 | 0.42 | 1.52 | 1.71 | 1.77 |
| Developing new courses, updating existing courses | 1.33 | 1.46 | 2.04 | 3.31 | 2.77 | 2.33 | 1.05 | 0.56 | 0.00 | 1.28 | 0.74 | 0.97 |
| Student advising: helping students—in person, via email, etc.—with academic and career questions, writing letters of recommendation, participating in student orientations and training events, etc. | 1.84 | 1.90 | 2.01 | 1.79 | 2.28 | 2.63 | 0.83 | 1.74 | 0.58 | 2.05 | 1.33 | 2.32 |
| Student Instruction: Total Average Hours | 20.70 | 23.69 | 30.40 | 34.58 | 34.88 | 35.67 | 11.97 | 18.36 | 4.97 | 14.43 | 11.90 | 14.32 |
| Scholarship/Research/Creative Work | | | | | | | | | | | | |
| Sponsored (grant-supported) scholarship/research/creative work | 7.23 | 7.14 | 1.92 | 1.56 | 2.58 | 0.76 | 0.88 | 4.20 | 17.86 | 4.84 | 2.37 | 0.50 |
| Non-sponsored (non-grant supported) scholarship/research/creative work | 8.08 | 6.65 | 6.82 | 2.55 | 2.63 | 1.44 | 2.40 | 2.12 | 4.92 | 3.37 | 3.29 | 2.65 |
| Attending conferences, seminars, workshops, etc., related to your scholarship/research/creative work | 1.92 | 2.00 | 1.20 | 0.50 | 0.96 | 0.53 | 1.11 | 4.14 | 2.41 | 2.26 | 0.85 | 1.17 |
| Writing/preparing grants | 2.99 | 2.82 | 0.60 | 0.45 | 0.90 | 0.02 | 0.67 | 0.92 | 10.94 | 1.67 | 0.60 | 0.12 |
| Keeping up to date with disciplinary research and activities | 2.47 | 2.39 | 2.23 | 1.56 | 1.28 | 1.89 | 1.13 | 1.60 | 4.13 | 1.44 | 1.92 | 1.35 |
| Scholarship/Research/Creative Work: Total Average Hours | 22.70 | 21.00 | 12.77 | 6.62 | 8.36 | 4.64 | 6.20 | 12.98 | 40.26 | 13.59 | 9.03 | 5.79 |
| Clinical Work | | | | | | | | | | | | |
| Delivering clinical services | 2.87 | 0.10 | 0.20 | 4.17 | 0.29 | 0.69 | 22.04 | 3.97 | 0.00 | 2.86 | 0.00 | 0.00 |
| Working on administrative tasks related to clinical work | 0.76 | 0.47 | 0.24 | 0.68 | 1.54 | 0.37 | 5.99 | 12.88 | 0.00 | 1.28 | 0.06 | 0.89 |
| Clinical Work: Total Average Hours | 3.63 | 0.57 | 0.44 | 4.85 | 1.83 | 1.06 | 28.03 | 16.85 | 0.00 | 4.14 | 0.06 | 0.89 |
| Community Engagement, Outreach, or Extension | | | | | | | | | | | | |
| Working on public or private partnership projects | 0.39 | 0.48 | 0.56 | 0.56 | 0.46 | 0.90 | 0.51 | 0.67 | 0.00 | 0.35 | 1.57 | 0.65 |
| Delivering presentations, workshops, seminars, performances, exhibits | 0.38 | 0.52 | 0.37 | 0.25 | 0.26 | 0.17 | 0.26 | 0.24 | 0.08 | 0.38 | 0.29 | 0.70 |
| Delivering online/webinar based programming | 0.03 | 0.04 | 0.02 | 0.19 | 0.03 | 0.02 | 0.04 | 0.05 | 0.00 | 0.03 | 0.03 | 0.03 |
| Providing technical assistance | 0.11 | 0.32 | 0.09 | 0.08 | 0.14 | 0.01 | 0.06 | 0.40 | 0.25 | 0.09 | 0.10 | 0.03 |
| Preparing, presenting and evaluating programming for stakeholders | 0.10 | 0.36 | 0.15 | 0.15 | 0.09 | 0.00 | 0.10 | 0.90 | 0.08 | 0.39 | 0.22 | 0.58 |
| Consulting (in person, by telephone, by email, etc.) | 0.26 | 0.42 | 0.34 | 0.19 | 0.30 | 0.40 | 0.33 | 2.58 | 0.08 | 0.68 | 0.13 | 0.14 |
| Developing new programs, updating existing programs (presentations, publications, etc.) | 0.35 | 0.52 | 0.26 | 0.39 | 0.56 | 0.19 | 0.59 | 0.79 | 0.04 | 0.80 | 0.33 | 0.59 |
| Community Engagement, Outreach, or Extension: Total Average Hours | 1.62 | 2.65 | 1.79 | 1.82 | 1.84 | 1.68 | 1.88 | 5.62 | 0.52 | 2.72 | 2.66 | 2.72 |
| Professional Development | | | | | | | | | | | | |
| Participating in professional development activities for teaching, research, clinical work, or community engagement, outreach or extension (workshops, conferences, online seminars, etc.) | 0.98 | 0.88 | 0.66 | 1.28 | 0.80 | 1.15 | 2.30 | 1.89 | 1.33 | 1.02 | 0.65 | 1.62 |
| Professional Development: Total Average Hours | 0.98 | 0.88 | 0.66 | 1.28 | 0.80 | 1.15 | 2.30 | 1.89 | 1.33 | 1.02 | 0.65 | 1.62 |
| Administration/Service | | | | | | | | | | | | |
| Serving the institution (department, college, university committees and meetings, task forces, faculty governance, etc.) | 3.94 | 4.74 | 3.43 | 2.24 | 2.00 | 1.98 | 2.47 | 1.98 | 0.74 | 11.66 | 15.92 | 13.65 |
| Serving the profession (such as serving on editorial board, etc.) | 1.99 | 1.41 | 0.76 | 0.19 | 0.26 | 0.12 | 1.14 | 0.81 | 1.38 | 1.62 | 2.02 | 0.33 |
| Administering centers/institutes, department/college/university programs, research operations | 0.95 | 1.26 | 1.08 | 0.62 | 0.87 | 0.15 | 1.43 | 0.00 | 0.77 | 9.47 | 15.92 | 11.47 |
| Mentoring faculty | 0.35 | 0.28 | 0.23 | 0.19 | 0.08 | 0.04 | 0.23 | 0.20 | 0.00 | 2.06 | 1.77 | 1.66 |
| Assisting student organizations | 0.11 | 0.32 | 0.39 | 0.27 | 0.45 | 2.25 | 0.06 | 0.21 | 0.04 | 0.13 | 0.54 | 0.08 |
| Administration/Service: Total Average Hours | 7.34 | 8.02 | 5.88 | 3.51 | 3.65 | 4.54 | 5.33 | 3.21 | 2.94 | 24.94 | 36.16 | 27.19 |
| TOTAL AVG HOURS | 56.97 | 56.81 | 51.94 | 52.66 | 51.37 | 48.75 | 55.71 | 58.91 | 50.02 | 60.83 | 60.47 | 52.53 |
| MEDIAN HOURS | 55.00 | 55.00 | 50.50 | 50.13 | 49.50 | 48.00 | 52.96 | 55.00 | 49.00 | 60.00 | 56.50 | 51.00 |
| COUNT of responders | 909 | 861 | 422 | 150 | 238 | 55 | 268 | 21 | 13 | 75 | 49 | 33 |

iv. Community engagement, outreach, and extension

The shaded subtotal row for Community Engagement (Community Engagement, Outreach, or Extension: Total Average Hours) shows that the different types of faculty members spent between 0.5 hours and 5.6 hours per week on these activities. ISU faculty members, many of whom have a formal Extension appointment, tended to spend somewhat more time on these activities than SUI and UNI faculty members. ISU faculty with Extension appointments carry out their extension activities as part of their teaching and research responsibilities.

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, as is student instruction through various forms of distance learning.

v. Professional development

The shaded row for Professional Development (Professional Development: Total Average Hours) indicates that most of the different types of faculty members reported spending about an hour a week on professional development activities. The primary exceptions were the clinical track faculty members at SUI and ISU, who reported spending more than two hours per week on professional development. A major reason for this is that the professional requirements of many clinical positions require significant continuing education.

vi. Administration/service

The shaded row in the administration and service section (Administration/Service: Total Average Hours) shows that among the various faculty types, tenured and tenure-track faculty members undertook most of the administration and service duties. At all three institutions, these faculty members reported spending six to eight hours on these activities per week, while the other types of faculty members tended to spend around half that amount of time.

The data in this section also indicate that the majority of administration and service activities—for all faculty members—were in service to their 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 show the average work hours reported by departmental executive officers (DEOs)/department chairs (chairs)/department heads (heads) at the three institutions.

DEOs/chairs/heads are responsible for managing their departments, which takes substantial time even in small academic units. These significant administrative duties are reflected in the survey results. The shaded subtotal row for administration and service (Administration/Service: Total Average Hours) shows that DEOs/chairs/heads at all three schools reported spending far more time on these activities than any other type of faculty (approximately 25 hours at SUI, 27 at UNI, and 36 at ISU).

