

BOARD OF REGENTS, STATE OF IOWA

Presentation to the

ADMINISTRATIVE COSTS IN HIGHER
EDUCATION LEGISLATIVE STUDY COMMITTEE

November 5, 2013

MANDATORY FEES AT REGENT UNIVERSITIES

Background on Mandatory Fees:

Students enrolled at the public universities are assessed tuition based on their program of study. Most students are also assessed mandatory fees that help pay for the facilities and services available to them. Mandatory fees are not based on an individual's use of facilities or services.

Mandatory Fees History: Prior to the 1990's, a portion of tuition would be designated to purposes such as student activities and services. During the early 1990's, the Regents approved three types of mandatory fees, which were in addition to tuition - health fees, computer fees, and health facility fees. Mandatory fees provide a distinct resource to respond to the specific needs of students and are restricted to the purpose outlined.

The student health fee was approved for FY 1991, after several months of study. This fee eliminated the existing voluntary health fee and created a mandatory student health fee to benefit all students.

The computer fee (now technology fee) was initiated in the fall of 1990 for FY 1992. At the time, the institutions were charging numerous, miscellaneous computer fees for courses/programs. The Board consolidated these miscellaneous computer fees into a comprehensive fee to improve computer education and access for all students. The mandatory computer fee continues to serve the purpose for which it was established, providing a distinct resource to respond to computer infrastructure and technology needs to support instructional initiatives and programs.

The health facility fee was initiated at Iowa State University for FY 1994 to be applied to debt service obligations on a bond sale that funded the relocation and improvements of facilities for the Student Health Service. This was followed by the initiation of health facility fees to support improvements to student health facilities.

Establishment of the Student Fee Committee: During the 1992 General Assembly, legislation was enacted providing students the authority to participate in the allocation decisions for student fees.

Per Iowa Code §262.34B, a student fee committee at each university, composed of five students and five university employees, is required to make recommendations for the student fee allocations to the university president by April 15 for the subsequent academic year.

The university president, in turn, makes a recommendation to the Board and the Board makes the final decision on the allocations of student fees. This process allows student input into the decisions of how the student fees are allocated.

Redirect of Tuition to Mandatory Fees: In October 1999, the Board made a fundamental change in the structure of tuition and fees, approving a request of the University of Iowa to establish new mandatory fees for certain student activities and student services and eliminating designated tuition. The change took tuition revenues that had been designated historically for student activities and student services, and established them as separate and distinct mandatory fees to allow for greater transparency and accountability.

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In October 2000, the Board made a similar redirection of tuition to new mandatory fees for Iowa State University and the University of Northern Iowa so that an additional portion of tuition revenues could be utilized for academic programs.

The redirection from tuition to mandatory fees produced the following:

- Tuition dollars became available for academic areas and needs.
- Students paid mandatory fees rather than tuition to support specific programs that promote student activities and services.
- Students continued to pay the same amount for tuition, plus any base tuition increase approved by the Board for next year (i.e. students continued to pay the same level of tuition, but the funds were spent for different purposes).

Continued Student Involvement: In approving this redirection to mandatory fees, the Board required the universities to return to the Board for specific approval of any increase in fees and to:

- Consult with students regarding the proposed expenditures of the newly available tuition revenues released by redirection of tuition to fees.
- Report to the Board on revenues and expenditures for all tuition and fees generated by this proposal (including the disposition of unallocated funds).
- Address the applicability of mandatory fees for part-time students, off-campus students, and summer session students.

Prior to the elimination of designated-tuition fees, there had been a mix of mandatory fees and designated-tuition fees on a per student basis. In certain cases, a particular student need was funded from both sources, which often caused confusion.

In November 2002, the Board directed the universities to phase out all allocations of tuition and establish them as mandatory fees, simplifying student fees. Designated-tuition fees were completely eliminated by the 2004-05 academic year.

Current Policy Regent Policy Manual §§8.03 and 8.04 contains the Board's current policy on mandatory fees as follows:

8.03 Mandatory Fees

A. General Policy

Mandatory fees, charged to each student, provide a distinct resource to respond to specific needs of students. Each institution must seek Board approval for any new mandatory fees or changes in mandatory fees.

