

Contact: Diana Gonzalez

## 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:

- ◆ What defines faculty activities?
- ◆ How many hours per week do faculty work?
- ◆ Who teaches the students?
- ◆ Do tenured faculty teach the undergraduate students?
- ◆ How much time do faculty spend on teaching students relative to doing research?
- ◆ Why do our universities engage in activities besides teaching?
- ◆ How do we know our universities are doing a good job?
  - How do we know that individual faculty members 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 2011 faculty activities report, based on 2010-11 survey data, showed that the average number of hours worked per week by faculty at the three universities was 53.0 – 58.0; the weighted average of the three Regent universities was 56.4 hours. The average number of hours worked per week by faculty at the University of Iowa was 57.2; at Iowa State University, it was 58.0; and at the University of Northern Iowa, it was 53.0.
  - The 2009 faculty activities report, based on 2008-09 survey data, showed that the average number of hours worked per week by faculty at the three universities was 53.6 – 58.1; the weighted average of the three Regent universities was 56.7 hours. The average number of hours worked per week by faculty at the University of Iowa was 58.1; at Iowa State University, it was 57.9; and at the University of Northern Iowa, it was 53.6.
  - During the past 19 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.<sup>1</sup>

---

<sup>1</sup> Source: National Center for Educational Statistics.

- ◇ 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, more than 49% of all full-time equivalent (FTE) students are taught by tenured or tenure-track faculty.
- ◇ At the three universities, more than 45% of all undergraduate student credit hours are taught by tenured or tenure-track faculty.

**Background:**

- ◇ Differences among universities. While the three Regent universities pursue the same overarching tripartite mission of teaching, research, and service (Board of Regents Policy §6.04), 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. All three universities offer excellent undergraduate education in the arts and sciences as well as varying numbers of high quality graduate programs.

The scope of the University of Iowa’s mission includes a large health care enterprise, professional education in law, and a full array of liberal arts Ph.D. Programs. Iowa State University’s mission as a land-grant university includes a special commitment to extension and outreach, and the maintenance of strong programs in agriculture and veterinary medicine as well as engineering and other sciences. The University of Northern Iowa’s emphasis is on providing excellent undergraduate and graduate programs that prepare teachers and educational leaders for service in Iowa and beyond.

The unique missions of the Regent universities provide comprehensive educational opportunities in the state; they also define faculty responsibilities and allocation. The distribution of faculty effort among the institutions is consistent with the expectations suggested by standard teaching loads across departments and unit norms established in institutional policies.

- ◇ Survey data. The data about number of hours worked per week were obtained through stratified random surveys administered to faculty at each institution in 2010-11.<sup>2</sup> Data for other components of the report were collected from a variety of personnel reports.
  - At SUI, questionnaires, which asked the respondents to record the number of hours of effort for seven consecutive days according to type of activity, were sent to approximately 60 faculty members each week for eight weeks during Spring 2010. A total of 481 faculty members (~25% of the faculty) were included in the survey. A response rate of 80% (n=383) was obtained.
  - At ISU, a survey asking respondents to report the number of hours worked on campus, at home, away from home, off-campus, and other for one week during Fall 2010 was sent to 506 faculty members (~38% of the eligible faculty). A response rate of 82% (n=413) was obtained.

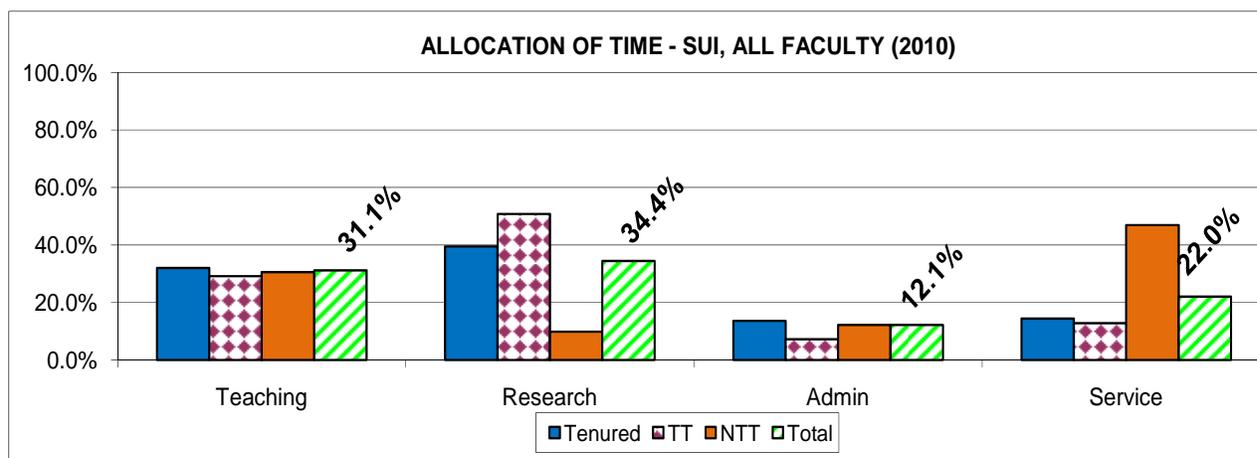
---

<sup>2</sup> Eligible faculty members typically were those with full-time appointments. Faculty members on long-term disability, professional development assignment, or phased retirement were not included.  
dg/h/aa/edu/aug11/21.doc  
7/25/2011@10:27:57 AM

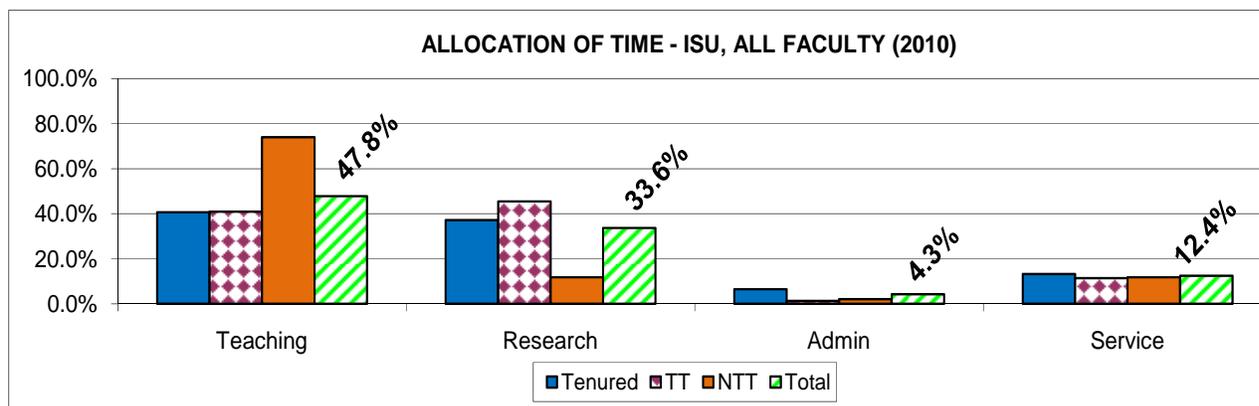
- At UNI, a survey was administered to 100% of the full-time faculty during Fall 2010 and Spring 2011. Faculty members were asked to report hours spent working on campus, at home, away from home and campus, on sick leave, and any other activities not fitting these categories. A total of 562 surveys were distributed; a response rate of 46% (n=259) was obtained.

**What defines faculty activities?**

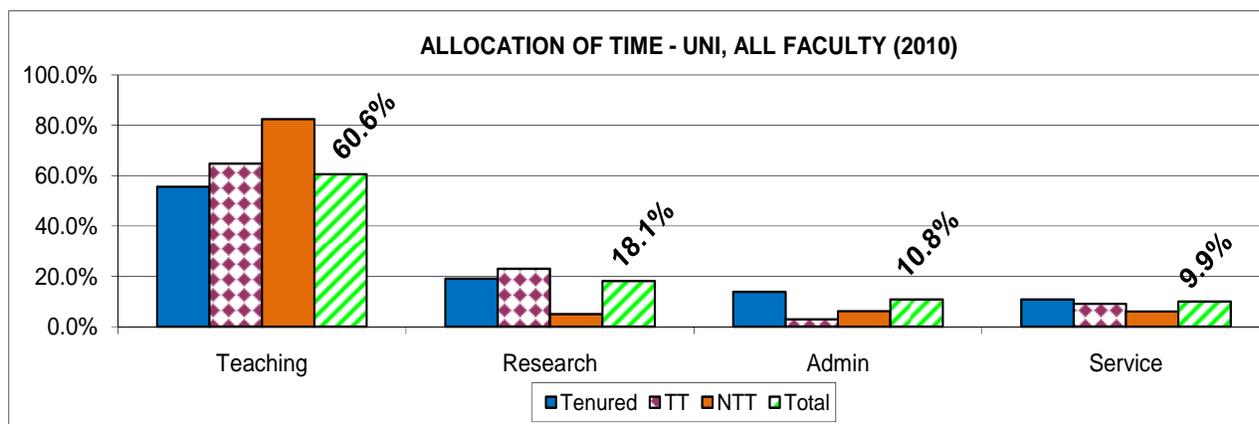
- ◆ University of Iowa. At SUI, faculty members spent 31.1% of their effort on teaching, 34.4% on sponsored and non-sponsored research, 12.1% on administrative activities, 22.0% on university, public, and professional service, and 0.5% on other sponsored activity in 2010-11. As shown in the graph below, tenure-track faculty spent a higher proportion of their time on sponsored and non-sponsored research and less time on teaching, administrative activities, and service activities than tenured faculty.
  - In non-health science colleges, faculty members spent 41.4% of their effort on teaching, 39.8% on research, 13.3% on administrative activities, 5.2% on service, and 0.4% on other sponsored activity in 2010-11.
  - In health science colleges, faculty members spent 22.9% of their effort on teaching, 30.2% on research, 11.1% on administrative activities, 35.2% on service, and 0.7% on other sponsored activity in 2010-11. The “service” category includes patient care.



- ◆ Iowa State University. At ISU, faculty members spent 47.8% of their effort on teaching, 33.6% on sponsored and non-sponsored research, 4.3% on administrative activities, 12.4% on university, public, and professional service (commensurate with ISU’s land-grant mission and commitment to extension/outreach), and 1.9% on other sponsored activity in 2010-11. As shown in the graph on the following page, tenure-track faculty spent approximately the same amount of effort on teaching as tenured faculty; a higher proportion of time on sponsored and non-sponsored research, and less time on administrative activities than tenured faculty.