Even though DEOs/chairs/heads must spend significant time managing their departments, they remain very involved in teaching and research. DEOs at SUI reported spending, on average, more than 14 hours per week on teaching activities, and 14 hours on research activities. At ISU, chairs reported spending about 12 hours per week on teaching activities and about nine on research, while at UNI heads spent more than 14 hours on teaching and almost six hours on research. In total, DEOs/chairs/heads reported working approximately 53 to 61 hours per week.

viii. Total hours at work

The total number of hours the various types of faculty members at each institution reported working per week, on average, is in the shaded total row at the bottom of the table. Faculty members at all three institutions reported working more than 40 hours per week, on average. At SUI, tenured and tenure-track faculty members reported working 57.0 hours per week, non-tenure track faculty 52.7 hours, clinical track faculty 55.7 hours, and research track faculty 50.0 hours. At ISU, tenured and tenure-track faculty members reported working 56.8 hours per week, non-tenure track faculty 51.4 hours, and clinicians 58.9 hours. At UNI, tenured and tenure track faculty members reported working 51.9 hours per week and non-tenure track faculty 48.8 hours.

ix. Summary

The survey results tell a detailed story of how the faculty members at the three institutions spent their work time. According to the responses, the average faculty member spent more than 40 hours in activities that directly serve the tripartite mission of the universities: teaching, research, and service. This level of dedication is consistent with the fact that, through their work activities, faculty members are pursuing their intellectual passions.

4. Who teaches the students?

The following tables and charts 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 2014.

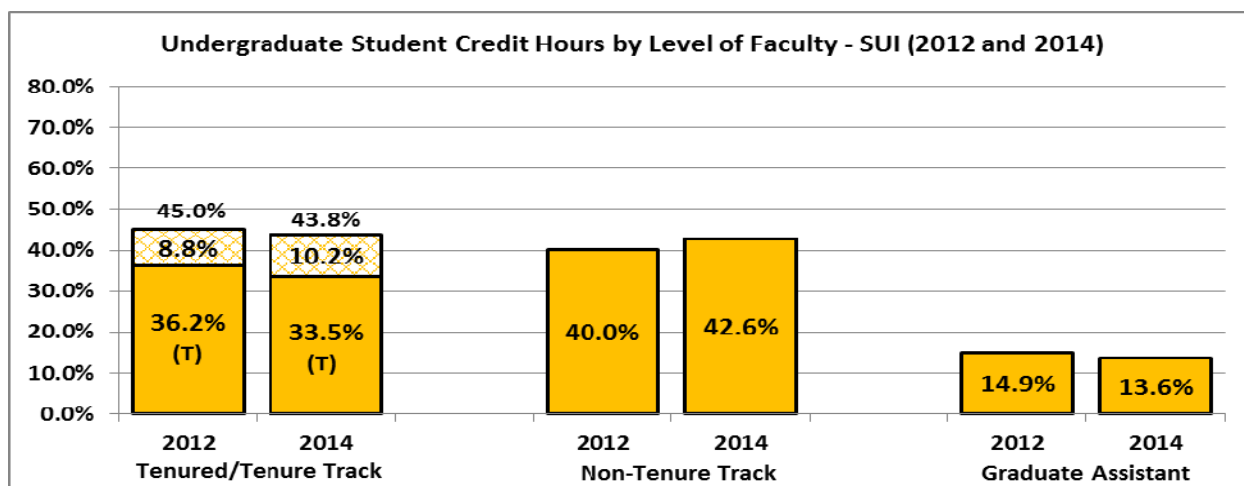
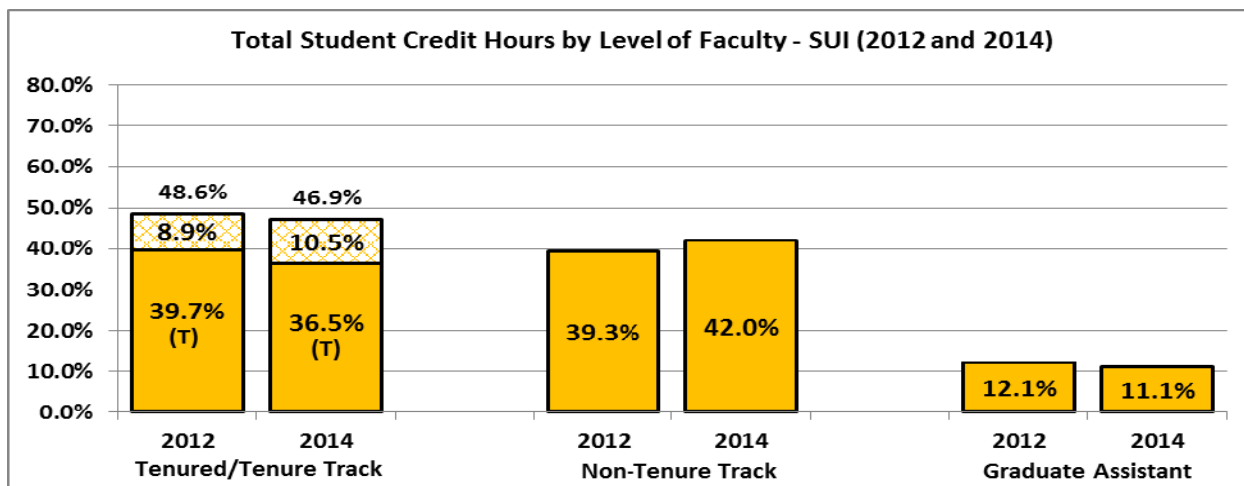
University of Iowa

- ◆ At SUI, 46.9% of all SCH and 43.8% of undergraduate SCH were taught by tenured or tenure-track faculty in Fall 2014. This represents a decrease of 1.7 percentage points (total) and 1.3 percentage points (undergraduate) from Fall 2012.
- ◆ Non-tenure track faculty taught 42.0% of total SCH and 42.6% of undergraduate SCH in Fall 2014, an increase of fewer than three percentage points from Fall 2012.
- ◆ Graduate assistants taught 11.1% of total SCH and 13.6% of undergraduate SCH in Fall 2014, a decrease of approximately one percentage point from Fall 2012.

The changes from Fall 2012 to Fall 2014 continue the trend of the last several years, and mirror changes at similar institutions across the country. AAU institutions that participate in the National Study of Instructional Costs and Productivity report a similar steady decrease in the percentage of SCH taught by tenured and tenure-track faculty (from 52.0% overall in FY 2000 to 44.0% in FY 2013). These trends also reflect the change in faculty appointments at universities. At SUI in Fall 2014, non-tenure track faculty represented 35.2% of faculty FTE in instructional-related fund groups compared to 21.0% in Fall 2000.

Table 4a – University of Iowa

| SUI | Undergraduate | | Graduate | | Professional | | Total | |
|------------------------|----------------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|
| | SCH | Pct | SCH | Pct | SCH | Pct | SCH | Pct |
| Tenured | 103,917 | 33.5% | 20,652 | 61.7% | 15,048 | 38.3% | 139,617 | 36.4% |
| Tenure-Track | 31,747 | 10.2% | 4,686 | 14.0% | 3,582 | 9.1% | 40,015 | 10.5% |
| <i>(T/TT Subtotal)</i> | <i>135,664</i> | <i>43.8%</i> | <i>25,338</i> | <i>75.8%</i> | <i>18,630</i> | <i>47.3%</i> | <i>179,632</i> | <i>46.9%</i> |
| Non-Tenure Track | 132,161 | 42.6% | 7,907 | 23.6% | 20,547 | 52.2% | 160,615 | 42.0% |
| Graduate Assistant | 42,139 | 13.6% | 201 | 0.6% | 175 | 0.4% | 42,515 | 11.1% |
| All Faculty | 309,964 | 100.0% | 33,446 | 100.0% | 39,352 | 100.0% | 382,762 | 100.0% |