For a new mandatory fee to be established, a university must:

- Disclose origination of proposed fee (i.e. by student request or a need identified by the university).
- Identify the basis for the fee (i.e. services to be provided by fee and related costs of those services).
- Consult with students regarding the proposed expenditures of the newly available revenues.

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- Obtain documentation from the recognized student body governments indicating the extent of student support for new fee.

For proposed increases in mandatory fees above inflation, a university must follow the steps outlined for a proposed new fee.

Annually, during the discussion of tuition and mandatory fees, the universities must:

- Report to the Board on revenues and expenditures for all fees generated by the mandatory fees (including the disposition of unallocated funds);
- Unexpended funds from mandatory fees must be spent for the purposes for which the fee was originally implemented.
- Address the applicability of mandatory fees for part-time students, off-campus students, and summer session students.

Each university must establish formal policies and procedures for assessing each mandatory fee and for granting exemptions.

B. Mandatory Fees for Part-Time Students

The institutions must submit any changes regarding assessment of mandatory fees to part-time students to the Board for approval during the annual discussion of tuition and mandatory fees.

C. Exemptions

The universities may grant exemptions from mandatory fees to extension and study abroad students and other off-campus groups, such as student teachers, co-op students, internship students, and practicum students.

University exemption policies should consider the student's access to campus services and physical proximity to campus. University policies should include definitions and criteria for judging access to institutional facilities and should be consistent with related bond covenants.

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Description of Mandatory Fees

The following is a list of mandatory fees approved for the 2013-14 academic year. These fees were approved in December 2012. While some of the fees do not apply to all three universities or are structured a bit differently, the following provides a general description of each fee and what it supports. As an example, UNI does not have a "student activities" fee but includes those types of activities in the "student services" fee.

Technology Fee (SUI, ISU, UNI) – provides a distinct resource to respond to computer infrastructure and technology needs to support instructional initiatives and programs. These fees support such areas as: student-focused central computing services, computer labs, internet access, technology classrooms, etc.

Higher computer fees were approved for students majoring in Business, Engineering, Law, Public Health, and Pharmacy at the University of Iowa, and for students majoring in Engineering, Computer Science, and Industrial Technology at Iowa State University, with the additional funds earmarked for support of the computer services and facilities used by students in those majors.

The University of Northern Iowa has only one mandatory computer fee for all students.

Health Fee (SUI, ISU, UNI) - Health services provide basic health services equitably to all students. The fee allows a student access a doctor with no office visit charge as many times during the semester as needed. Services may include consultations, treatments, injections, laboratory exams, prescription services, over the counter medications, prevention, and wellness education.

Health Facility Fee (SUI, ISU, UNI) - funds the debt service for bonds issued for the health facilities.

Student Activities Fee (SUI, ISU, UNI) – primarily provides funding for the student governments and many other student run organizations.

Student Services Fee (SUI, ISU, UNI) - provides funding for services including the bus systems on each campus, student publications (e.g. Daily Iowan), and may include support for athletics.

Career Services Fee (SUI) – funds centralized and comprehensive services offered by the Career Center Services at SUI. Examples of services include career education, experiential education (e.g. internships), on-campus recruiting, corporate and community relations, and employment research.

Student Union Fee (SUI) – provides funding for a portion of the operational costs of the Iowa Memorial Union.

Arts & Cultural Events (SUI) - supports many cultural events and performances on campus that are free to students. The fee also subsidizes a reduced cost of student admission to any ticketed event produced by the Division of Performing Arts (student ticket prices at these events are at a reduced price).

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Recreation Fee (SUI, ISU, UNI) - supports the operation and maintenance of recreational services facilities on the campuses as well as programmatic recreational offerings (intramurals). The fee includes the debt service on the recent new construction of rec building at SUI and ISU.

Building Fee (SUI, ISU, UNI) – used to pay the debt service for certain construction projects (self-supporting facilities) on the campuses. Examples include the memorial unions on each of the campuses.