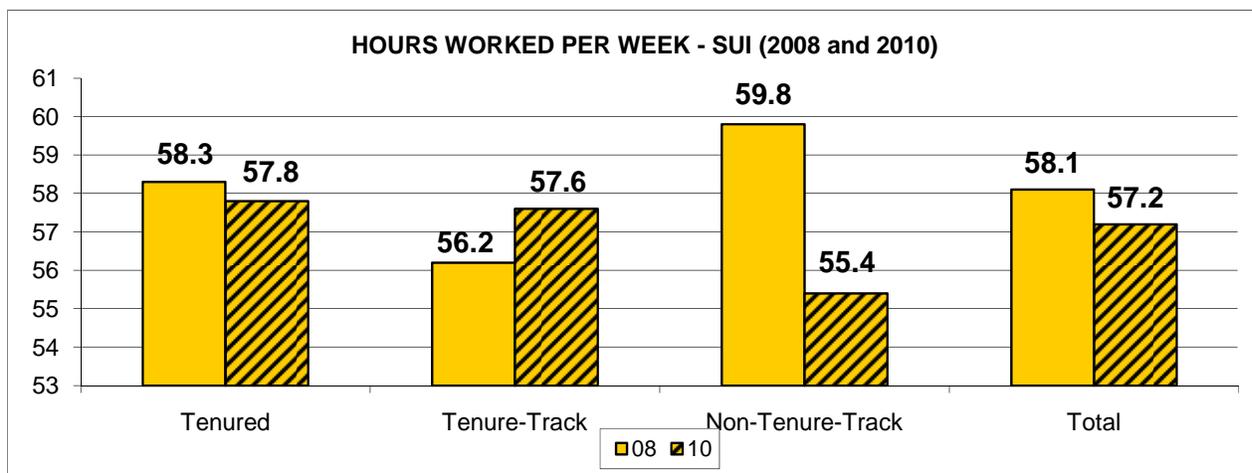
◇ University of Northern Iowa. At UNI, faculty members spent 60.6% of their effort on teaching, 18.1% on sponsored and non-sponsored research, 10.8% on administrative activities, 9.9% on university, public, and professional service, and 0.7% on other sponsored activities in 2010-11. As shown in the graph below, tenure-track faculty spent a higher proportion of their time on teaching and research than tenured faculty; less time on administrative activities; and approximately the same proportion on service activities as tenured faculty.



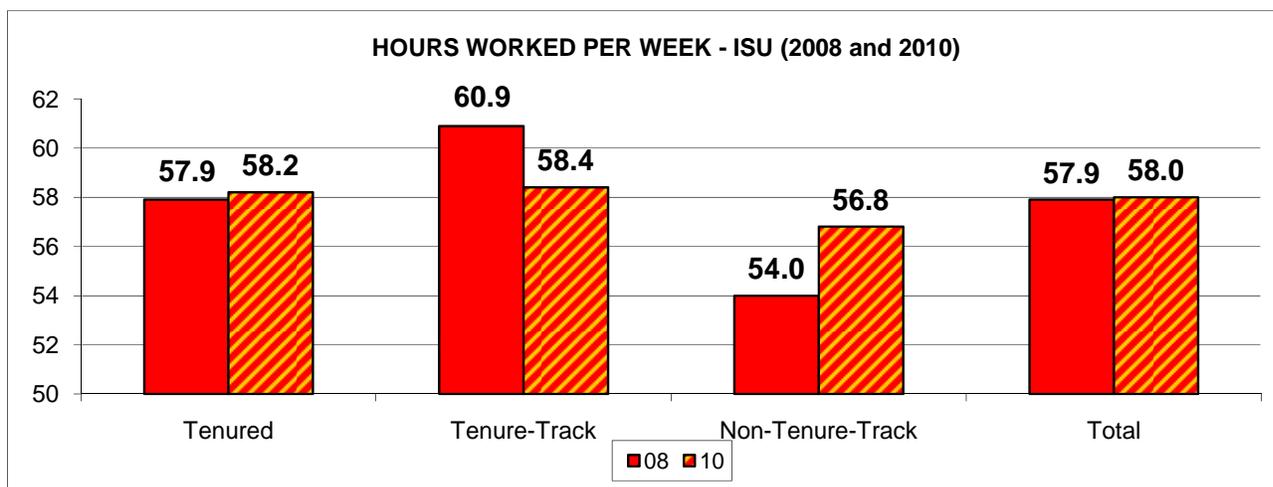
**How many hours per week do faculty work?**

◇ University of Iowa. At SUI, the average number of hours worked per week by faculty was 57.2 in 2010-11 compared to 58.1 in 2008-09. Tenured faculty worked 57.8 hours per week, tenure-track faculty worked 57.6 hours per week, and non-tenure-track faculty worked 55.4 hours per week. This represents a decrease of 0.5 hours per week for tenured faculty, an increase of 1.4 hours per week for tenure-track faculty, and a decrease of 4.4 hours per week for non-tenure-track faculty from 2008-09.

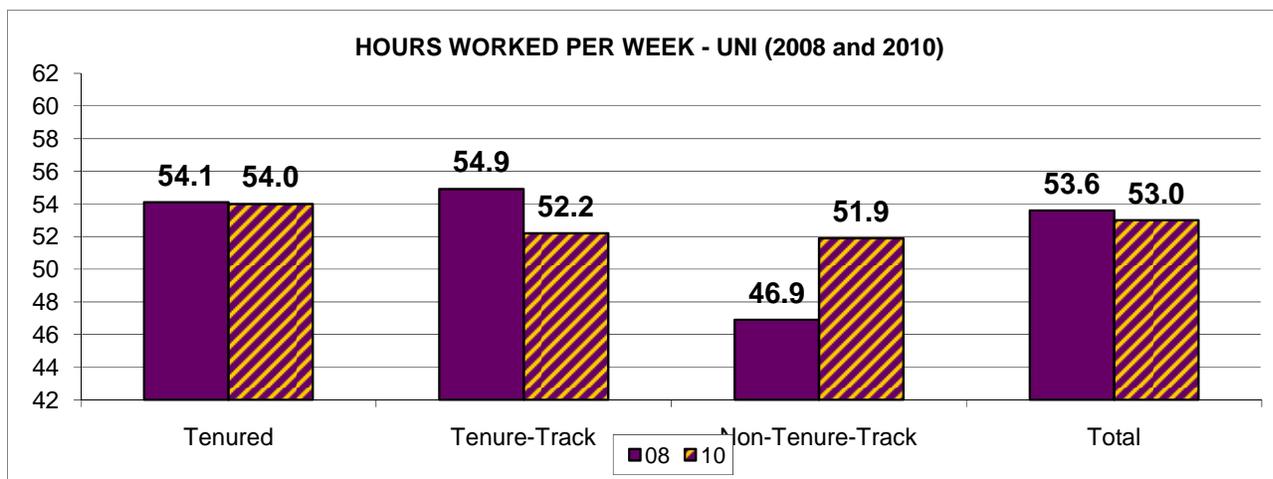
Faculty in non-health science colleges spent more hours on teaching and fewer hours on service activities than faculty in health science colleges. The “service” category includes patient care.



- ◇ Iowa State University. At ISU, the average number of hours worked per week by faculty was 58.0 in 2010-11 compared to 57.9 in 2008-09. Tenured faculty worked 58.2 hours per week, tenure-track faculty worked 58.4 hours per week, and non-tenure-track faculty worked 56.8 hours per week. This represents an increase of 0.3 hours per week for tenured faculty, a decrease of 2.5 hours per week for tenure-track faculty, and an increase of 2.8 hours per week for non-tenure-track faculty from 2008-09.

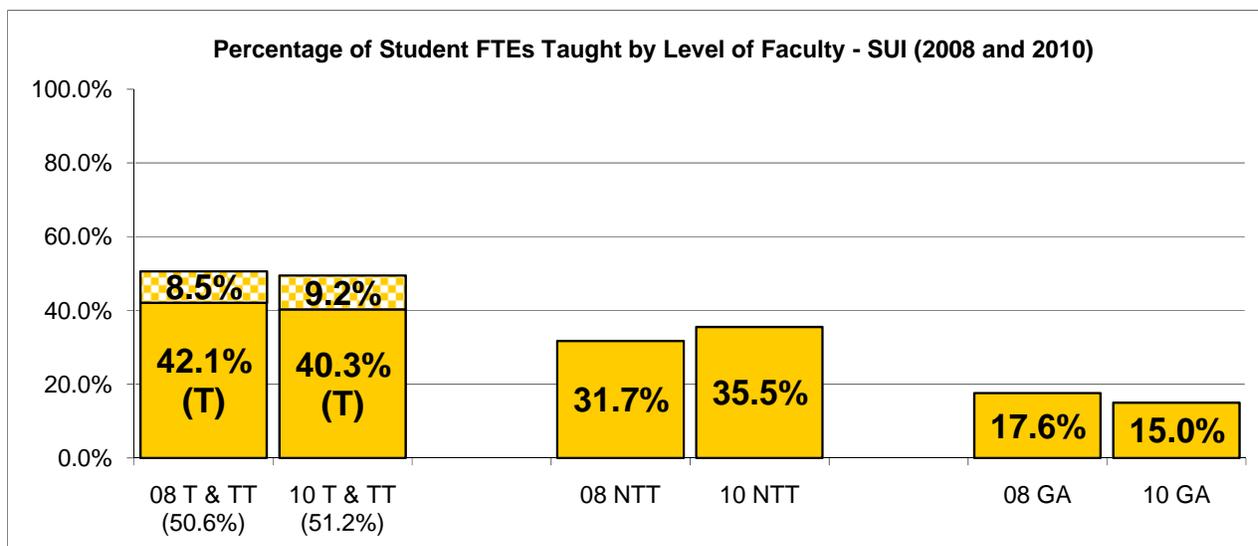


- ◇ University of Northern Iowa. At UNI, the average number of hours worked per week by faculty was 53.0 in 2010-11 compared to 53.6 in 2008-09. Tenured faculty worked 54.0 hours per week, tenure-track faculty worked 52.2 hours per week, and non-tenure-track faculty worked 51.9 hours per week. This represents essentially no difference in hours worked per week for tenured faculty, a decrease of 2.7 hours per week for tenure-track faculty, and an increase of 5.0 hours per week for non-tenure-track faculty from 2008-09.