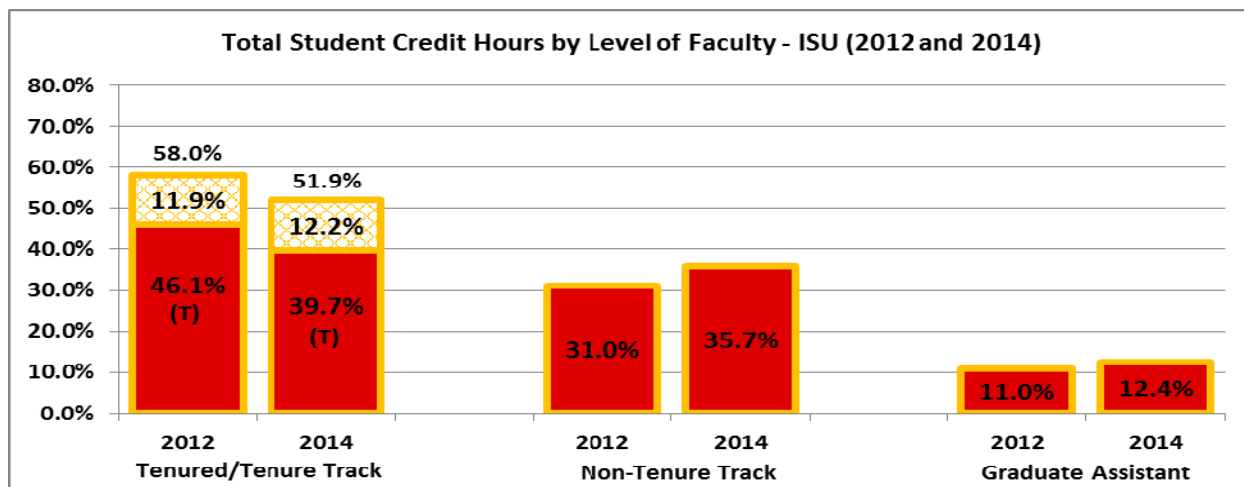
Iowa State University

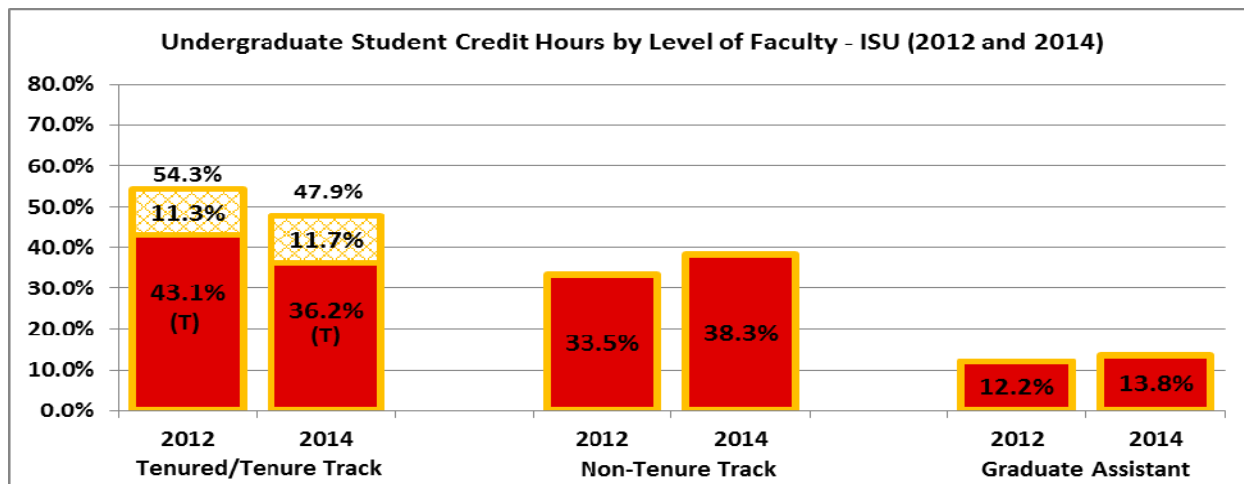
- ◆ At ISU, 51.9% of all SCH and 47.9% of undergraduate SCH were taught by tenured or tenure-track faculty in Fall 2014. This represents a decrease of 6.1 percentage points from Fall 2012.
- ◆ Non-tenure track faculty taught 35.7% of total SCH and 38.3% of undergraduate SCH in Fall 2014, an increase of 4.7 percentage points (total) and 4.8 percentage points (undergraduate) from Fall 2012.
- ◆ Graduate assistants taught 12.4% of total SCH and 13.8% of undergraduate SCH in Fall 2014, an increase of 1.4 percentage points (total) and 1.6 percentage points (undergraduate) from Fall 2012.

The increase in the total teaching carried out by non-tenure track faculty from Fall 2012 to Fall 2014 reflects the changing profile of faculty appointments at universities across the nation. More important, the increase in non-tenure track faculty instruction reflects an institutional response to the enrollment growth ISU has experienced during the past five years. From Fall 2012 to Fall 2014, total enrollment increased by 11% from 31,040 to 34,732 students. Undergraduate enrollment increased by 13.0%, from 25,553 to 28,893 students, necessitating the rapid hiring of instructional faculty—most typically into the non-tenure track. At ISU, non-tenure track faculty represented 27.3% of faculty FTE in Fall 2014 compared to 27.9% in Fall 2012. ISU is working to increase its hiring of tenured/tenure-track faculty, while recognizing that the institution will always rely upon a mix of excellent tenured, tenure-track, and non-tenure track faculty.

Table 4b – Iowa State University

| ISU | Undergraduate | | Graduate | | Professional | | Total | |
|------------------------|----------------|---------------|---------------|---------------|---------------|---------------|----------------|---------------|
| | SCH | Pct | SCH | Pct | SCH | Pct | SCH | Pct |
| Tenured | 141,030 | 36.2% | 24,184 | 70.5% | 7,477 | 69.3% | 172,691 | 39.7% |
| Tenure Track | 45,778 | 11.7% | 6,662 | 19.4% | 837 | 7.8% | 53,277 | 12.2% |
| <i>(T/TT Subtotal)</i> | <i>186,808</i> | <i>47.9%</i> | <i>30,846</i> | <i>89.9%</i> | <i>8,314</i> | <i>77.0%</i> | <i>225,968</i> | <i>51.9%</i> |
| Non-Tenure Track | 149,463 | 38.3% | 3,329 | 9.7% | 2,478 | 23.0% | 155,270 | 35.7% |
| Graduate Assistant | 53,819 | 13.8% | 130 | 0.4% | 0 | 0.0% | 53,949 | 12.4% |
| All Faculty | 390,090 | 100.0% | 34,305 | 100.0% | 10,792 | 100.0% | 435,187 | 100.0% |





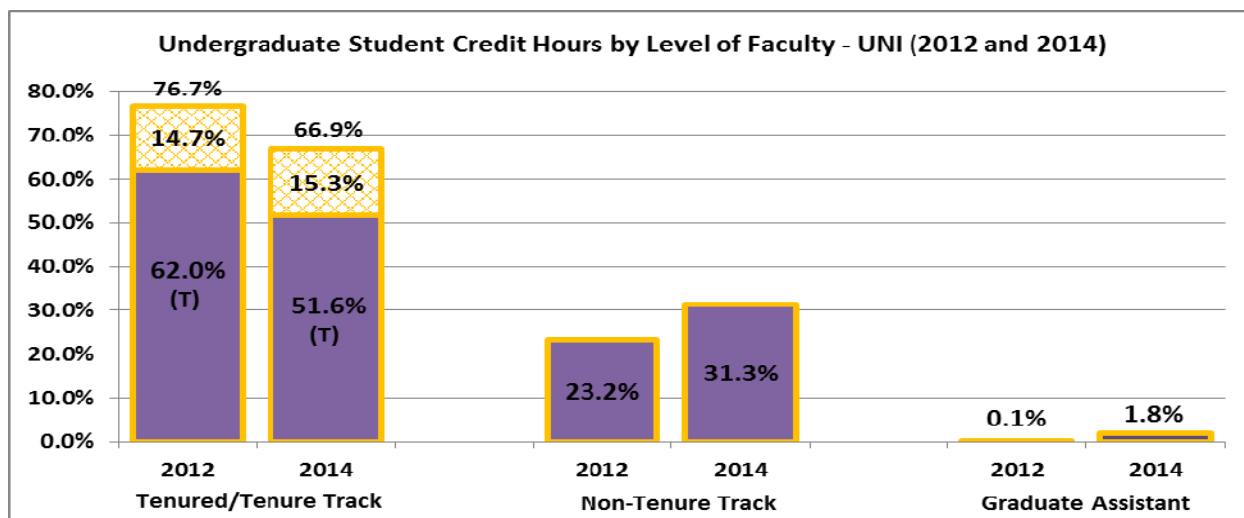
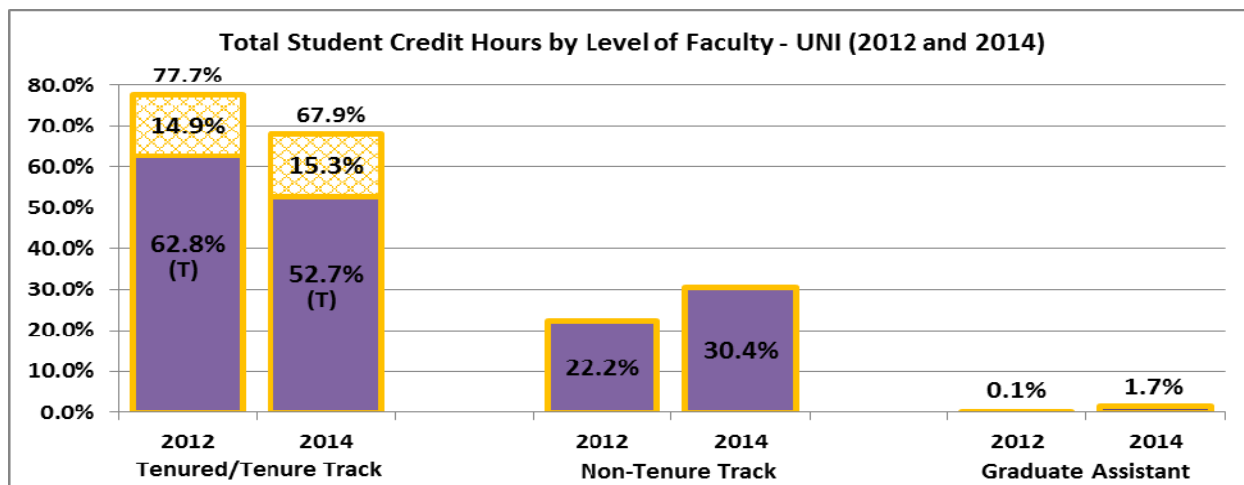
University of Northern Iowa