Professional Enhancement Fee (SUI) – charged to all enrolled students in the Graduate College. The Graduate College offers many professional enhancement opportunities, including: Professional Development Workshops/Programs; Scholarly Integrity; Sponsored Programs – Grant Writing; and the Jakobsen Conference/Forum.

University Mandatory Fee Proposals for 2013-2014 Academic Year

University	SUI / ISU / UNI		
Mandatory Fee Category (Please circle)	Technology / Health / Health Facility / Student Activities / Student Services / Student Union / Building Fee / Career Services / New _____		
Sub-Categories (Please circle)	Business / Engineering / Public Health / Law Comp Sci & MIS / Undergraduate / Graduate Other _____		
Other Details (Please specify)			
Actual 2012-13 Fee Amount (\$)		Proposed Amount (\$)	
Proposed increase (\$ & %):			
Discussed with leadership of:			
Faculty?		YES	NO
Staff?		YES	NO
Students?		YES	NO
Discussed with other university presidents?		YES	NO
Provide clear and concise explanation along with convincing justification for proposed increase (use as much space as necessary)			
Concisely describe how proposed increase will assist the university in making progress on strategic goals and objectives			
Anticipated Revenues (include revenue projections for FY 2014 and compare to FY 2013).			

SUI Mandatory Fees - FY 2010 - FY 2014

<u>Year</u>	<u>Technology</u>	<u>Health</u>	<u>Health Facility</u>	<u>Student Activities</u>	<u>Student Services</u>	<u>Student Union</u>	<u>Building</u>	<u>Career Services</u>	<u>Recreation</u>	<u>Arts & Cultural Events</u>	<u>Total Mandatory Fees</u>
2009-10	417	209	10	63	67	108	119	19	6	24	1,042
2010-11	429	216	10	65	69	112	119	20	225	24	1,289
2011-12	442	224	10	67	71	116	119	21	235	24	1,329
2012-13	463	237	-	69	74	120	123	26	243	24	1,379
2013-14	463	237	-	70	74	120	123	26	246	24	1,383

ISU Mandatory Fees - FY 2010 - FY 2014

<u>Year</u>	<u>Technology</u>	<u>Health</u>	<u>Health Facility</u>	<u>Student Activities</u>	<u>Student Services</u>	<u>Building</u>	<u>Recreation</u>	<u>Total Mandatory Fees</u>
2009-10		230	196	16	68	170	82	895
2010-11		230	196	16	68	170	82	895
2011-12		230	196	16	71	188	55	1,078
2012-13		230	196	16	71	188	55	1,078
2013-14		230	196	16	71	188	55	1,078