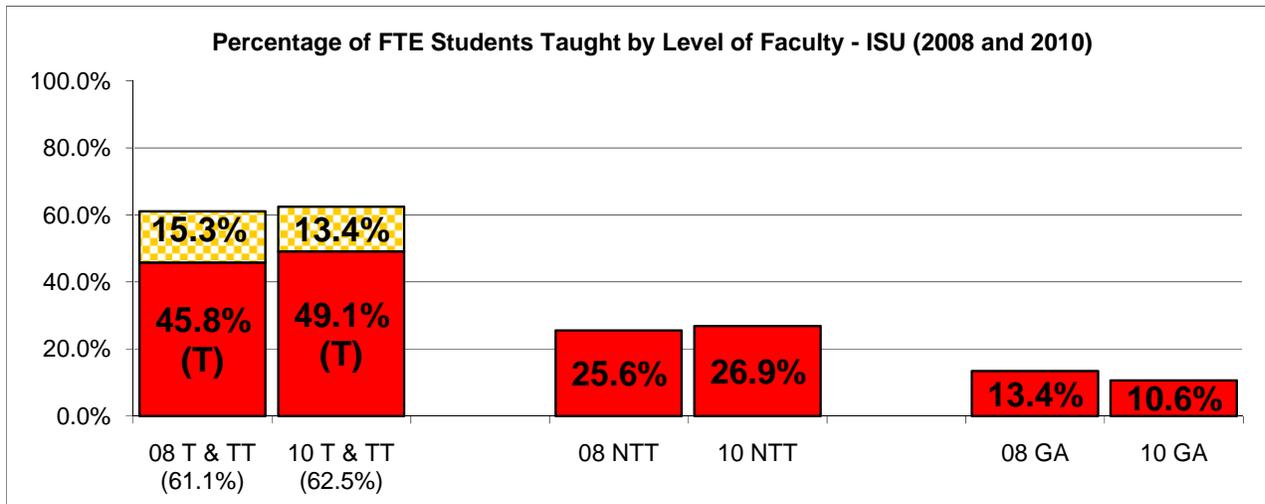


**Who teaches the students?**

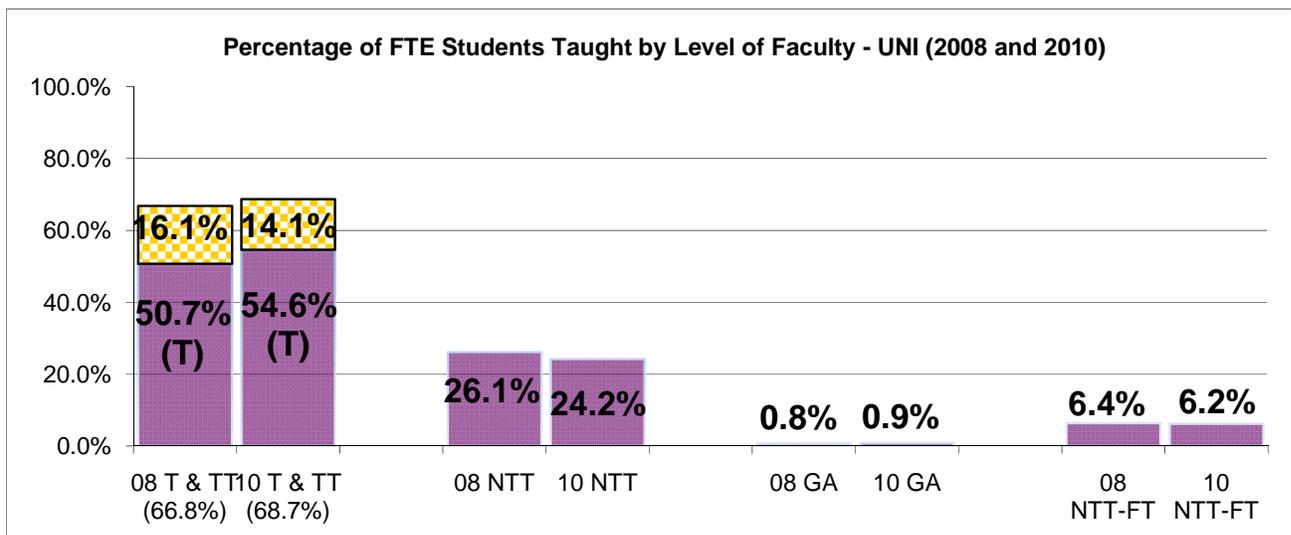
- ◇ University of Iowa. At SUI, 49.5% of all full-time equivalent (FTE) students were taught by tenured or tenure-track faculty, 35.5% were taught by non-tenure-track faculty, and 15.0% were taught by graduate assistants in 2010-11. This represents a decrease of 1.1 percentage points for tenured or tenure-track faculty, an increase of 3.8 percentage points for non-tenure-track faculty, and a decrease of 2.6 percentage point for graduate assistants from 2008-09.



- ◇ Iowa State University. At ISU, 62.5% of all FTE students were taught by tenured or tenure-track faculty, 26.9% were taught by non-tenure-track faculty, and 10.6% were taught by graduate assistants in 2010-11. This represents an increase of 1.4 percentage points for tenured or tenure-track faculty, an increase of 1.3 percentage points for non-tenure-track faculty, and a decrease of 2.8 percentage point for graduate assistants from 2008-09.

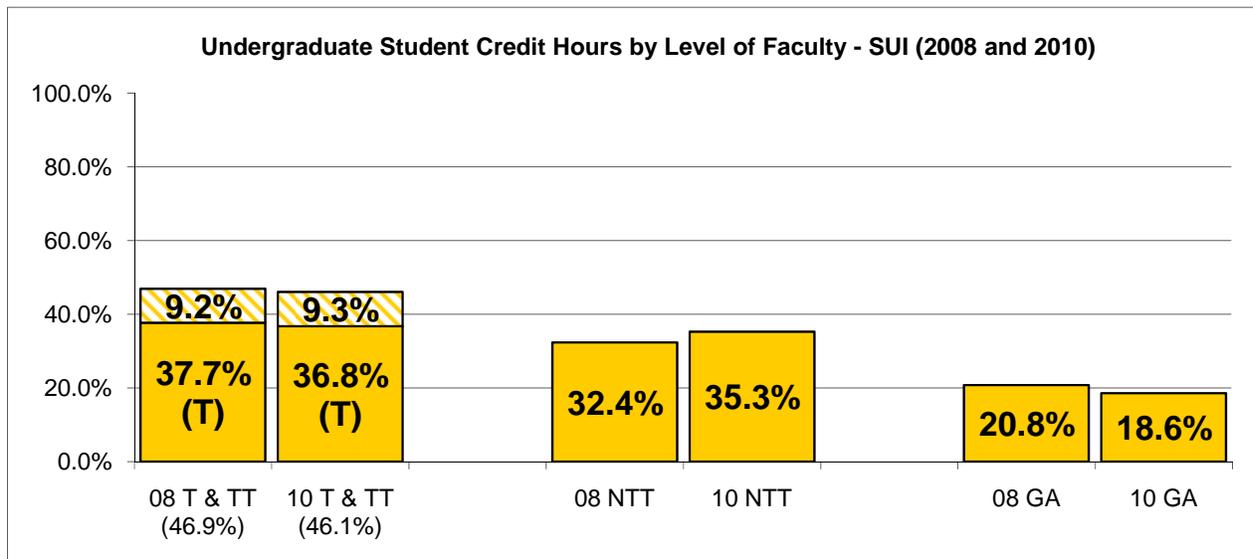


- ◇ University of Northern Iowa. At UNI, 68.7% of all FTE students were taught by tenured or tenure-track faculty, 24.2% were taught by non-tenure-track faculty, 0.9% were taught by graduate assistants, and 6.2% were taught by non-tenure-track full-time term instructors in 2010-11. This represents an increase of 1.9 percentage points for tenured or tenure-track faculty, and a decrease of 1.9 percentage points for non-tenure-track faculty from 2008-09. The 2010-11 percentages for graduate assistants and non-tenure-track full-time term instructors are essentially the same as in 2008-09.

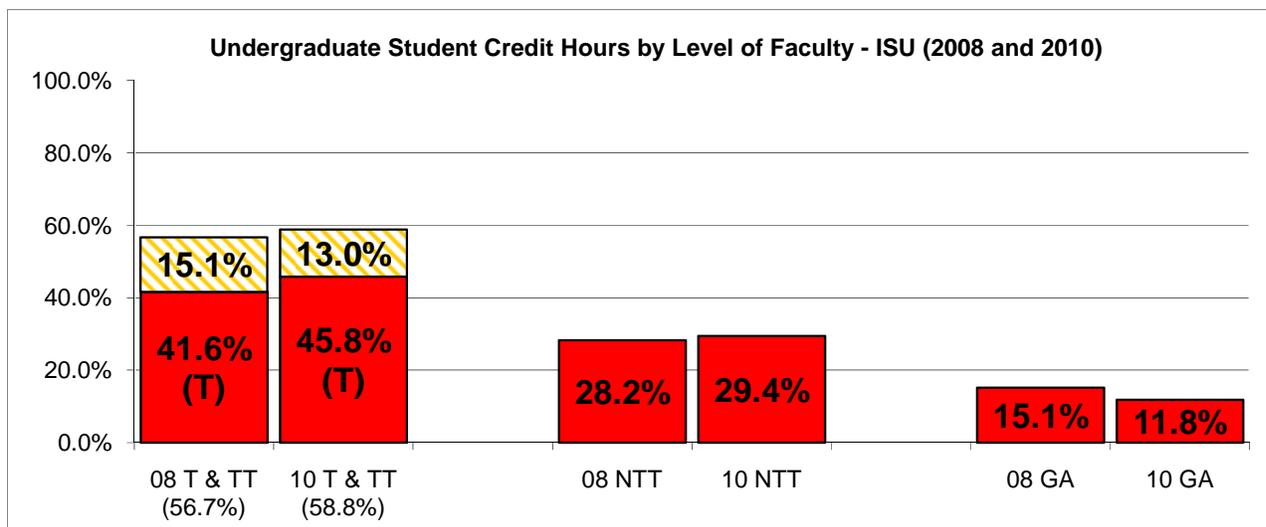


**Do tenured faculty teach the undergraduate students?**

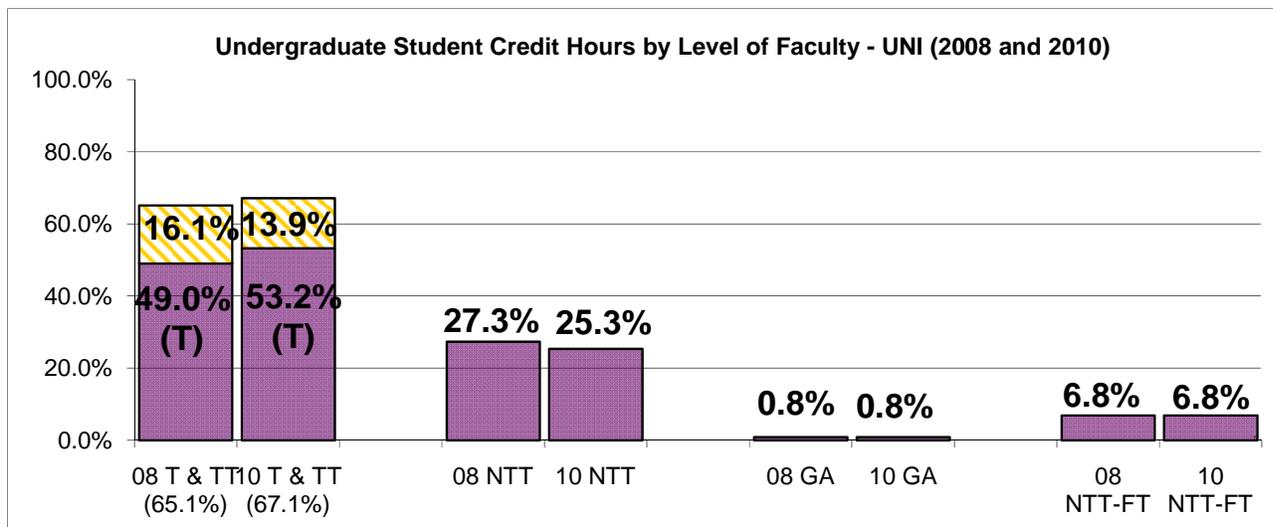
- ◇ University of Iowa. At SUI, 36.8% of undergraduate student credit hours (SCH) were taught by tenured faculty, 9.3% were taught by tenure-track faculty, 35.3% were taught by non-tenure-track faculty, and 18.6% were taught by graduate assistants in 2010-11. This represents a decrease of 0.8 percentage points for tenured or tenure-track faculty, an increase of 2.9 percentage points for non-tenure-track faculty, and a decrease of 2.2 percentage points for graduate assistants from 2008-09.