- ◆ At UNI, 67.9% of all SCH and 66.9% of undergraduate SCH were taught by tenured or tenure-track faculty in Fall 2014. This represents a decrease of 10.1 percentage points (total) and 10.4 percentage points (undergraduate) from Fall 2012.
- ◆ Non-tenure track faculty taught 30.4% of total SCH and 31.3% of undergraduate SCH in Fall 2014, an increase of 8.2 and 8.1 percentage points, respectively, from Fall 2012.
- ◆ Graduate assistants taught 1.7% of total SCH and 1.8% of undergraduate SCH in Fall 2014, an increase of 1.6 and 1.7 percentage points, respectively, from Fall 2012.

Similar to SUI, ISU, and national trends, the percentage of credit hours taught by tenured and tenure-track faculty at UNI has decreased since 2012.

Table 4c – University of Northern Iowa

| UNI | Undergraduate | | Graduate | | Professional | | Total | |
|------------------------|----------------|---------------|--------------|---------------|--------------|-------------|----------------|---------------|
| | SCH | Pct | SCH | Pct | SCH | Pct | SCH | Pct |
| Tenured | 67,999 | 51.6% | 6,258 | 69.2% | 0 | 0.0% | 74,257 | 52.7% |
| Tenure Track | 20,221 | 15.3% | 1,296 | 14.3% | 0 | 0.0% | 21,517 | 15.3% |
| <i>(T/TT Subtotal)</i> | <i>88,220</i> | <i>66.9%</i> | <i>7,554</i> | <i>83.5%</i> | <i>0</i> | <i>0.0%</i> | <i>95,774</i> | <i>67.9%</i> |
| Non-Tenure Track | 41,344 | 31.3% | 1,493 | 16.5% | 0 | 0.0% | 42,837 | 30.4% |
| Graduate Assistant | 2,341 | 1.8% | 1 | 0.0% | 0 | 0.0% | 2,342 | 1.7% |
| All Faculty | 131,905 | 100.0% | 9,048 | 100.0% | 0 | 0.0% | 140,953 | 100.0% |



5. How do we know faculty are doing a good job?

Faculty members spend years in graduate school in order to pursue careers that allow them to teach and do research in the areas that most deeply interest them. Being a professor is not so much doing a job as it is following a passion—which is why most faculty members work more than 50 hours a week. They look forward to their work, and provide excellent instruction to their students and produce valuable scholarship and community outreach.

However, not all faculty members can be equally passionate and dedicated to their careers. Some inevitably work harder than others, which is why the three Regent institutions have rigorous accountability procedures to regularly evaluate the work performance of individual faculty members. Though the procedures vary somewhat across the institutions, all are designed to monitor faculty job performance against agreed-upon standards and to provide constructive feedback and assistance to those faculty members who fall short in one or more areas of their work.

a. Annual Review

All three institutions conduct annual reviews of individual faculty at all ranks, for the interrelated purposes of performance appraisal and faculty development. These annual reviews address teaching performance as well as productivity in research/creative activities, professional practice, and institutional service, as appropriate. Student evaluations are collected regularly to help monitor the quality of teaching performance. In some cases, annual reviews may include peer observation of teaching. Annual reviews provide the basis for faculty salary decisions (along with position responsibilities, market factors, equity considerations, and in the case of UNI, collective bargaining agreements), and allow departments to provide constructive, developmental feedback to faculty, including tenure-track faculty who are working toward meeting departmental criteria for promotion and/or tenure.

b. Promotion and 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 involves evaluation by external reviewers as well as reviews at the departmental, college, and university levels.

c. Post-Tenure Review

In addition to annual reviews of tenured faculty by department heads, ISU and SUI conduct regular post-tenure reviews that include peer evaluation of teaching, research, and service. At SUI, tenured faculty members undergo a peer review every five years, according to procedures established by the colleges in accordance with the policy on Review of Tenured Faculty Members. At ISU, post-tenure reviews are conducted 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, a department head, dean, or provost may initiate a rigorous, thorough review if concerns are raised about a faculty member's performance in teaching, research/creative work, and service. These reviews ensure that all faculty members are performing satisfactorily in all areas.

d. Other

It should be noted that faculty members also undergo a rigorous form of "peer review" 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.

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 [Article Three](#) and [Appendix B](#) of the Master Agreement. Evaluation of faculty and efforts to promote faculty vitality at all three universities are addressed in greater detail in the [annual governance report on faculty tenure](#).

6. How do we know our universities are doing a good job?

The Regent universities monitor and submit annual governance reports on progress toward achieving the aspirations and goals articulated in their strategic plans. They also monitor and report on the goals and targets associated with the strategic plan of the Board of Regents.

The annual strategic planning progress report is one of many governance reports the universities submit each year to the Board of Regents—on topics such as budget, academic program review and student outcomes assessment, faculty activity and workload, faculty salaries, retirements and resignations, requests for professional development assignments, and many others—in order to meet their responsibility for accountability to the people of Iowa.

Selected institutional highlights

Below are selected examples of recent success and recognition at each of the three Regent universities.

UNIVERSITY OF IOWA

◆ Institutional Recognition

- *U.S. News and World Report* ranked the University of Iowa 27th among the nation's best public universities.
- *U.S. News and World Report* ranked 25 University of Iowa graduate programs and colleges among the 25 best in the country among all public and private schools. Almost 75% of SUI graduate and professional programs are ranked among the top 30 such programs at public schools around the nation.
- University of Iowa Hospitals and Clinics has been ranked as one of *U.S. News & World Report's* "America's Best Hospitals" for 25 years in a row.
- SUI was ranked among the top 10 Best Colleges for Veterans by *U.S. News and World Report* for two consecutive years, and has been named a "Military Friendly School" by Victory Media for six consecutive years.
- SUI was named a "Best Buy" by the *Fiske Guide to Colleges* for the 11th straight year.
- SUI is a member of the Association of American Universities (AAU), a nonprofit organization of 62 leading public and private research universities in the United States and Canada.

- The large number of new incoming students (a record-breaking class of 4,666 first-year students in Fall 2014 and expectations for continued growth in Fall 2015), a retention rate at or above 85.0% for each of the last five years, and a four-year graduation rate above 50% for each of the last two years are particularly positive indicators of success.
- The University of Iowa was fully reaccredited by the Higher Learning Commission of the North Central Association following its last 10-year site visit in 2007-08.
- SUI has been recognized by the U.S. Environmental Protection Agency:
 - As a Top 30 On-Site Green Power Generator (organizations generating and consuming the most green power on-site within the Green Power Partnership)
 - As Collective Conference Champion for EPA's 2014-2015 College and University Green Power Challenge (one of six schools in the Big 10 recognized by the EPA as 2014-2015 Collective Conference Champions for using green power).

◆ **Selected Academic Strengths**

- Iowa's top-25 ranked graduate and professional programs include speech-language pathology (#1) and audiology (#2); physician assistant (#2); rehabilitation counseling (#3); physical therapy (#5); health-care management (#10); primary care in the Carver College of Medicine (#16); public health (#17); Pharm.D. (#17); clinical psychology (#18); MFA in art and design (#22); College of Law (#22); and the part-time MBA program in the Tippie College of Business (#24).
- Additional specialties ranked in the top 25 include the printmaking (#4) and painting/drawing (#16) specialties in fine arts; higher education administration (#14), student counseling and personnel services (#1) in the College of Education; environmental engineering (#15); rural medicine (#10) and family medicine (#12) in the Carver College of Medicine; gerontological nursing (#11), nursing service administration (#2), nursing anesthesia (#9), and pediatric nurse practitioner (#14) in the College of Nursing; and social psychology (#3).
- Nine medical specialties in the University of Iowa Hospitals and Clinics are nationally ranked, including ophthalmology and visual sciences (#8), otolaryngology (#9), gynecology (#15), orthopaedics and rehabilitation (#18), cancer (#27), neurology and neurosurgery (#33), urology (#33), nephrology (#40), and cardiology and heart surgery (#48).
- The UI Writers' Workshop is world-renowned and frequently recognized as #1 in the nation. The university's many other writing programs also are recognized for excellence, and have helped shape SUI's reputation as "the writing university"—which in turn helped to cement Iowa's City's designation, in 2008, as the world's third UNESCO City of Literature.
- Through its Cluster Hire Initiative, SUI is building exceptional multidisciplinary strength in seven areas that address "grand challenges" of the 21st century: water sustainability, the aging mind and brain, obesity, genetics, public digital humanities, public digital arts, and informatics.