UNI Mandatory Fees - FY 2010 - FY 2014

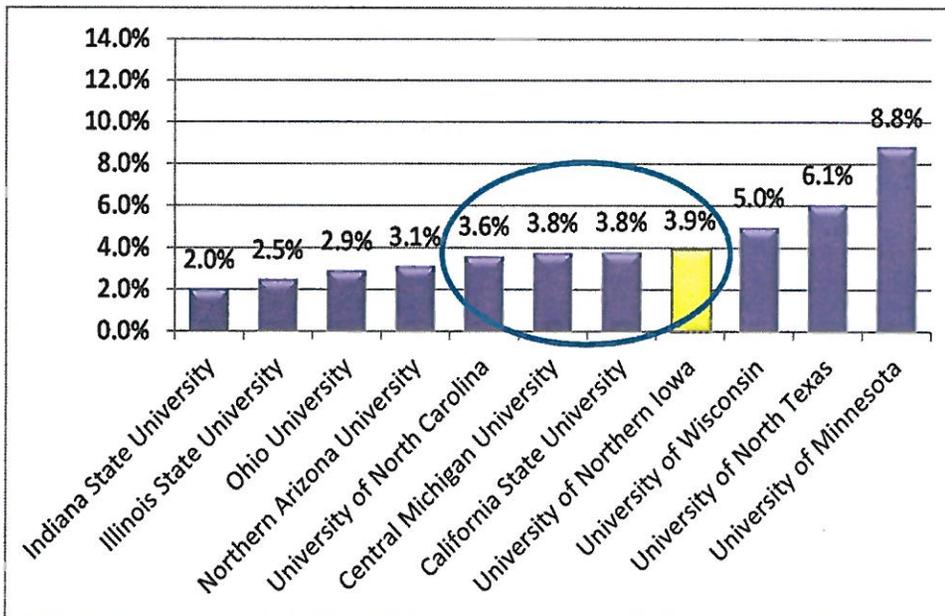
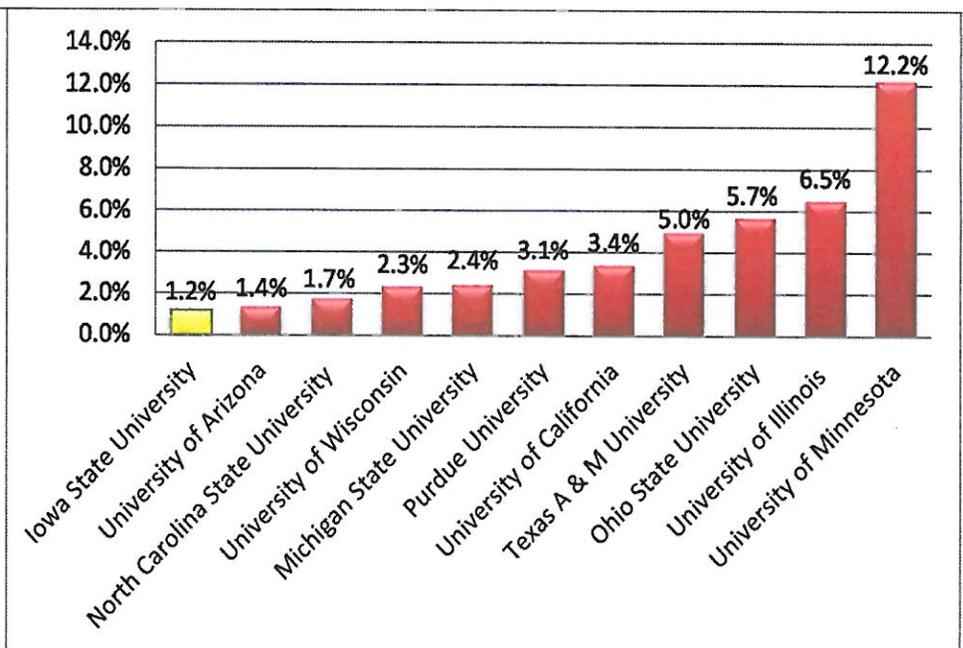
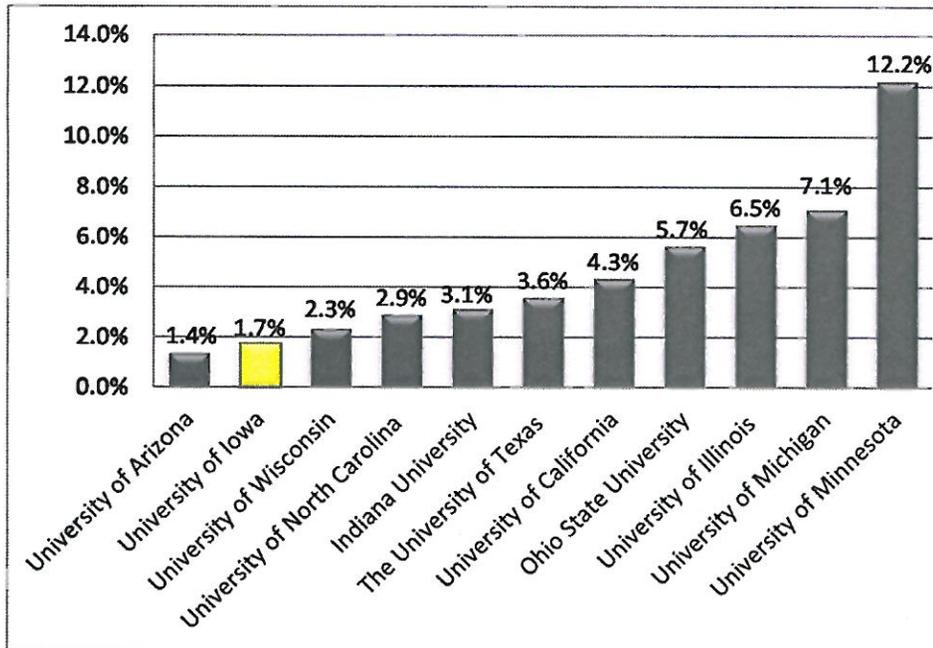
<u>Year</u>	<u>Technology</u>	<u>Health</u>	<u>Health Facility</u>	<u>Student Services</u>	<u>Building</u>	<u>Recreation</u>	<u>Total Mandatory Fees</u>
2009-10		200	166	29	215	235	880
2010-11		212	172	29	213	235	906
2011-12		229	176	29	213	235	942
2012-13		252	189	29	217	235	987
2013-14		258	203	31	258	220	1,037