- ◇ Iowa State University. At ISU, 45.8% of undergraduate student credit hours (SCH) were taught by tenured faculty, 13.0% were taught by tenure-track faculty, 29.4% were taught by non-tenure-track faculty, and 11.8% were taught by graduate assistants in 2010-11. This represents an increase of 4.2 percentage points for tenured faculty, a decrease of 2.1 percentage points for tenure-track faculty, an increase of 1.2 percentage points for non-tenure-track faculty, and a decrease of 3.3 percentage points for graduate assistants from 2008-09.

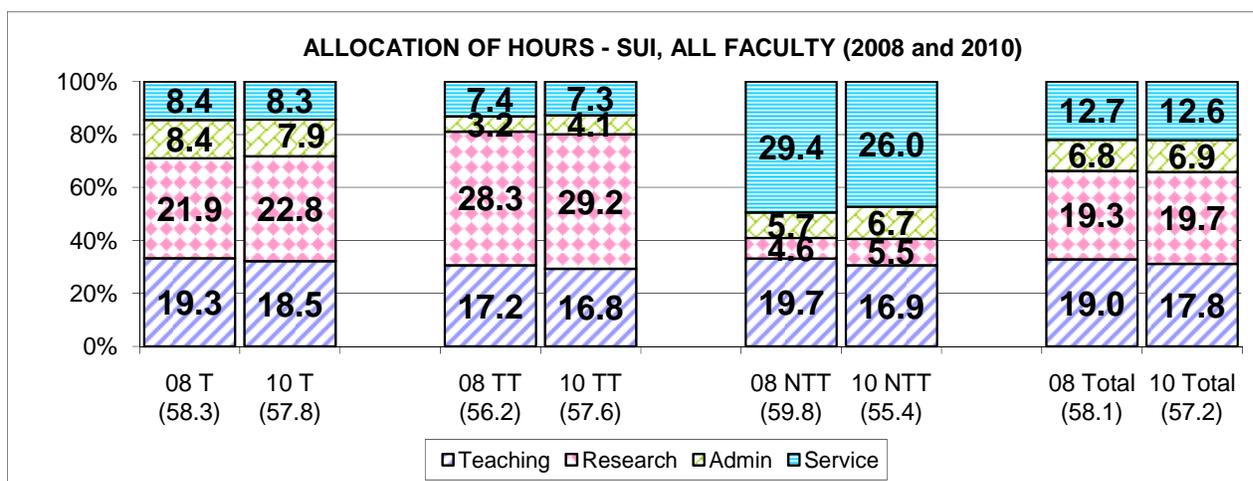


- ◇ University of Northern Iowa. At UNI, 53.2% of undergraduate student credit hours (SCH) were taught by tenured faculty, 13.9% were taught by tenure-track faculty, 25.3% were taught by non-tenure-track faculty, 0.8% were taught by graduate assistants, and 6.8% were taught by non-tenure-track full-time term instructors in 2010-11. This represents an increase of 2.0 percentage points for tenured or tenure-track faculty and a decrease of 2.0 percentage points for non-tenure-track faculty from 2008-09. The 2010-11 percentages for graduate assistants and non-tenure-track full-time term instructors are the same as in 2008-09.

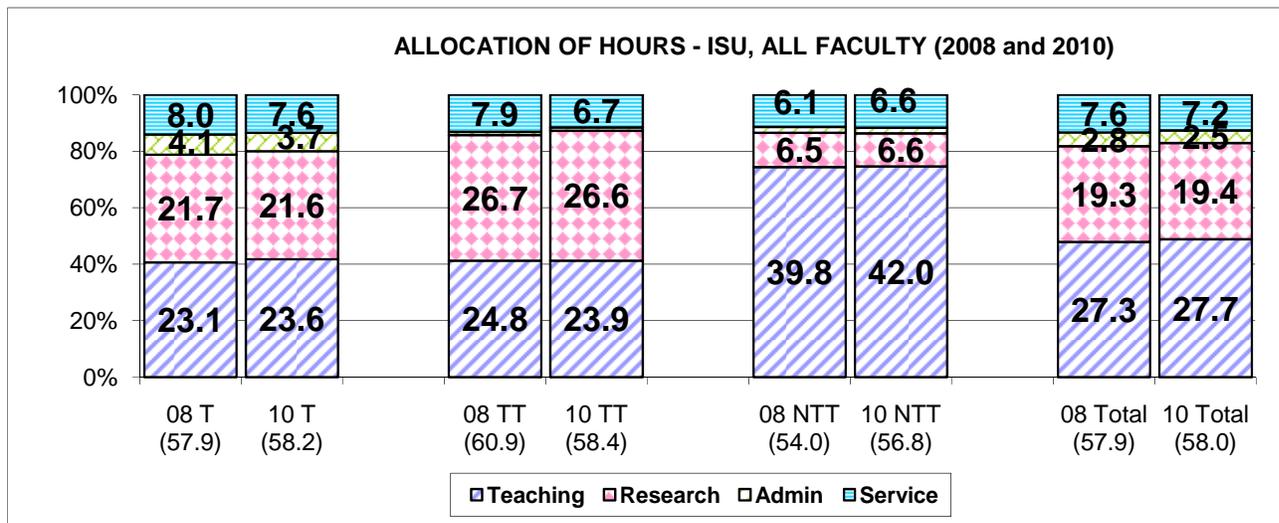


**How much time do faculty spend on teaching students relative to doing research?**

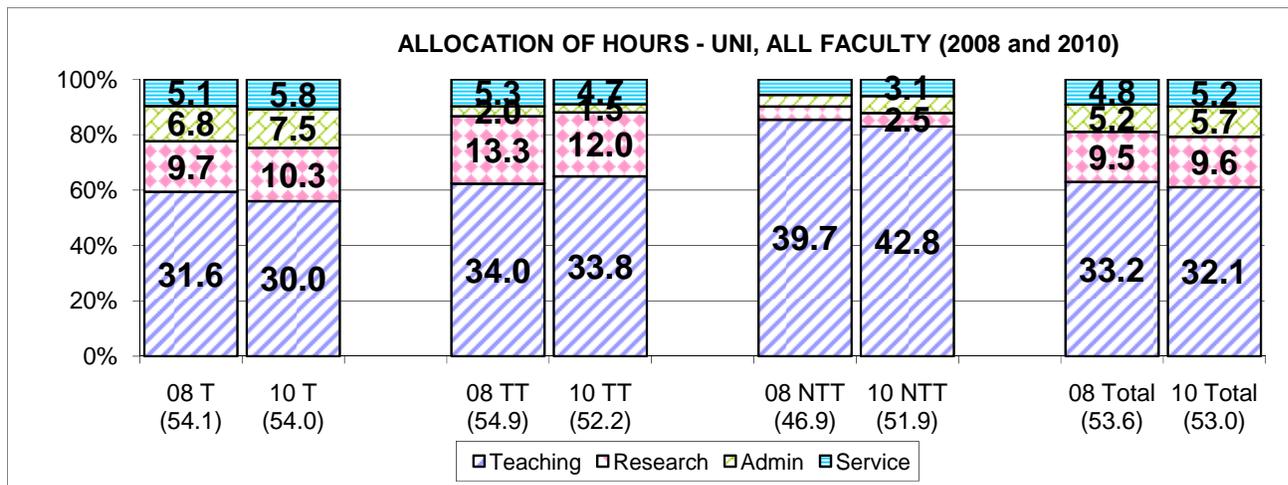
- ◇ University of Iowa. Tenured faculty spent 32.0% (18.5 hours) of their time teaching and 39.4% (22.8 hours) doing research while tenure-track faculty spent 29.2% (16.8 hours) of their time teaching and 50.7% (29.2 hours) doing research in 2010-11.



- ◇ Iowa State University. Tenured faculty spent 40.6% (23.6 hours) of their time teaching and 37.1% (21.6 hours) doing research while tenure-track faculty spent 40.9% (23.9 hours) teaching and 45.5% (26.6 hours) doing research in 2010-11.



- ◇ University of Northern Iowa. Tenured faculty spent 55.6% (30.0 hours) of their time teaching and 19.1% (10.3 hours) doing research while tenure-track faculty spent 64.8% (33.8 hours) teaching and 23.0% (12.0 hours) doing research in 2010-11.



### Why do our universities engage in activities besides teaching?

- ◇ University of Iowa. Research universities have complex missions that link discovery and learning with serving the public good. The University of Iowa's strategic plan builds on that multi-part commitment, laying out strategies to create more effective learning environments to foster engagement and scholarship, and to integrate engagement and scholarship into teaching and learning.

Faculty have the front-line responsibility for carrying out the University's mission and for meeting the goals of its strategic plan. Meeting this responsibility cannot be easily compartmentalized into teaching, research, or service activities because each informs and enriches the other. Research universities offer significant added value to the undergraduate student in the opportunity to observe and participate in faculty research, scholarship, and creative work. For example, the Iowa Center for Research by Undergraduates which was created in 2006 matches undergraduates with faculty mentors and helps finance student research. Faculty service and engagement enrich the curriculum and inform student experiential learning opportunities. Faculty scholarship engenders public partnerships which create new directions in research.

- **Sponsored research.** According to the Association of American Universities, in 2008, U.S. colleges and universities performed 56% of the nation's basic research<sup>3</sup>; 13% of the nation's total research and development; and 12% of applied research.<sup>4</sup> The vast impact of research at American universities on society has ranged from technological advances to the development of new materials to medical breakthroughs that have significantly affected public health.

According to the National Governors Association's report "Using Research and Development to Grow State Economies,"<sup>5</sup> in an era of transformation to a technology-driven economy, investment in public research institutions is vital to the creation of a sound intellectual infrastructure, efficient knowledge transfer, and a technically skilled workforce. "For a state, the strength of its university system is probably the most critical element in the technology-based society."<sup>5</sup>

According to the 2010 Tripp Umbach report, the economic impact of the University of Iowa research engine on the state of Iowa is almost \$963 million. In FY 2009, university sponsored research and programs supported 6,275 FTE jobs (university research professionals as well as supply and equipment vendors, contractors and laborers for the construction and renovation of laboratory facilities, administrators and managers to support the research infrastructure, and jobs created in the community by the disposable income of the scientific workforce). The economic impact on the state's economy by the year 2020 of spin-off businesses and commercialization of research in existing companies is estimated to be \$1.4 - \$2.4 billion.

While working to create new knowledge, processes, and products, university faculty researchers are also educating the next generation of researchers, teachers, and leaders. Each scholar-teacher shapes the future of his/her discipline through his/her students.

---

<sup>3</sup> This amounts to \$39.0 billion of the total \$69.0 billion.

<sup>4</sup> <http://www.aau.edu/WorkArea/DownloadAsset.aspx?id=11596>.

<sup>5</sup> <http://www.nga.org/files/live/sites/NGA/files/pdf/2000RESEARCH.pdf>.

Sponsored research at SUI is an investment in the future. Faculty researchers, together with staff and students, brought in \$466.5 million in external support in FY 2010. This kind of successful grant productivity promotes collaborative working relationships, enhances the university's reputation, brings in more funding possibilities, and attracts talented faculty and students to the institution. The return on investment results in enriched learning experiences, economic development for the state, a better educated workforce, and improved quality of life for Iowans.