◇ **Student Success**

- SUI's Fall 2014 incoming class was the largest ever (4,666) and the most diverse (19% minority).
- One-year retention and four- and six-year graduation rates remain at or close to record levels.
 - The record for one-year retention was 86.6% for the entering class of 2009. The retention rates for the classes of 2010 through 2013 have remained at or above 85.5%, with the rate for the 2013 cohort at 86.1%.
 - The four-year graduation rate for the entering class of 2009 was a record 51.1%; the four-year graduation rate for the entering class of 2010 was 50.9%. Preliminary data indicate that the entering class of 2011 will set a new record for a four-year graduation rate.
 - The six-year graduation rate for the entering class of 2005 was a record 70.8%. The six-year graduation rates for the entering classes of 2003 to 2008 have been above 69%; the rate for the 2008 cohort was 70%. Preliminary data indicate that the entering class of 2009 will set a new record for a six-year graduation rate.
- The placement rate for students graduating from SUI undergraduate college in May 2014 ranged from 92% (Tippie College of Business) to 98% (Nursing). The overall rate was 95%. SUI's College of Pharmacy reported a 96% placement rate and the College of Law reported a 98% placement rate.
- A record number of SUI students or alumni (13) were awarded Fulbright Awards to go abroad to conduct research, attend graduate school, teach English, or pursue other creative endeavors in 12 countries during 2015-2016.
- Five SUI graduate students earned the prestigious National Science Foundation Graduate Research Fellowship in 2015-2016.

◇ **Contributions to Iowa Leadership**

- SUI has educated
 - 79% of Iowa's dentists
 - 50% of Iowa's physicians
 - 48% of Iowa's pharmacists
 - Teachers and administrators in all of Iowa's K-12 school districts
- FY 2015 was the fifth consecutive year that SUI researchers brought more than \$400 million in external research funding to the university and state.
- SUI is co-leading the Southeast Regional STEM hub, with Kirkwood Community College.
- SUI has established degree completion programs with all 15 Iowa community colleges.
- Approximately 45% of enrollments in for-credit continuing education at the Regent universities are in SUI programs.

- The Iowa Initiative for Sustainable Communities (IISC) managed 33 community development projects in three communities (Decorah, Iowa City, Sioux City); involved 11 colleges and departments; more than 300 students and faculty completed more than 25,000 hours of work.
- In FY 2015, SUI's partnership with the Iowa Resource Conservation and Development (RC&D) regions resulted in five statewide workshops in Des Moines and Iowa City providing expertise on economic development, cultural development, leadership, and nonprofit development. Fifteen community engagement projects have been established across nine RC&D regions for 2015-2016.
- SUI was selected to receive the 2015 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching.
- The Iowa Flood Center's Iowa Flood Information System (IFIS) provides flood condition information to more than 1,000 communities.
- In FY 2015, SUI's College of Engineering partnered with more than 160 Iowa-based companies on employee recruitment, research, and faculty consulting.
- SUI's College of Nursing continues to lead statewide Future of Nursing Action Coalition initiatives.
- SUI's College of Public Health Business Leadership Network has expanded to 44 Iowa counties.

IOWA STATE UNIVERSITY

◆ Institutional Recognition

- ISU is designated a Carnegie Foundation Doctoral/Research Extensive university, a classification reserved for universities with comprehensive degree programs and a strong commitment to graduate education and research.
- ISU is a member of the Association of American Universities, an association of 62 of the leading public and private research universities in the United States and Canada.
- Rankings of the university and its programs indicate the university's stature as a land-grant research university among its national peers. The latest *U.S. News & World Report* (2014 Edition) ranked Iowa State 50th among public national universities-doctoral and the 155th best global university (2014).
 - The ISU College of Engineering was ranked 41st among all ABET-accredited programs nationally and 23rd among public universities.
 - The College of Business was ranked 79th among programs accredited by the Association to Advance Collegiate Schools of Business, and 50th among public universities.
- Iowa State's graduate program also earn high ratings from *U.S. News and World Report*.
 - The College of Veterinary Medicine was ranked 13th nationally, and 10th among public schools.
 - The College of Engineering was ranked 43rd overall, and 24th among publics.
 - The College of Business was ranked 63rd overall and 32nd among publics.
 - The School of Education was ranked 83rd overall, and 65th among publics.

- CollegeAtlas ranked Iowa State 1st in the nation for its combination of academic quality, affordability and accessibility. Iowa State has also been ranked as a top 10 best buy public college by the *Fiske Guide to Colleges*.
- Iowa State is also recognized as a best college for veterans by *Military Times*; a top 24 green institution by *Princeton Review*, a best college for LGBTQA+ students by BestColleges.com, and as a community engaged university by the Carnegie Foundation for the Advancement of Teaching.

◇ **Selected Academic Strengths**

- ISU has several nationally ranked programs (by *U.S. News & World Report*, 2013):
 - 4th in Agricultural and Biosystems Engineering
 - 22nd in Chemical Engineering (15th among publics)
- Quacquarelli Symonds' University Rankings by Subject rated Iowa State's agriculture and forestry programs as the world's 8th best, and its veterinary science program as the world's 35th best programs.
- Ranked by their respective professional associations and publications are:
 - ISU landscape architecture program ranked among the top 11 in the nation
 - BestSchools.org ranked Iowa State's Information Assurance and Security Program among its 25 best online master's programs
 - Iowa State's Department of Mathematics received the 2015 American Mathematical Society Award for exemplary program or achievement
 - Fashion School Career Advice ranked Iowa State 3rd, nationally, for fashion merchandising, and 8th for fashion design
- Twelve Iowa State schools or departments rank among U.S. News and World Report's graduate program rankings (2014-2015 – different programs are ranked each year):
 - 3rd in Agriculture and Biosystems Engineering
 - 16th in Higher Education Administration (11th among publics)
 - 19th in Statistics (11th among publics)
 - 23rd in Aerospace Engineering (16th among publics)
 - 24th in Materials Engineering (15th among publics)
 - 25th in Industrial/Manufacturing Systems Engineering (18th among publics)
 - 30th in Chemical Engineering (19th among publics)
 - 37th in Civil Engineering (24th among publics)
 - 41st in Electrical/Electronic/Communications Engineering (23rd among publics)
 - 43rd in Mechanical Engineering (23rd among publics)
 - 45th in Chemistry (28th among publics)
 - 48th in Environmental/Environmental Health Engineering (23rd among publics)
 - 50th in Physics (30th among publics)
 - 53rd in Computer Engineering (29th among publics)
 - 63rd in Computer Science (37th among publics)
 - 68th in Math (41st among publics)
 - 75th in Biological Sciences (42nd among publics)

- Ranked by their respective professional associations and publications are:
 - Iowa State's graduate architecture program was ranked 18th nationally by DesignIntelligence
 - The graduate community and regional planning program was ranked 4th, nationally, by Planitzen
- Based on internationally prominent research programs, other strengths at ISU include, biorenewables and the bioeconomy, and in the broader biological sciences, information sciences, nanosciences, social sciences (as they apply to understanding rural America), and based on excellent scholarship in the arts and humanities.
- Iowa State continues to build exceptional academic programs on the undergraduate, graduate, and post-graduate level. Many undergraduate programs contain components of research experiences for undergraduates, a distinguishing feature of the research university.

◆ **Student Success**

- ISU educates more Iowans than any other college or university.
- 26% of new freshmen were in the top 10% of their high school graduating class, and nearly half were in the top 20%.
- Iowa State participates in the National Survey of Student Engagement (NSSE). In the most recent survey, 90% of first-year students and 86% of seniors rated their experience as good or excellent. When asked to how often they had been challenged to do their very best at Iowa State, 95% of first-year students and 92% of seniors responded with the some or most of the time. Further, 91% of first-year students and 85% of seniors indicated that if they could start over, they would probably or definitely still attend ISU.
- Iowa State's 2014 Bachelor's graduates enjoyed an overall 95% placement rate within six months of graduation; of those who were employed, 66% of Iowa students, 26% of nonresidents, and 19% of international students remained in Iowa to begin their careers.
- Master's and Ph.D. graduates enjoyed 96% and 95% placement rates, respectively. Of Master's graduates who were employed after graduation, 54% are employed in Iowa, including 82% of Business graduates; 75% of Iowa residents, 25% of nonresidents, and 19% of international students were employed in Iowa.

◆ **Contributions to Iowa Leadership**

- ISU faculty are increasingly influential in the development of economic activity in the state. A current example of that influence is the role that ISU faculty and staff play in the state in the development of the bioeconomy and its potential impact on Iowa.
- As a land-grant institution, ISU has a well-known and effective Extension and Outreach program. Each year, nearly a million people benefit directly from ISU Extension and Outreach educational programs. One in five Iowa school-age youth – nearly 100,000 students – participate in 4-H programs.