BOARD OF REGENTS
Executive/Administrative/Managerial FTE Employees to Total FTE Employees

per IPEDS (Integrated Postsecondary Education Data Systems)

	FY 2009			FY 2010			FY 2011			FY 2012		
	E/A/M FTE EEs	Total EEs	Percentage	E/A/M FTE EEs	Total EEs	Percentage	E/A/M FTE EEs	Total EEs	Percentage	E/A/M FTE EEs	Total EEs	Percentage
SUI	244	13064	1.9%	264	13050	2.0%	263	13078	2.0%	228	13060	1.7%
ISU	147	8894	1.7%	144	8906	1.6%	146	8576	1.7%	100	8586	1.2%
UNI	114	2501	4.6%	112	2399	4.7%	99	2433	4.1%	96	2456	3.9%

* Note: In FY2013 there was a major revision of the IPEDS HR report using SOC codes. Data are not yet finalized with IPEDS.



Executive & Administrative
Employees to
All Employees
by Headcount
FY 2012

Contact: Marcia Brunson

ANNUAL REPORT ON SPAN OF CONTROL

Actions Requested: (1) Receive the annual report on span of control; (2) approve submission of the report to the Governor and Iowa General Assembly in accordance with Iowa Code §262.9C and Board Policy 4.20; and (3) approve the exclusion of departments with 28 or fewer FTE from the span of control calculations.

Executive Summary: SF 2088 (the state reorganization bill) passed in the 2010 session of the General Assembly amended Chapter 262 of the Iowa Code to include a provision regarding span of control. The amendment, effective March 20, 2010, requires that the Board develop and maintain a policy setting a target aggregate ratio of employees who perform supervision to all other employees at one to fifteen. The complete text of Iowa Code §262.9C and the Board of Regents Policy 4.29 developed in accordance with the statute are shown in Attachment A.

As per the Board policy, the calculations to determine span of control ratios are based upon the October 1 payrolls at the five institutions. Applying the criteria set forth in the statute, employees involved with direct patient care, faculty, and employees in other areas of the institutions that must maintain different span of control ratios due to federal or state regulations were not used in the calculation of the ratios. The resulting analysis represents a comparison of numbers of the merit exempt and professional staff at each institution that have administrative supervision as any portion of their overall job responsibilities, as compared to the number of other employees with no supervisory responsibilities. This analysis is based upon headcount and does not measure the amount of effort spent by individuals in fulfilling their supervisory responsibilities.

Also per the statute and Board policy, the Board is asked to approve the exclusion of departments with 28 or fewer FTEs from the calculation of span of control. For consistency with other reports, the universities have used the definition of "departments" as those entities identified in the institutional budgets. The University of Iowa requests exclusion of 340 departments; Iowa State University, 225 departments; and University of Northern Iowa, 110 departments. These departments are listed in Attachment B, C and D and are consistent with those previously excluded by the Board.