- ***Nonsponsored scholarship and artistic creation.*** Faculty scholarship is the foundation of the University's mission "to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in a diverse world." University departments and disciplines serve as engines of discovery, contribute to the quality of life in Iowa and beyond, improve the quality of education for students, and enhance the university's stature and reputation which increases the ability to attract stellar scholars and students.
- ***Service, engagement, and outreach.*** As a public institution of higher education, the university strives to contribute to improving the lives of Iowans and seeks to expand public partnerships to increase access, interaction, dialogue, and societal benefit. As stated in the Kellogg Commission, the University believes that "an engaged university can enrich the student experience and help change the campus culture...by enlarging opportunities for faculty and students to gain access to research and new knowledge and by broadening access to...various kinds of off-campus learning opportunities." The university seeks ways to reflect the service and outreach provided by faculty, staff, and students both in-state and out-of-state. The "Resources for Iowans" web page<sup>6</sup> lists the range of programs and services available.
- ***Clinical service.*** The most visible and important way in which university faculty touch the lives of Iowans is through clinical services and health care. During FY 2010, the enterprise admitted 28,873 acutely ill patients, performed 25,186 major surgical operations, and recorded 904,789 total clinics visits at UIHC and at more than 200 outreach clinics in communities throughout the state. The College of Dentistry provides on-campus dental clinics that serve about 9,000 patients annually as well as outreach programs that focus on pediatric and geriatric dentistry and other special needs patients. For example, the Geriatric Mobile Dental Unit brings quality dental care to place-bound elderly adults.

The College of Nursing faculty provide clinical services at UIHC and through businesses and consultation services through the faculty practice plan. Faculty in the College of Pharmacy's Department of Pharmacy Practice oversee and provide clinical services at residency sites in eastern Iowa. Faculty in the College of Public Health staff the Occupational Medicine Clinic, which provides diagnostic testing services and care for patients with work-related health problems.

---

<sup>6</sup> <http://www.uiowa.edu/homepage/resources/index.html>.

Faculty and students in non-health science colleges also provide clinical services to the community. For example, the College of Law's Legal Clinic serves financially distressed Iowans in bankruptcy proceedings, assists victims of domestic violence, helps immigrants with immigration issues and other legal issues through Muscatine's New Iowan Center, reaches out to those with disabilities and illnesses, and provides representation to defendants in misdemeanor cases.

The Seashore Clinic in the College of Liberal Arts and Sciences' Department of Psychology offers counseling services. Programs like the West Liberty Intergenerational Service Learning Project in the Department of Social Work give faculty and students invaluable opportunities for 'service learning' – an experiential educational experience in which students apply what they learn in the classroom to real life situations in the community and engage in reflection and discussion on what they are learning. The Wendell Johnson Speech and Hearing Clinic in Communication Sciences and Disorders offers assessment and therapy for individuals with communication disorders. The Assessment and Counseling Clinic of the College of Education's Belin-Blank Center for Gifted Education and Talent Development provides clinical, outreach, and consultation services for gifted individuals, their families, and their schools.

University of Iowa Health Care maintains a website that lists many of the available health care services by community.<sup>7</sup> Embedded in the university's mission is the goal "to enhance...education, health care, and other services provided to the people of Iowa, the nation, and the world." Clinical service programs and the quality patient care and community assistance they provide are intrinsic to the university's public service mission and its teaching mission. Professional practice and clinical service demands on faculty can be difficult to capture in traditional quantitative assessments of faculty workload, but the contribution of such practice to the university and the community should not be underestimated.

- ◇ Iowa State University. ISU's mission is to create knowledge through world-class scholarship in teaching, research, and creative endeavors. All faculty are expected to be actively involved in scholarly activities. Instruction and research, broadly understood, are common elements for all tenured and tenure-eligible faculty. As a land-grant university, professional practice and outreach are also important elements of faculty work for many faculty.

ISU is 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. Research activities include preparing grant proposals, securing extramural funding, conducting research, supervising graduate students, and guiding/mentoring students on thesis/dissertation research. Faculty are expected to publish yearly and to submit and obtain extramural funding to support their scholarship. For most faculty, scholarship is in experimental research programs.

- Faculty research performance is assessed by a combination of factors. Faculty members with research responsibility are expected to show continuous and consistent activity in publishing peer-reviewed scholarship which can include refereed journals and monographs; exhibitions and performance; or new media.

---

<sup>7</sup> <http://www.uihealthcare.com/about/communitylist.html>.

Scholarship may be validated and communicated through conference presentations and invited lectures. Faculty are expected to demonstrate that their scholarship was reviewed and validated by peers; communicated to peers and broader audiences; recognized, accepted, cited, adopted, or used by others. The importance of peer-reviewed scholarship lies in its impact on advancing basic knowledge, advancing the discipline, and its applicability and usefulness to Iowans.

- While the creation of knowledge (research and scholarship) remains the basic responsibility of a research university, the way in which knowledge and expertise are shared defines the successful land-grant institution. ISU shares knowledge and expertise with students (learning and teaching), communities (engagement and service), and business and industry (technology transfer and economic development). Internationally prominent research, especially in biorenewables and the bioeconomy, and in the broader biological sciences, material sciences, information sciences, nanosciences, and social sciences (as they apply to understanding rural America) as well as scholarship in the arts and humanities contribute to exceptional undergraduate, graduate, and post-graduate academic programs. Many undergraduate programs contain components of research experiences for undergraduates, a distinguishing feature of the research university.
- Some faculty with Extension appointments may devote up to 100% of their time to outreach. Outreach includes teaching off-campus credit courses; publishing in non-refereed and technical publications; producing newspaper articles and videos; conducting teleconferences, presentations, training sessions, and short courses; and technology transfer. As a result of such expertise, faculty are increasingly influential in the development of economic activity in the state. An example is the role that ISU faculty and staff play in the state to provide information about the development of the bioeconomy and its potential impact on Iowa.

In addition to their teaching, research and outreach roles, ISU faculty are expected to provide service at the departmental, college, and university levels, including undergraduate advising and membership on committees. Service responsibilities are essential for shared governance in the university and are part of being a university 'citizen.' Faculty are also expected to provide service to their professional or disciplinary peer group, which may include review of papers and proposals, preparation of recommendation letters for students, or service as an external referee for promotion and tenure cases for colleagues at other institutions. Through all of these efforts, ISU faculty apply knowledge to improve the quality of life for current and future generations.

- ◆ University of Northern Iowa. UNI has adopted the model of the teacher-scholar, whose teaching is informed, improved, and enlivened by engagement in research and creative work, and which advances knowledge in the faculty member's disciplinary field. Scholarly work includes the traditional scholarship of discovery of new knowledge, as well as the scholarship of teaching and learning, integration of knowledge and application of knowledge, often in community settings. Student engagement in learning is enhanced by bringing new knowledge and contemporary problem-solving experiences to the classroom and by taking classroom learning into the laboratory or field. Such activities help faculty to engage students more effectively in their education, in their future profession, in their communities, and in leadership development. The teacher-scholar model advances UNI's primary mission focus on exemplary undergraduate education and the development of lifelong learners.

UNI faculty also engage in a broad range of service and outreach activities at the university, community, state, national and international levels; contributing their expertise to government and non-governmental organizations and efforts. These efforts also become opportunities for experiential learning for students through internships, practica, and service learning. UNI faculty sustain their intellectual, professional and civic communities by serving as officers for professional organizations, providing leadership for state, local, and community improvement initiatives, and volunteering with international organizations. These activities help to sustain communities and the university and provide opportunities for testing theories in practical settings, leading to refinement of knowledge useful to society.

Sponsored research is the mechanism for making new discoveries in areas as diverse as geo-spatial technology and educational methods. The products of these research activities lead to improvements for all society. Sponsored research also helps to support faculty members, graduate students and laboratories, which makes the university a more vibrant intellectual community. Successful research programs help attract and retain high quality faculty and students. During FY 2010, UNI submitted 365 sponsored project proposals; 252 awards were made to faculty from federal government, state government, and private sources. Sponsored project awards totaled \$40,343,325; \$26,167,934 was from federal sources; \$9,254,701 was from state sources; and \$4,920,690 was from other sources.

#### **How do we know our universities are doing a good job?**

- ❖ University of Iowa. SUI is developing indicators by which to measure progress toward achieving the aspirational goals in the 2010-2016 strategic plan. The university will also monitor the indicators contained in the Board of Regents strategic plan, including the amount of external funding received for sponsored research (\$466.5 million in FY 2010). The annual strategic plan progress report is one of many governance reports submitted by the university to the Board of Regents including budget, academic program review and student outcomes assessment, faculty activity and workload, faculty salaries, retirements and resignations, requests for professional development assignments, to meet its responsibility for accountability to the people of Iowa.
  - The university recognizes that external rankings also provide a system of public accountability. It is well understood that no rankings measure the same things in the same way or that any of the rankings monitored present a complete picture of the university or its programs. However, the factors used by some agencies to determine their rankings are legitimate and important measures, and reflect aspects of the university which the university is striving to improve. The university has established an aspiration to become one of the top 10 most distinguished public universities in the country according to one of the most visible external rankings, the *U.S. News and World Report*. Moving up in the *U.S. News* rankings is an indicator that the university is carrying out its mission and fulfilling its responsibility to the people it serves, especially its undergraduates. Currently, *U.S. News* ranks the University of Iowa as the 29<sup>th</sup> best public university in the country. Twenty-four of the university's graduate programs are ranked among the top 10 such programs at public universities in the country; five are in first place and 18 are in the top 25.
  - The University of Iowa was reaccredited by the Higher Learning Commission of the North Central Association in 2007-08 for the maximum period of 10 years without any required follow-up.

The large number of new incoming students (a record breaking class of 4,557 first-year students in Fall 2010 with a similarly large number expected in Fall 2011) and an increased retention rate (86%, an increase from an average of 83% during the past 10 years) are positive indicators of success.

◆ Iowa State University. ISU measures its success through the degree of satisfaction and success of its students and faculty, and national rankings of the university and its programs. ISU has developed a series of measures by which to assess progress toward achieving the goals included in the ISU 2010-2015 Strategic Plan. The university is also assessing its progress toward achieving the goals established by the Board of Regents in its 2010-2016 Strategic Plan, including four-year graduation rates and sponsored funding.

➤ *Students*. The majority of ISU students (61%) were in the top quarter of their high school graduating class; 68% indicated that they had chosen ISU because of its academic reputation. In the National Survey of Student Engagement (NSSE), 92% of the first-year students and 85% of the seniors rated their experience at ISU as good or excellent. When asked to rate the academic quality of the institution, 95% of first-year students and 89% of seniors rated it as good or excellent. Furthermore, 91% of the first-year students and 86% of the seniors indicated on the survey that they would choose ISU again. The six-year graduation rate is a strong measure of student success. In 2010, the six-year graduation rate was 70.2%, an increase of four percentage points from four years ago.

➤ *Faculty*. In addition to a rigorous annual performance review based on their position responsibility statement, tenure-track faculty undergo an extensive promotion and tenure review, which includes evaluation by students and administrators, as well as faculty peers inside and outside of the university. All faculty must demonstrate their excellence in scholarship through teaching, research/creative activities and extension/professional practice, and that scholarship must be recognized by their peers in the discipline.