- The Center for Industrial Research and Service (CIRAS) worked with 1,550 Iowa companies from 97 counties last year, adding or saving 5,150 jobs, and generating \$386 million of total economic impact.
- The Small Business Development Center worked with more than 2,600 clients in 2014, helping start 251 new businesses, raise \$52 million in capital, increase sales by \$50 million, and add 1,200 jobs.
- The amount of sponsored funding is another measure of faculty success in discovery. The amount stands at \$425 million for fiscal year 2015.
- Finally, the success of the university in the 21st century will be measured by the prominence of our faculty and graduates in emerging disciplines such as the biorenewables and bioeconomy, and food safety and security. As evidenced by the current research and scholarship in these critically important areas, ISU faculty are already advancing the university as a leader in the state, nation and the world.

UNIVERSITY OF NORTHERN IOWA

◆ Institutional Recognition

- *U.S. News and World Report* continues to rank the University of Northern Iowa 2nd among Midwest regional public universities.
- *Kiplinger's Personal Finance* ranked the University of Northern Iowa among the "100 Best Values in Public Colleges" for the third consecutive year.
- UNI was named a "Military-Friendly University" for the fifth year by *G.I. Jobs Magazine* and a 2015 Best for Vets: Business School by *Military Times*.
- For the sixth year, the Corporation for National and Community Service named UNI to the 2014 President's higher Education Community Service Honor Roll.
- UNI received the 2015 Community Engagement Classification from The Carnegie Foundation.
- UNI is recognized as one of the 353 most environmentally responsible colleges in North America by *The Princeton Review*. UNI ranked #41 among the 353 schools included, receiving a "green" rating of 98 out of 99.
- UNI was honored as a College of Distinction for the 2014-2015 school year. UNI is the only public university in Iowa to earn this designation.

◆ Selected Academic Strengths

- UNI's special education program had a 100 percent placement rate in 2014; our teacher education program had a 94 percent placement rate in 2014.
- The Association to Advance Collegiate Schools of Business (AACSB International) granted continuation of accreditation to UNI *Business* for another five years, reaffirming the business school's status among the top 5 percent in the world.
- UNI counseling students who took the Counselor Preparation Comprehension Examination exceeded the national mean (85.62) by 7 percent by obtaining a 92 percent average. All UNI students passed the exam.

- UNI received a 2015 STEM Jobs Approved College designation, recognizing our continued commitment to science, technology, engineering and mathematics education and job placement.

◆ **Student Success**

- Ninety-seven percent of UNI's 2013-14 graduates are employed or continuing their education – 82 percent are employed, 15 percent are continuing their education.
- When UNI students graduate, they owe less money than students who graduate from any four-year public institution in Iowa.
- Nine out of 10 UNI graduates from Iowa stay in Iowa; four out of 10 graduates from out of state stayed in Iowa; and two out of three graduates who leave Iowa indicate they want to return in the future.

◆ **Contributions to Iowa Leadership**

- Nearly 32 percent of teachers and 37 percent of school administrators in Iowa are UNI graduates.
- UNI houses the Northeast Iowa STEM Hub.
- In 2014, UNI's Business and Community Services (BCS) worked with 1,950 clients from all 99 Iowa counties. Through this outreach, BCS programs have reached out to more than 65,000 Iowans through service to small businesses, communities and local governments.
- The Metal Casting Center's 3-D sand cast printer, operated out of the TechWorks building in Waterloo, has contracted services to more than 75 foundries. The printer is now in operation 24 hours a day, 5 days a week to keep up with demand.
- Sixteen new companies were started and 19 others continued to operate out of UNI's Innovation Incubator and R.J. McElroy Student Incubator.
- The newly renamed Center for Business Growth and Innovation has provided one-on-one assistance to more than 1,000 businesses through its Business Concierge program while engaging more than 38,000 users on IASourceLink.com through a partnership with the Iowa Economic Development Authority.

Appendix: Selected Faculty Profiles

The faculty profiles included on pages 25-33 describe the commitment of faculty members at the Regent universities to the missions of teaching, research, and service.

Faculty Activity Study Communication Timeline

| Timeframe – SUI | Timeframe – ISU | Timeframe - UNI | Description | Communication From |
|---|-------------------------------------|-------------------------------------|--|---|
| Week prior to 1 st week of class | 1 st week of class | 1 st week of class | E-mail to all eligible faculty members, to alert them that the survey will be conducted during spring semester | Faculty Senate President |
| | Day -3 (Friday prior to start date) | Day -3 (Friday prior to start date) | Hard copy letter (from provosts and Faculty Senate presidents) and survey worksheet with FAQs sent through campus mail, to arrive on Day 1 | Faculty Senate Presidents and Provosts |
| Day -5 (Wednesday prior to Monday start date) | Day 1 (start date) | Day 1 (start date) | E-mail (with survey link) to week’s sampled faculty members telling them their week starts the following Monday | Faculty Senate President and Provosts |
| Day -1 (Sunday prior to Monday start date) | | | E-mail (with survey link) to week’s sampled faculty members telling them their week starts the next day | Faculty Senate President |
| | Day 1 (start date) | Day 1 (start date) | E-mail (with survey link) to week’s sampled faculty members telling them their week starts that day | Faculty Senate President |
| Day 8 (Monday after end date) | Day 10 | Day 10 | E-mail reminder (with survey link) to non-responders asking them to complete the survey | Faculty Senate President (SUI), Project Manager (ISU/UNI) |
| Day 16 | Day 16 | Day 16 | E-mail reminder (with survey link) to non-responders asking them to complete the survey | AP Faculty (SUI), Project Manager (ISU/UNI) |
| Day 24 + or – | | Day 24 + or - | E-mail reminder (with survey link) to non-responders asking them to complete the survey | AP Faculty (SUI), Project staff (UNI) |
| | Day 24 + or - | | Phone call (ISU) to non-respondents reminding them to complete their survey | Project staff |

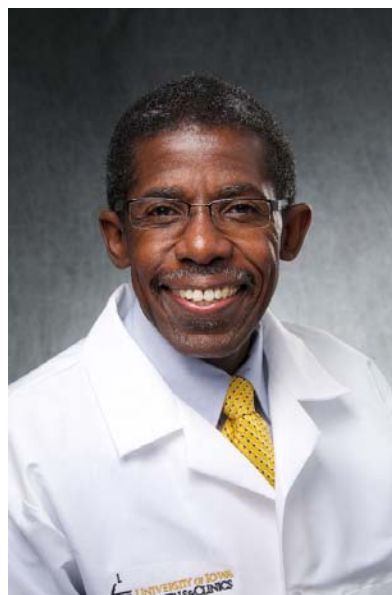
UNIVERSITY OF IOWA

E. Dale Abel, M.D., D.Phil.
Leading the fight against diabetes

As the director of the [Fraternal Order of Eagles Diabetes Research Center](#) in the UI Roy J. and Lucille A. Carver College of Medicine, E. Dale Abel, M.D., D.Phil., is on the frontlines of the battle against one of the most serious public health threats in the United States and the world.

Abel is internationally recognized for his research on the molecular mechanisms responsible for cardiac dysfunction in obesity, type 2 diabetes and type 1 diabetes, and for studies of the role of mitochondrial dysfunction in the development of insulin resistance, obesity, and its complications. His research is actively funded by the National Institutes of Health and other agencies, and his work also has been supported by the American Diabetes Association, Juvenile Diabetes Research Foundation, and the American Heart Association.

As director of the FOE Diabetes Research Center, Abel is responsible for recruiting and mentoring world-class faculty, and developing clinical, research, and academic programs of excellence. In addition to his leadership role for the FOE Diabetes Research Center, Abel is also a professor of internal medicine, and chief of the Division of Endocrinology and Metabolism, and holds a joint appointment as professor of biochemistry in the UI Carver College of Medicine. He also serves as head of the interdisciplinary Diabetes Clinic located at UI Hospitals and Clinics—Iowa River Landing.



In the course of his career, Abel has received numerous national honors and awards, and has been a lecturer and visiting professor in the U.S. and internationally. He is primary or co-author or editor on more than 140 scientific publications.

Abel's lab studies heart failure in diabetes. Researchers are interested in how the heart uses energy, as well as how improper levels of insulin can damage cardiac muscle in animal models and human tissue samples. Using animal models, researchers are testing how to strengthen mitochondria that are specifically affected by diabetes.

Dr. Abel was recently awarded two grants totaling \$4 million from the National Heart Lung and Blood Institute to study the connection between diabetes, obesity, and heart failure.

ABOUT PROFESSOR ABEL: Abel joined the UI from the University of Utah in Salt Lake City, where he was chief of the Endocrinology, Metabolism, and Diabetes division, and professor of medicine and biochemistry.

He was a clinical and research fellow and instructor at Harvard Medical School, and before that an instructor of Clinical Medicine at Northwestern University Medical School. He received his medical degree from the University of West Indies in Kingston, Jamaica. He was a Rhodes Scholar and Clinical Research Fellow to Professor John G. Ledingham at the University of Oxford in Oxford, United Kingdom, where he also earned a DPhil (PhD) in Physiology. He was then an intern and resident in medicine at McGraw Medical Center, Northwestern University Medical School and served as chief resident of Internal Medicine at the VA Lakeside Medical Center there.