In addition to promotion and tenure review and annual performance evaluations, tenured faculty undergo Post Tenure Review every five to seven years to assess the quality of their continuing contribution to students, the university, and the profession. This system of peer review ensures that ISU's faculty are known nationally and internationally for their ground-breaking research as well as for their successful work with students and clients. Faculty success in research is partially gauged by the amount of sponsored funding generated. During FY 2010, faculty brought in \$388.2 million in external funding, representing an increase of 35% from five years ago.

➤ *National rankings*. Rankings of the university and its programs indicate the university's stature as a land-grant research university among its national peers. The 2009 *U.S. News and World Report* ranked ISU 41<sup>st</sup> among public national universities-doctoral and 94<sup>th</sup> overall. The ISU College of Engineering undergraduate program was ranked 23<sup>rd</sup> among public and 40<sup>th</sup> among all national universities-doctoral. Furthermore, ISU has several nationally ranked programs, as published by different national ranking agencies.

◆◆◆ Ranked by the National Research Council (NRC, 2010) in the top 25<sup>th</sup> percentile are the following graduate programs – analytical chemistry, statistics, plant pathology, physics, electrical engineering, economics, organic chemistry, animal breeding and genetics, and inorganic chemistry.

- ☛ Ranked by the National Research Council in the top 50<sup>th</sup> percentile are psychology, genetics, meat science, health and human performance, computer science, human development and family studies, and chemical engineering.
- ☛ Ranked by *U.S. News and World Report* in its America's Best Graduate Schools (2011) are the following programs: engineering, agricultural and biosystems engineering, statistics, higher education administration, analytical chemistry, materials engineering, industrial/manufacturing engineering, aerospace/aeronautical/astronautical engineering, chemical engineering, civil engineering, chemistry, electrical/electronic/communications engineering, computer engineering, mechanical engineering, physics, economics, computer science, psychology, and mathematics.
- ☛ Ranked among the top by *U.S. News and World Report* in its America's Best Colleges (2011) are agricultural engineering and learning communities.
- ☛ ISU was listed among the 100 "Best Value Colleges for 2011" by *The Princeton Review*.
- ☛ ISU programs ranked by their respective professional associations and publications are the following programs: agricultural education and studies, animal science (in meat science education), rural sociology, architecture, landscape architecture, interior design, civil engineering (undergraduate and graduate programs), and psychology.

The success of the university in the 21<sup>st</sup> century will be measured by the prominence of the 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 areas, ISU faculty are advancing the university as a leader in the state, nation, and world.

- ◇ University of Northern Iowa. The University of Northern Iowa is developing indicators to measure its progress toward achieving the goals adopted as part of the 2010-2015 strategic plan. The university is also assessing its progress toward the goals established by the Board of Regents in its 2010-2016 Strategic plan, including economic development and external funding received. Measures of success include accomplishments by faculty, staff, students, and alumni as well as recognitions received by the academic programs, colleges, and the university.

#### **Institutional Recognition.**

- In 2011, the Higher Learning Commission (HLC) reaffirmed UNI's accreditation for the maximum period of 10 years. In addition, UNI's Self-Study was featured as a model document at the HLC Annual meeting in April 2011.
- For the 14<sup>th</sup> consecutive year, *U.S. News and World Report* ranked the University of Northern Iowa in the top three among best public universities in the Midwest. Ranking criteria include peer assessment, academic reputation, student retention, faculty resources, student selectivity, financial resources, graduation rates, and alumni giving rates.

- The Carnegie Foundation granted the University of Northern Iowa a special designation in Community Engagement: Curricular Engagement and Outreach and Partnerships. UNI was one of 62 U.S. colleges and universities selected by the Foundation. This new designation reflects the Foundation's recognition of UNI's commitment to community service on a local, regional, national, and global level.
- UNI is listed on the President's Higher Education Community Service Honor Roll, which recognizes a commitment to and achievement in community service.
- UNI earned a "Gold" rating from the Sustainability Tracking, Assessment and Rating System (STARS) in 2011. The designation is based on the commitment to making operational decisions which are socially responsible, make economic sense, and are environmentally friendly. In addition, UNI was named an environmentally-responsible college by *The Princeton Review's* "Guide to 286 Green Colleges."
- The Education Trust named UNI first among peer institutions nationally for overall high performance in graduation rates. *Kiplinger's Personal Finance Magazine* ranked UNI among the nation's "Top 100 Values in Public Colleges."
- In the National Study of Student Engagement (NSSE) administered in 2008-2009, 89% of seniors said that they would attend UNI if they started over and 91% of seniors rated their entire educational experience at UNI as good or excellent.

#### Academic Strengths.

- The College of Business Administration has been named a "Best Business School" by *The Princeton Review* for five consecutive years and is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Fewer than 5% of schools worldwide are accredited by AACSB.
- UNI's teacher preparation programs have a strong base of clinical experience. Students average more than 400 hours of classroom participation. Clinical experiences include the Professional Development School Model in local schools and the Price Laboratory School, which is transitioning to the Statewide Research and Development School.
- Programs in the College of Education have a strong emphasis on literacy, reading, and language development.
  - ☛ The Jacobson Center for Comprehensive Literacy is supported by an endowment created by Richard O. Jacobson's \$11 million gift, which is the largest single gift to the university. Work is done throughout Iowa schools to implement the Partnership in Comprehensive Literacy Model and Professional Development School Model.
  - ☛ The Reading Recovery Center received \$1.6 million as one of 16 university partners in the Investing in Innovations grant "Reading Recovery: Scaling Up What Works." The total grant of \$49 million provides funds to prepare Reading Recovery teachers and teacher leaders. In Iowa, the funds will provide preparation for 260 Reading Recovery teachers during a five year period.
  - ☛ The Center for Disability Studies in Literacy, Language and Learning is supported by federal and state grants to work with children who have special needs and teachers who work with children with special needs on effective learning and teaching methods.

- Comparing the UNI Jazz Studies program with other programs throughout the country, Arts Midwest saluted the UNI program as “one of the best.”

**Student Success.**

- The pass rate for UNI students on the CPA exam is consistently among the highest in the country. Approximately 60% of UNI’s accounting students who take the exam pass all four parts on the first try which is five times greater than comparable national statistics.
- The pass rate for the Chartered Financial Analyst (CFA) review program is 75% which is more than double the global average.
- One hundred percent of the Department of Communication Sciences and Disorders’ graduate students pass the national Praxis exam.
- The Counseling Program (Mental Health and School Counseling) is the only accredited program in the state of Iowa. Students in the program have a 100% pass rate on the Counselor Preparation Comprehensive Exam.
- The John Pappajohn Entrepreneurial Center at UNI has provided incubation services and space to more than 50 businesses since the opening of the Student Business Incubator. Students who have been recognized at state, national, and global levels include the following:
  - ☛ Nick Cash and his business, The Book Hatchery, were featured by *Entrepreneur* magazine as a finalist for student entrepreneur of the year; his business was named by *Inc.* magazine as one of “America’s Coolest College Start-Ups.”
  - ☛ Ben Frein and his business, E-Holdings, were a finalist in the Global Student Entrepreneur Awards competition.
- Three recent graduates of the departments of physics, chemistry, and biology received National Science Foundation Graduate Research Fellowships in 2010. Two of the students also received Barry M. Goldwater Scholarship for students who demonstrate future potential for contributions in mathematics, science, or engineering.
- In 2010, Josh Mahoney, an academic All American linebacker received the NCAA Walter Byers Postgraduate Scholarship, one of the highest honors awarded by NCAA to one student each year. He is currently attending the University of Chicago Law School.
- Recognized by First Lady Michelle Obama during her 2011 commencement speech, Nancy Aossey (Marketing ’82, MBA ’84) is president and CEO of International Medical Corps (IMC), a \$100 million relief organization. Nancy received the 2007 Distinguished Alumnus Award from the American Association of State Colleges and Universities for dedication and commitment toward her cause.

**Contributions to Iowa Leadership.**

- More than 90% of UNI’s students are Iowa residents; 77% of the graduates take their first job or attend graduate school in Iowa; and 60% of UNI alumni still live in and contribute their talents to the state of Iowa.

- UNI has the largest of Iowa's 32 teacher education programs, graduating an average of 500 teachers per year which is 50% more than the next largest program. More than 12,000 alumni educators teach in Iowa.
  - ☛ Eight percent of the drama teachers in Iowa graduated from UNI.
  - ☛ More than 50% of Iowa music teachers are graduates of the UNI School of Music. The program has a 100% placement rate for graduating teachers.
  - ☛ UNI's art education program is the largest in the state.
  - ☛ The secondary mathematics education program is the largest in Iowa. UNI is the only university in the state to offer a mathematics minor for elementary education majors.
  - ☛ The Department of Languages and Literatures, in partnership with the College of Education, prepares more English/language arts teachers than any other institution in the state.
- Approximately 1/3<sup>rd</sup> of Iowa's school administrators completed UNI's Educational Leadership program.
- The Center for Early Education in Science, Technology, Engineering, and Mathematics reached approximately 1,200 teachers and child care providers in 32 Iowa counties across the state with professional development workshops in 2009-2010.
- UNI is the lead institution for the Iowa Mathematics and Science Education Project, a collaborative effort with the University of Iowa and Iowa State University.
- Through internships, field experiences, and service learning projects, students in the College of Social and Behavioral Sciences provide nearly 100,000 hours of community service every year throughout the state of Iowa.
- The Center for Social and Behavioral Research focuses on conducting applied social research for public agencies in Iowa. Since its founding in 1967, the Center has conducted more than 600 research projects on health, crime, recreation, education and public policy; annually, it generates dozens of peer reviewed publications and applied research projects.

#### **How do we know individual faculty members are doing a good job?**

- ◆ University of Iowa. Faculty members have a passion for what they do. Graduate school prepares them to pursue careers that allow them to teach and do research in the areas that most deeply interest them. This is why most faculty members work more than 50 hours a week by providing excellent instruction to their students and producing valuable scholarship and community outreach.

The University of Iowa has rigorous accountability procedures to regularly evaluate the work performance of individual faculty members. The procedures are designed to monitor faculty member job performance against agreed-to standards and to provide constructive feedback and assistance to those faculty members who fall short in one or more areas of their work.

The university conducts annual, individual reviews of faculty. Student evaluations are collected regularly to monitor teaching performance. At the time of promotion and tenure, faculty members undergo a rigorous process that includes evaluation by external reviewers. The university conducts regular post-tenure reviews that include peer evaluation of teaching, research, and service.

- ◇ Iowa State University. The university conducts annual, individual performance evaluations of faculty at all ranks. Student evaluations are collected for every class instructed to monitor the quality of teaching performance. At the time of promotion and tenure, faculty members undergo a rigorous review process that involves evaluation by external reviewers. ISU also conducts post-tenure reviews every 5-7 years that include peer evaluation of teaching, research, and service with the goal of ensuring that faculty members are meeting or exceeding expectations contained in their Position Responsibility Statement.

Those faculty who have difficulty meeting the agreed-upon standards of performance in one or more areas are provided with constructive feedback and assistance as they work to reach higher levels of productivity. At ISU, the resources available to assist these faculty include changes in position responsibility, peer-review of teaching, support for grant writing assistance through the Vice President for Research and Economic Development, and a variety of services and programs offered by the Center for Excellence in Learning and Teaching.

The key to faculty success in carrying out their responsibilities in teaching, research, service, professional practice/extension, and outreach is regular constructive feedback on performance and support for appropriate professional engagement and development.

- ◇ University of Northern Iowa. Faculty members undergo rigorous performance review, both within the university and externally, as they compete to have their work published, to present their work at regional, national, and international conferences, to obtain grants and contracts to support their research, scholarly, and creative work, and to form and maintain partnerships with community entities.

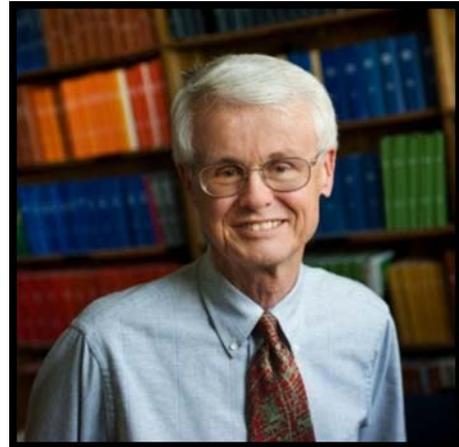
Faculty who are on a tenure-track appointment are evaluated annually by a department committee of peers, the department head, dean, and provost. As part of this review process, student assessment of individual courses are considered by each reviewer; peers visit classrooms, laboratories, and field sites to make professional observations. All faculty, including tenured and full-time term faculty, receive annual evaluations by their department heads for the purpose of awarding merit pay. Tenured faculty who wish to advance to the rank of professor must undergo an evaluation process similar to the tenure review; their work is also often evaluated by peer experts outside the university.

UNI uses a “triggered” approach to post-tenure review of tenured faculty, in which 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 insure that all faculty members are performing satisfactorily in all areas.

### **Sample faculty profiles.**

The faculty profiles included on pages 22-27 describe the commitment of faculty members at the Regent universities to the missions of teaching research, and service.

**SUI: Charles Connerly, Ph.D.  
BRINGING STUDENTS AND COMMUNITIES TOGETHER  
TO SOLVE 'REAL-WORLD' PROBLEMS**



“Part of our job as teachers,” says Chuck Connerly, professor and director of the School of Urban and Regional Planning in the UI Graduate College, “is presenting students with ‘real world’ opportunities to reflect on their ability to make a difference in other people’s lives.” And they *can* make a difference, he says. Connerly believes that the knowledge and talent of UI students and faculty are invaluable resources that can help turn things around for communities in Iowa and the Midwest that are increasingly facing a crisis of sustainability.

That’s why, in 2009, he founded the [Iowa Initiative for Sustainable Communities](#) (IISC), which gives students the opportunity to put theory into practice by working directly with real clients in the community. Over the last two years, UI graduate students (and undergraduate students working as research assistants) have collaborated with seven Iowa towns—Decorah, Anamosa, Columbus Junction, Wellman, Burlington, Charles City, and Oskaloosa—on projects such as revitalizing their downtowns or developing sustainable waste-management systems. Over the next two years, students will help leaders in the city of Dubuque to develop sustainability plans in several areas.

“Our students are learning so much from these communities,” Connerly says. “There’s no way we could provide this kind of education in the classroom alone.”

Caroline Brigham, a recent Master’s degree recipient who participated in the IISC, agrees. “The field work the program provides is vital to budding planners,” she says. “And it’s energizing to know that you’re bringing real value to the community.”

Abbey Moffitt, an undergraduate political science major who interned with the program and now chairs UI Student Government’s sustainability task force, appreciates the opportunity she had to work with community members in Decorah. “I’ve already used so much of what I learned,” she says. “I got terrific experience in research and writing, I learned about promoting stormwater and household energy sustainability—I even got great advice from the graduate students I worked with about how to prepare for my future academic career.”

*About Professor Connerly:* Professor Connerly grew up in the Chicago suburb of Franklin Park and earned his B.A. in history from Grinnell College in Iowa, before earning advanced degrees from the University of Connecticut and the University of Michigan, Ann Arbor. He is the author of the award-winning book *“The Most Segregated City in America”: City Planning and Civil Rights in Birmingham, 1920-1980* (University of Virginia Press, 2005). He is currently working on two books: one on the history of black communities in the South after emancipation; and one about University and city development policies in Iowa City, and how those policies contributed to the damage sustained in the record flood of 2008.



**SUI: Andrea Wallace, Ph.D., RN  
ONE OF THE “NATION’S MOST PROMISING”  
IN ACADEMIC NURSING**

Just three semesters into her career as a faculty member at the University of Iowa College of Nursing, Assistant Professor Andrea Wallace is already making a significant name for herself within academic nursing and championing life-improving health outcomes for rural Iowans. Last fall, Dr. Wallace won a prestigious, highly competitive grant from the Robert Wood Johnson Foundation (RWJF)—one of only 12 nurse educators nationwide to receive one of these three-year, \$350,000 Nurse Faculty Scholar awards, which are given to junior faculty who show outstanding promise as future leaders in academic nursing.

Wallace, whose research interest is finding means of improving outcomes for those living with chronic illness, particularly among vulnerable populations with low health literacy, is using the RWJF grant to work with health care providers in community health clinics throughout the state, helping them develop better strategies for working with chronically ill patients, with a particular focus on diabetes self-management.

“I’m thrilled that because of this award, I’m able to focus on critical research that will find new ways to better support these patients, and get interventions out to the broader patient population that so desperately needs them,” says Wallace. “I’m also excited to work with these clinics as part of the Institute for Clinical and Translational Science, to increase community engagement in the research process.”

“Dr. Wallace’s work should make an enormous difference in the care we provide patients,” says Keela Herr, Ph.D., associate dean for faculty in the College of Nursing. “The clinical innovations she is researching promise to make a significant difference in how health care providers, and the systems we work in, support people with serious chronic conditions.”

In addition to her success as a researcher, Wallace has proven herself to be an excellent educator. “The College of Nursing is a leader in distance education, which enables us to offer our courses and programs widely across the state. Dr. Wallace is making important contributions toward that educational mission,” says Herr. Dr. Wallace is particularly committed to teaching via distance education, she says, as a means to reach practitioners in rural communities who want to advance in their studies while continuing to serve their communities.

*About Assistant Professor Wallace:* Professor Wallace grew up in Denver, Colorado. She earned her B.A. in psychology and biology from the University of Colorado at Boulder and her N.D. (nursing clinical doctorate) and Ph.D. in nursing from the University of Colorado Health Sciences Center in Denver. She completed postdoctoral studies in health care quality and outcomes at the University of North Carolina at Chapel Hill. She has 11 publications to date and is currently working on a project to understand how involvement of informal caregivers may be used to improve self-management of people with diabetes.

**ISU: Jennifer O'Donnell, Ph.D.  
UNDERTAKING LARGE CHALLENGES WITH SELF-ASSEMBLING NANOSTRUCTURES**

With the potential to make renewable energy more affordable and clean water more accessible, Jennifer O'Donnell's work with polymer nanoparticles is an example of how something small can have a big impact.

After receiving a \$750,000 award from the [U.S. Department of Energy \(DOE\)'s Early Career Research program](#), O'Donnell, an assistant professor of chemical and biological engineering at Iowa State, was pleased to be able to launch a new, exciting direction for her research.



Her project "Templating of Liquid Crystal Microstructures by Reversible Addition Fragmentation Chain Transfer Polymerization," involves designing and synthesizing polymer nanoparticles that will self-assemble into microstructures with internal nanostructures identical to those of liquid crystals. These microstructures can accommodate materials that are generally incompatible, and the well-defined sponge-like internal network provides superior transport properties relative to traditional porous particles.

O'Donnell says an advantage to her method is that the original phase of the nanoparticles is thermodynamically stable. "As long as you add the same materials under the same conditions, you always start with the exact same structure and pore size," she explains. "So if you are looking at applications like catalysis or water purification, where you want to allow molecules of specific sizes to travel into the pores, you get excellent reproducibility and a fast, simple, straight forward method for making these particles."

Undergraduate students have played an important role in the progress of her project. Todd Thorson, BSChE'11 and now graduate student at the University of Iowa, gathered the original data for O'Donnell's work and provided the foundation other students are now using to continue the research. Last summer, Thorson and a lab partner traveled with O'Donnell to Maryland to perform neutron scattering tests to monitor how particles change during polymerization.

She says getting students involved in projects early in their academic careers is imperative. "With research, you don't immediately find the right answer, and it's a different type of learning that can ultimately help with coursework," O'Donnell says. "Even when our efforts don't turn out the way we hoped, we still learn something from it, and that's important for students to understand."

O'Donnell is also a research associate with the DOE's Ames Laboratory on the Iowa State campus. She earned her BS in chemical engineering from Bucknell University in 2001 and a PhD in chemical engineering from the University of Delaware in 2007.



**ISU: Andrew Manu, Ph.D.  
WORLDLY PROFESSOR GIVES STUDENTS  
SOLID FOUNDATION IN SOILS**

It's hard to imagine a better place to learn about soils than amidst some of the most productive soils on earth. And agronomy professor Andrew Manu can't think of a better place to teach an introductory soils course than at Iowa State.

"I don't feel as comfortable anywhere as I do in Iowa. Students here are very motivated. They want to do something. And they don't take their studies lightly at all. And that's what gets me going," he says.

Manu brings a wealth of global experience to his teaching and research. He grew up in Ghana, where he earned his bachelor's degree, and worked for Texas A&M University, Alabama A&M University, and the U.S. Agency for International Development in Niger.

Manu has coordinated one of the core courses for the College of Agriculture and Life Sciences, Introduction to Soil Science, for the past eight years. Each year approximately 420 students register for the three versions of the course: one tailored for agronomy students and other agriculture-based majors, a second for horticulture majors, and a third version that serves landscape architecture students.

Manu's global experience isn't just a benefit in the classroom. Each year, he leads a study abroad class to his home country of Ghana. The overseas experience teaches students to think about the cause and effect of interactions with the environment and exposes the students to a wide range of agricultural systems and cultural experiences.

Manu gets a thrill at the moment when students grasp a concept they have been struggling with. "I love it. It's the best thing I have done in my life," he says.

This year, Manu will receive the Soil Science Education award from the Soil Science Society of America. In 2009, Manu was honored with the George Washington Carver Chair in Agronomy, the first endowed faculty position in the nation honoring Iowa State University alum and faculty member George Washington Carver. He also was integral in obtaining a grant from the Bill and Melinda Gates Foundation to create a network of native African agricultural experts in the U.S. and Canada to provide African governments and non-governmental organizations with a knowledge resource to advise on agricultural practices and policies in Africa.

**UNI: Ken McCormick, Ph.D.**

**TEACHING STUDENTS THE IMPORTANCE OF LEARNING, COMMUNICATING THEIR KNOWLEDGE**

UNI Professor of Economics Ken McCormick has published numerous articles, and his papers and book on Thorstein Veblen have established him as an expert on the American economist and sociologist. But McCormick's most influential work isn't his research or publications. It doesn't even have his name on it.

McCormick teaches Directed Research in Economics, required for all economics majors in the UNI College of Business Administration. He concentrates on improving students' writing skills as they develop their research proficiency — creating a legacy of life-long learners who know how to share information.



"The amount of knowledge possessed by society is growing exponentially," McCormick said. "We cannot possibly teach our students what they will need to know in the future. We can, however, teach them how to find out what they will need to know. My goal is to teach our students how to find information, how to analyze it, how to organize it and how to present it."