UNIVERSITY OF IOWA

Michelle Voss, Ph.D. **Giving the aging brain a workout**

Everyone knows taking a good walk, one that really gets your heart pumping, can take inches from your waistline and boost your cardiac function. But does it do anything for your brain?

That's what a group of University of Iowa researchers hopes to find out. The team of scientists from the UI Carver College of Medicine and the College of Liberal Arts and Sciences is studying the effects of moderate exercise, like brisk walking or cycling, on learning, memory loss, and brain aging in older adults.

Led by Michelle Voss, PhD, assistant professor of psychological and brain sciences, the team will look at how areas of the brain change as we age, and which physical activities may help slow or prevent those changes we now consider just a normal part of getting older.

"There's evidence that being physically active might lessen the detriments that someone experiences in cognitive aging," Voss says, "but there's still a need for better understanding of exactly how exercise has the protective effects it does on human cognitive and brain aging, as well as on the risk for dementia."



The Iowa researchers will begin to find answers through the use of magnetic resonance imaging (MRI) at the Iowa Institute for Biomedical Imaging in the Pappajohn Biomedical Discovery Building.

Enrolling study participants age 60 and older, Voss and her colleagues will look at how the aging brain is affected by physical exercise. Participants' brains will be scanned using the MRI both before and after a single exercise session, as well as before and after three months of exercise training. Researchers want to know if responses in the brain right after exercise can help them understand the long-term benefits of exercise on the brain.

If data support their prediction—that early "acute" responses in the brain help to explain how exercise slows normal cognitive decline—the study could be a springboard for further research into the effects that different exercises may have on brain health outside of normal aging, such as in patients with Alzheimer's disease or traumatic brain injury (TBI).

Future studies such as these would use the university's new 7 Tesla MRI to get a clearer image of different regions of the brain. "One theory about why exercise is so good for the brain is that it's creating new neurons in a specific part of the hippocampus known as the dentate gyrus, and those new neurons create new connections with other parts of the brain," Voss says. "It's been hard to test this with humans because the imaging resolution wasn't there, but now with the new magnet we hope to get the resolution we need to push forward on this."

About Professor Voss: Dr. Voss received her BA, MS, and Ph.D. in Psychology from the University of Illinois at Urbana-Champaign. She joined the UI faculty in 2012.

UNIVERSITY OF IOWA

Leonard A. Sandler, J.D. Ensuring equal access for all Iowans

Thanks to the work of Leonard Sandler, thousands of Iowans have greater access to housing, transportation, shopping, dining, and other public accommodations.

As director of the Law and Policy in Action program in the College of Law's legal clinic, Sandler supervises teams of law students who work with store owners, real estate developers, lawmakers, policy makers, local governments, health care providers, even churches and baseball teams, to ensure equal access to all people.

A clinical professor of law, Sandler joined the faculty in 1990 and started working on equal access rights a few years later. At first, the focus of his work was bringing litigation against organizations that were not fully accessible to all people, particularly those who have physical or cognitive disabilities. But he soon realized that working with organizations might be more effective than filing lawsuits against them, and he changed the center's direction to cooperation instead of confrontation.

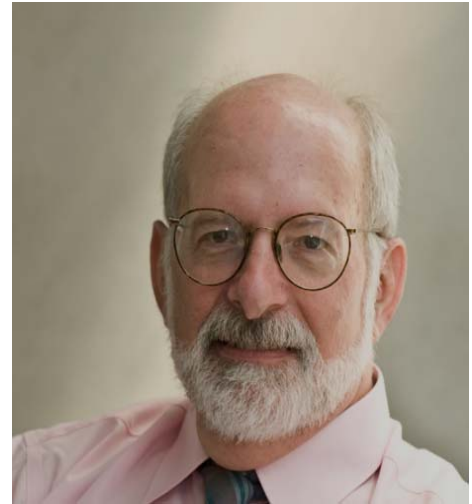
"I realized that encouraging and educating business and government would result in greater and more widespread change than litigation," Sandler says.

Since then, he's worked with hundreds of organizations across Iowa to make their facilities more accessible, especially to people with disabilities. Among the more notable examples is Dubuque's Washington Court housing complex, in which Sandler and his students worked with a developer to turn an empty downtown warehouse into loft housing, to make sure that residents with disabilities could easily navigate the apartments. That experience led to a universal design and green home checklist and handbook which is now used by developers across Iowa as they design, build or remodel homes that are environmentally friendly and accessible to all people.

The clinic has also worked with Iowa banks to ensure their ATMs are fully accessible, and stores in Coral Ridge Mall, to make sure that people in wheelchairs or walkers can navigate their aisles. They've even worked with the Cedar Rapids Kernels to make sure baseball fans with disabilities have a great game day experience at Veterans Stadium. Other examples of Sandler's work include helping the city of Cedar Rapids re-write its civil rights code, and the city of Davenport draft administrative rules to implement a new civil rights code; working with the Iowa Civil Rights Commission to develop new rules on the place of service and emotional support animals under the Fair Housing Act in the state; and working with Johnson County to develop a plan to consider mobile home parks as a way to increase affordable housing options.

Sandler and his students also frequently work with the state legislature, policy makers, committees and commissions on new and proposed changes in disability law, including the Rebuild Iowa Commission, the Governor's Task Force on Dependent Adults with Mental Retardation, and the Iowa Housing Policy Roundtable.

About Professor Sandler: Sandler graduated from Northeastern University, earned his JD from the University of Maryland, and spend four years as a submariner in the US Navy.



IOWA STATE UNIVERSITY

Christina Bloebaum, Ph.D.

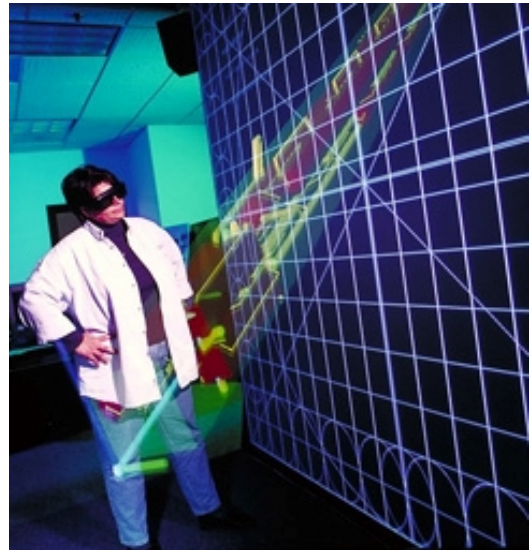
Designing better systems for aerospace engineering, precision agriculture

Christina Bloebaum, Ph.D., the Dennis and Rebecca Muilenburg Professor of Aerospace Engineering, has turned a passion for airplanes into a successful academic career.

Bloebaum, who initially had a strong desire to join the U.S. Air Force and become an astronaut, instead became a global expert on complex system designs.

“There is so much information involved in the design and creation of a plane, for example, that it’s impossible for one person to understand it all,” she explains. “Different people work on different pieces of the plane, and even the smallest change can have a significant impact on others down the line. I teach my students to understand how these decisions affect each group, as well as the overall process.”

Bloebaum, who joined Iowa State in 2012, is also working to build collaborations across campus. She is leading a Presidential Initiative for Interdisciplinary Research project on data driven unmanned aircraft systems for precision agriculture with colleagues from the colleges of engineering, liberal arts and sciences, agriculture and life sciences, as well as the Virtual Reality Applications Center.



Bloebaum earned bachelor’s, master’s, and doctoral degrees in aerospace engineering from the University of Florida. Her professional career includes positions as a visiting scientist and consultant to NASA, executive director of the New York State Center for Engineering Design and Industrial Innovation at the University of Buffalo, and program director at the National Science Foundation (NSF). The White House also named Bloebaum as an NSF Presidential Faculty Fellow in 1995.

During her tenure at the NSF, Bloebaum served as program director of Engineering and Systems Design, Systems Science. She created or co-created programs in Systems Science, Design of Engineering Materials Systems, and the Origami Design for Integration of Self-assembling Systems for Engineering Innovation, a completely new research area.

Bloebaum has earned numerous awards for her teaching and research, including the State University of New York (SUNY) Chancellor’s Award for Excellence in Teaching, and the SUNY Research Foundation’s Award for Excellence in Research. She was elected a fellow of the American Institute of Aeronautics and Astronautics in 2012, and also received the Institute’s Multidisciplinary Design Optimization (MDO) Award.

At Iowa State, she teaches courses in MDO, engineering and heuristic optimization, and the design of engineered systems.

IOWA STATE UNIVERSITY

Brian Burt, Ph.D. **Improving educational experiences for students of color**

Brian Burt, Ph.D., studies his students. *Literally.*

Burt, an assistant professor in Iowa State's School of Education uses qualitative methodological approaches to study graduate students' experiences, particularly graduate students of color, as well as the policies and practices that influence their education and transition into the workforce.

Burt is interested in how students learn within their programs, as well as their interactions and relationships with others. In a recent study, for example, he found that Black males earning their Ph.D. in engineering changed their outlook on their career path based on the interactions with advisers and fellow students.