"My hope is that students learn to take writing seriously. I also hope to convey a passion for learning."

Students spend the first part of his course learning the components of quality paper writing. During the second portion, students perform research and write a paper on a subject of their choosing. McCormick reviews early drafts of the papers and returns them to students for improvement. This process is repeated at least several times before a final form is accepted.

At the completion of the class, McCormick selects four to six papers for additional research, development and scrutiny to take them to a higher level. Only after considerably more work by both the student and McCormick is the paper deemed ready for final publication in Major Themes in Economics, which is distributed throughout the UNI campus and to other colleges in Iowa.

"This journal-quality publication has received overwhelmingly positive comments and praise over the years, and the benefit to students' writing skills is enormous," said UNI Department of Economics Head Fred Abraham. "McCormick's dedication to teaching, research and service, as well as his dedication to students' writing and research skills, is second to none. He is one of the unsung heroes of the university."

UNI: Elaine Eshbaugh, Ph.D.

A TEACHER-SCHOLAR MAKING AN IMPACT ON GENERATIONS



Elaine Eshbaugh's research, teaching, service and enthusiasm are having a positive effect on generations. Eshbaugh, an associate professor of gerontology at UNI, coordinates Iowa's only four-year degree program in gerontology. She has earned early tenure and promotion and holds the Davis Professorship in the College of Social and Behavioral Sciences (CSBS).

"I am blessed to have a career that I love. My job doesn't feel like work to me," Eshbaugh said. "I want each of my students to find a career they love as much as I love mine and to settle for nothing less."

Upon first glance, studying issues related to aging isn't particularly enticing to 18-year-olds. But under Eshbaugh's leadership, enrollment in UNI's gerontology program has grown by 50 percent and students in other majors can now receive a minor in gerontology. She also has created a new course, *Families, Alzheimer's and Related Dementias*, and coordinated the Rural Aging Conference, which was attended by the head of Iowa's Department on Aging. Eshbaugh's commitment to students goes outside the classroom, too, as she involves students in her research and community service projects.

"When I took my first class with her my sophomore year, she really helped my passion grow," said Kelsey Hillebrand, a senior majoring in family services at UNI. Hillebrand has clearly benefited from her involvement in courses, research work and co-curricular activities with Eshbaugh. "She is extremely motivating and encouraging. She bridges the gap from student to professional and makes it easy for the students to envision their futures and work towards their goals."

CSBS Dean Philip Mauceri says Eshbaugh epitomizes the teacher-scholar tradition at UNI. "She is a prolific researcher whose work is published in leading journals and an award-winning teacher dedicated to student learning," he said. "Her teaching and research focus on improving the lives of Iowans by helping the state meet the multi-faceted challenge an aging population will present in the years to come."

**Faculty Workloads Driven by Institutional Mission.**

- ◇ University of Iowa. In 1998-99, the Office of the Provost began implementation of the Post-Tenure Effort Allocation Policy (PTEAP) which permits each academic unit to define an expected distribution of effort for tenured faculty within that unit. The policy allows differential allocation of effort for an individual faculty member on a yearly negotiated basis to capitalize on particular faculty strengths, provided the allocation is consistent with the unit's overall mission and strategic plan.

- *Teaching.* Faculty members teach a wide variety and types of courses at the university. Course teaching includes the preparation of course syllabi, classroom materials, class lectures, discussion topics, and student assignments, such as papers and projects. Faculty also prepare and administer examinations, evaluate student work, train and supervise the work of teaching assistants, read in their field to include up-to-date materials and information for their classes, and meet their students outside of class to advise, help, and guide them in their course work. Teaching also includes mentoring undergraduate and graduate students in research settings.

Other teaching efforts include faculty initiatives to improve instruction through the design and revision of the curriculum, creation of new courses, revision of existing courses, and supervision of the creative work and research of student.

The unique requirements and features of faculty work in the different types of classes taught can vary. For example, in a large lecture course, there is considerable effort on preparing lectures, maintaining records of student work, and coordinating teaching with other faculty in other sections of the course. On the other hand, in a clinical or professional course, there is considerable effort on working with small groups of students in clinical or professional settings, arranging the settings and student activities, and closely guiding the interactive work of the students in those settings.

- *Research, scholarship, and creative work.* Faculty conduct a wide range of research, scholarship, and creative work to advance the core value of learning, including engaging in hands-on creative work and research, directing and collaborating with graduate and professional students in joint creative activities and research, directing and supervising undergraduate creative work and research, and supporting this scholarly work through efforts to arrange and sustain adequate physical, financial, and institutional (an inter-institutional) support.

As with teaching, there are many types of activities necessary to create and sustain vitality in research, scholarship, and creative work by faculty. At the center of this activity, faculty require the time and resources to pursue scholarly or creative work in the laboratory, library, studio or office, and/or the field, to supervise and direct the work of their students, to write proposals to obtain support for their projects, to attend professional meetings, and to consult with a variety of groups and individuals to enhance their understanding of problems and challenges.

- *Service, Administration, and Outreach.* Faculty service their professional colleagues and organizations, the public, and a variety of off-campus constituencies. They also administer and govern the academic programs and services of the university and assist colleagues and university administrators with a variety of functions and tasks.

With regard to professional service, faculty are often asked to hold offices in professional organizations and help to organize professional meetings. They edit books and professional journals and serve as reviewers for such publications. They serve on federal and regional panels and offer advice to private, corporate and government funding agencies. With regard to public service, faculty may provide health care, legal service, artistic leadership, and educational expertise. Faculty offer educational outreach programs to the business community, community organizations, and governmental bodies. Faculty expend considerable effort to help administer and govern the university. They chair departments, service on a wide-range of appointed and elected committees, and recommend the allocation of fiscal and human resources necessary for the educational mission of the university.

- ◇ Iowa State University. The best teaching is informed by up-to-date research while the most innovative research often grows out of exchanges with students. Faculty are specialists who are expected to contribute to advancing the knowledge base in their disciplines and they are best equipped to expose students to the latest discoveries and the best practices. Faculty are expected to be active members of their professional communities, both university and disciplinary, by serving on committees, taking leadership roles in disciplinary organizations, accepting administrative responsibilities, engaging in outreach to local, national, or international communities, or sharing their expertise through extension or clinical work.

- *Institutional mission*. Under the provisions of the Morrill Act of 1862, the State of Iowa designated Iowa State as the nation's first land-grant institution. The Act established the land-grant ideals that higher education should be accessible to all, regardless of race, gender, or economic circumstance, and that the university should teach liberal arts and practical subjects to provide an outstanding quality of life for future citizens. As the *Faculty Handbook* states, "Iowa State University is a public land-grant institution where liberal and professional education is merged with basic and applied research in pursuit of advancing society's potentials and assisting in solving its problems. The university serves the people of Iowa, the nation, and the world through its interrelated programs of teaching, research/creative activities, and extension/professional practice."

ISU pioneered the nation's first extension service and remains a leader in realizing the promise of the land-grant vision. Its long commitment to excellence in agriculture, engineering, and veterinary medicine stems from its foundational mission. ISU also recognizes its great strengths in student-centered education, global collaboration, and transformational basic and applied research. The major changes sweeping the world are creating extraordinary opportunities for the university to capitalize on its land-grant mission and be at the forefront in addressing the world's common, global challenges. The activities of the university's faculty are guided by its institutional mission and the needs of a changing world.

- *Faculty responsibilities*. The Position Responsibility Statement (PRS) was developed as a "tool that allows for a flexible and individualized system of faculty review." The PRS describes the significant responsibilities that each faculty member agrees to carry out as part of his/her faculty position and serves as the basis for the annual performance evaluation, as well as any promotion/tenure review.

The PRS establishes a faculty member's allocation of effort in each of the areas of teaching, research, service, and, if applicable, professional practice. The PRS has proven to be a highly valuable tool because it allows for flexibility in faculty responsibilities over time, for the changing nature of faculty appointments, as well as for the changing needs of the department or institution. The PRS can be changed by mutual agreement of the faculty member and chair. Policies are in place to govern change in the PRS and to address any disagreements.

- ◇ University of Northern Iowa. The primary mission of the University of Northern Iowa is to “provide high-quality undergraduate programs founded on a strong liberal arts curriculum and selected graduate programs that meet the educational career needs of the students it serves.” Consistent with its historic purpose, emphasis is placed on preparation of teachers and educational leaders for pre-K-12 systems throughout Iowa and around the world. The university is also expected to serve the ongoing needs of communities throughout Iowa by providing opportunities for students, faculty, and staff to provide services to Iowa communities as part of academic, co-curricular, and extra-curricular activities. The “standard portfolio” for tenured and tenure-track faculty emphasizes strong teaching supported and enriched by research/scholarship and service to the university, local, state, and global communities.
  - *Teaching*. In accordance with its mission, teaching is the primary activity of most faculty members at UNI. Faculty teach a wide variety and types of courses, including traditional lecture courses, discussion based seminars, practica, internships, directed studies and courses which blend classroom and electronic delivery. Teaching including the preparation of course syllabi, classroom materials, class lectures, discussion topics, exercises designed to engage students in active learning, and student assignments to deepen and solidify student understanding. Faculty prepare and administer examinations, evaluate student work, read and study in their field to insure inclusion of up-to-date material and information in their classes, learn new technologies to deliver course material more effectively and interact with their students outside of class to advise, help, and guide them in their course work. Teaching also includes mentoring undergraduate and graduate students in research setting, guidance of students' scholarly or creative work, and supervision of co-curricular activities designed to improve student knowledge and skill through practice in applying concepts to actual problems and issues. Other important teaching efforts include faculty initiatives to improve instruction through design and revision of the curriculum, creation of new courses, and revision of existing courses.
  - *Research, scholarship and creative work*. Faculty conduct a wide range of research, scholarly and creative work to advance knowledge in their disciplinary field and to enhance the knowledge shared in the classroom. Activities include engaging in hands-on creative work or laboratory research, directing and supervising undergraduate creative work and research and collaborating with graduate students in joint creative activities and research. Scholarly work includes the process of developing research and creative projects and seeking funds to support the necessary work through preparation of grant and contract proposals.

As part of the research or creative process, faculty attend professional meetings to disseminate the results of their work and to consult with a variety of groups and individuals to enhance their understanding of problems and challenges. For UNI faculty, much of this activity is based in the community and is closely intertwined with service and experiential forms of teaching.

- *Administrative, university, and professional service.* Faculty members devote significant time providing service to the university, profession, and community. They are involved in administering academic departments, coordinating undergraduate or graduate instructional programs, overseeing research centers and advising students.

Faculty members share the governance of the institution through participation in the faculty senate and as members of governance committees, task force, and advisory groups. They devote significant time to the peer review of colleagues for tenure and promotion decisions and awarding internal grants and fellowships and recommendations for professional development assignments.

Faculty members serve their professionals by holding offices in professional organizations, planning and organizing professional meetings, reviewing submissions to professional journals and serving as editors for journals and books. They may serve on government panels or advisory boards and act as peer reviews for grant making agencies. Faculty members use their professional expertise to provide volunteer services to their communities and the state in areas of counseling, health care, professional development of teaching professionals or grant writing for non-profit organizations.