"Students who had positive relationships with their adviser and lab mates felt more attached to their institution and program, while those who had negative relationships felt inadequate at their institution and questioned their decision to remain in the program," he said.

With the help of an Experimental Program to Stimulate Competitive Research (EPSCoR) seed grant, Burt and the students in his research group have launched a multi-institutional study of student success in the science, technology, engineering, and mathematics (STEM) fields.

Burt earned a bachelor's degree in secondary English education from Indiana University-Bloomington; a master's in higher education administration from the University of Maryland-College Park; and a Ph.D. in higher education from the University of Michigan. He teaches Iowa State courses in Qualitative Research Methodology, Students in American Higher Education, Student Development Theory, and Equity, Diversity, and Inclusion.



IOWA STATE UNIVERSITY

Karen Harmon, Ph.D. Protecting animal and human health

Karen Harmon, Ph.D., is in high demand.

Harmon, a clinician in Veterinary Diagnostic and Production Animal Medicine and Iowa State's Veterinary Diagnostic Laboratory (VDL), focuses her work on testing for animal bacteria and viruses, and oversees the technical operations of molecular testing.

The VDL, the state's only full-service and fully accredited lab, helps protect animal and human health, and advance Iowa's \$14 billion animal agriculture industry by providing timely, high-quality and comprehensive diagnostic services; teaching veterinary students, graduate students, and practicing veterinarians; and conducting research to advance diagnostic and production animal medicine. The VDL will receive about 70,000 new cases in 2015, and perform more than 300,000 individual molecular tests.



“The Veterinary Diagnostic Lab has been extremely busy,” Harmon says. “This year, it’s avian influenza. Last year, it was porcine epidemic diarrhea virus. And porcine respiratory and reproductive syndrome virus (PRRSV) has consistently been a very high volume test for us. There’s never a shortage of work!”

Harmon’s work in the VDL includes designing and validating tests to detect new or emerging agents, updating or improving currently available tests, working with the lab’s clients, and evaluating new testing equipment.

She also expects to become even more involved with avian influenza in the coming months, validating tests for ongoing surveillance of the disease, in order to detect the virus as early as possible

Harmon’s work with students includes training on testing techniques and procedures, and analysis of testing data. She recently worked with a student on a summer project to develop a new test to detect bacterial swine pathogen, for which no test currently exists in the VDL.

Harmon earned a bachelor’s degree in food science from the University of Wisconsin-Madison, and a Ph.D. in food science/food microbiology from the University of Minnesota-Twin Cities. She joined Iowa State in 1997, following academic research positions at Virginia Tech and Clemson University, and a microbiology appointment at the National Animal Disease Center in Ames.

UNIVERSITY OF NORTHERN IOWA

Elaine Eshbaugh, Ph.D. UNI professor's passion for the aging process

While many complete their journeys in a retirement community, for Dr. Elaine Eshbaugh, that's where it all began.

With a mother who was the activity director at a nursing home, Eshbaugh, an associate professor of gerontology at UNI, spent time with the elderly beginning at a very young age. "I remember receiving a ton of attention from the residents as a child," she recalled fondly.

This attention and time spent at the home has undoubtedly influenced many of Eshbaugh's educational and career decisions. "No matter what path I went down, I came back to aging."

After beginning her teaching career at UNI in 2006, Eshbaugh's passion for the aging process was fueled in part by a grant from the Adele Whitenack Davis Professorship in Gerontology Endowment Fund, which was established to encourage research in the field of gerontology. This, along with a grant from the U.S. Department of Education in 2002, helped establish the Iowa Center for Applied Gerontology at UNI, the only undergraduate gerontology program in Iowa.



Through the gerontology program, students learn about the physical, social and psychological aspects of aging. They also gain experience in how to interact with aging families, be service providers for older adults, and create policy in our society that suits the large proportion of older adults.

Eshbaugh also completed an independent study in 2012 through her low-impact aerobics class, which serves a lot of older participants. The study notes how, although elderly people are generally thought to be declining in fitness with age, many participants still demonstrated gains in balance, strength and cardio.

"People are living longer and healthier lives than ever before," stressed Eshbaugh. "This study suggests that you can make gains in your fitness with older age, that decline isn't inevitable."

About Professor Eshbaugh: Eshbaugh earned her bachelor's degree in psychology from UNI and her master's and Ph.D. in human development from Iowa State University. She coordinates UNI's Memory Trunk Program and maintains an active public speaking and community outreach schedule. Recently, Eshbaugh was appointed by the president of UNI to the role of Faculty Athletics Representative to the NCAA. In her free time, she enjoys college basketball, running, baking cheesecake and anything related to dogs. She also teaches fitness classes at the Cedar Falls Rec Center.

UNIVERSITY OF NORTHERN IOWA

John (Andy) Anderson, Ph.D.

Investigating Chinese outward foreign direct investment in developed markets

Chinese outward foreign direct investment (FDI) has experienced exceptionally rapid growth in strategic asset seeking (technology and brands) in developed countries for the purpose of technological catch-up. Empirical research conducted by John (Andy) Anderson, Ph.D., assistant professor of management in the University of Northern Iowa's College of Business Administration, suggests much of the technology being sourced in the U.S. by Chinese companies will be transferred back to the Chinese market. Interestingly, this activity has led to technological catch-up by Chinese companies in relative but not absolute terms (i.e. the developed country technological advantage is shrinking in magnitude, but the technological gap is growing in real terms).



Anderson is a leading scholar in the area of Chinese outward FDI and his research has sweeping policy and managerial implications. He said UNI not only provides an atmosphere conducive to performing high-quality research, but is also an outstanding environment to positively engage with students.

In the classroom, Anderson teaches students about global supply chain management. "Production of products and services is now integrated across national boundaries to the point that the global dimension of value chain analysis cannot be ignored," he says.

Anderson is also a co-adviser for UNI's Supply Chain Management Association and aided with the shift of the supply chain management bachelor's degree from an emphasis area in management to a stand-alone major. "We firmly believe the new supply chain management degree from UNI is at the forefront of the educational field," said Anderson.

About Professor Anderson: Raised in Boone, Iowa, Anderson attended UNI for undergraduate education where he was a high jumper on the track and field team and studied supply chain management. He has a Masters of Research in Management Science from Lancaster University (UK) and a Ph.D. in International Business from Durham University (UK). Anderson and his wife, Yi Cheng, owner of TransChina Solutions, a supply chain and new product development firm, have a nine-month-old son. Anderson and Cheng also run a nonprofit that gives underprivileged females from Tibetan areas of Qinghai, China, access to post-secondary education. Anderson is fluent in Mandarin Chinese, has ridden his bicycle across the U.S. twice, has run several marathons and is in the process of climbing the highest mountain on every continent.

University of Northern Iowa

Matthew Wilson
Far-reaching experience boosts College of Business enrollment

UNI is known for having one of the country's premier business colleges. The word continues to spread, especially throughout Iowa, thanks to the college's enrollment marketing efforts spearheaded by instructor Matthew Wilson.

UNI's "Get Ready for Business" campaign has earned millions of statewide ad impressions through digital channels such as Pandora, Facebook and YouTube. The ongoing campaign highlights professional readiness efforts within the college that prepare students for their careers. The campaign has been so effective that business college applications and enrollments for new freshmen have increased considerably over the past three to four years.

"The campaign has created new awareness in Iowa of how successful our program really is," said Wilson. "When you are ready for business, you know that you are ready to overcome obstacles. You know that you can succeed."

Before joining UNI's marketing faculty in 2011, Wilson was a creative director with 20 years of experience working in advertising, experience design, interactive product development and video production. He has worked with clients as far ranging as the New Zealand-based Weta Workshop, Kaplan Higher Education, Bank of America and Audi.



UNI students from numerous majors benefit from Wilson's professional experiences. He serves as faculty adviser for UNI's chapter of the American Advertising Federation and is part of the university's successful new Interactive Digital Studies (.ids) program. He has earned numerous accolades and awards, including UNI *Business* Instructor of the Year (2015), Cedar Valley AAF chapter MVP (2015), UNI Student Organization Adviser of the Year (2013) and AAF District 9 Educator of the Year (2012). His work with the .ids program earned UNI a silver ADDY award in 2013, along with a 2012 Prometheus Award nomination from the Technology Association of Iowa.

"My goal in coming to UNI was to build an unstoppable army of talented advertising professionals who believed in the power of advertising to change the world for the better," said Wilson. "In 10 years I'd like to be able to walk into any ad agency in the Midwest and find UNI alums doing amazing things there."

About Professor Wilson: Matthew Wilson is an instructor in the marketing department at UNI where he teaches courses in digital advertising, advertising campaign development and experiential marketing. He received his M.F.A. at Yale University, B.F.A. at the Kansas City Art Institute and completed additional studies at Brighton Polytechnic, UK. In addition to his work at UNI, Wilson volunteers on community boards such as the College Hill Partnership and the Cedar Falls Art & Culture Board. Wilson is a musician and songwriter who enjoys performing original compositions with his art rock band, Burning Palace. Wilson is married with three children and lives in Cedar Falls.