After applying the statutory criteria to October 1 payroll data, excluding faculty, direct patient care employees and departments with 28 or fewer FTE, no departments at the special schools met the criteria for calculating span of control. The ratios for the three universities are as follows:

	2010	2011	2013
University of Iowa	1/11.66	1/11.22	1/11.30
Iowa State University	1/19.42	1/16.42	1/17.25
University of Northern Iowa	1/14.78	1/15.02	1/15.10

The institutions continue to seek the most efficient and effective staffing mix to achieve and maintain excellence in fulfillment of their threefold mission of teaching, research and service. Each of the institutions has unique considerations impacting the individual calculations. This span of control analysis is one consideration in determination of the appropriate staffing mix for each institution, along with the skills and expertise to perform the various forms of work required, the degree of oversight and regulation required in each context, the risk of errors and other considerations balancing efficiency with the quality and effectiveness of the work. The universities will continue to examine span of control as one of these considerations as they continue to provide annual reports to the Board, along with other analysis provided as part of the annual Comprehensive Human Resources Report.

Iowa Code §262.9C Span of control policy

1. The state board of regents shall develop and maintain a policy regarding the aggregate ratio of the number of employees per supervisory employee at each of the institutions under the control of the board subject to the requirements of this section.
2. The target span of control aggregate ratio of supervisory employees to other employees shall be one to fifteen. The target span of control ratio shall not apply to employees involved with direct patient care, faculty, and employees in other areas of the institutions that must maintain different span of control ratios due to federal or state regulations.
3. For the purposes of this section, "*supervisory employee*" means a public employee who is not a member of a collective bargaining unit and who has authority, in the interest of a public employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other public employees, to direct such public employees, or to adjust the grievances of such public employees, or to effectively recommend any such action.
4. The policy shall allow departments within an institution under the control of the state board of regents with twenty-eight or fewer full-time equivalent employee positions to be granted an exception to the policy by the board. Departments applying for an exception shall file a statement of need with the applicable institutional human resources office and the office shall make a recommendation to the state board of regents.
5. The state board of regents shall present an interim report to the governor and general assembly on or before April 1, 2010, with annual updates detailing the effects of the policy on the composition of the workforce, cost savings, efficiencies, and outcomes. In addition, the report and annual updates shall identify those departments within each institution under the control of the board granted an exception by the board to the policy as provided in this section.

Board of Regents Policy -- 4.20 Span of Control

As required by Iowa Code Subsection 262.9C, the target aggregate ratio of supervisory employees to other employees at institutions governed by the Board of Regents shall be one to fifteen.

Exempted from the target aggregate span of control ratio are employees involved with direct patient care, faculty and employees in other areas of the institutions that must maintain different span of control ratios due to federal or state regulations.

Departments within the Board of Regents enterprise with 28 or fewer full-time equivalent employees may also be granted an exception to this policy by specific approval of the Board of Regents. The request for an exception shall be brought forward by the institutional human resources offices as a recommendation to the Board.

On or before April 1 of each year, a report shall be filed with the Governor and the General Assembly detailing the effects of this policy on the composition of the workforce, cost savings, efficiencies and outcomes. The report shall also identify any department granted an exception by the Board to the policy. The report shall be compiled using payroll data as of October 1 of each year and shall be submitted to the Board for its approval prior to submission to the Governor and General Assembly.

UNIVERSITY OF IOWA DEPARTMENTS WITH 28 OR FEWER FTE

Accounting/Tippie College of Business
Accounts Payable & Travel/VP Finance & Operations
Administration/Center for Disabilities & Development
Administration/Spec Child Health Services-M&R
Administration/Student Health
Administration/UIHC
Administration/VP Medical Affairs
Aerospace Studies/University College
Air & Mobile Critical Care/UIHC
Alumni Services/VP Strategic Communication
Ambulatory Care Clinic/Psychiatric Hospital
American Studies/College of Liberal Arts & Sciences
Anesthesiology/UIHC
Anthropology/College of Liberal Arts & Sciences
Art & Art History/College of Liberal Arts & Sciences
Art Museum/Office of the Provost
Associate VP Finance and CFO, UIHC/VP Medical Affairs
Athletics Facility/Athletics
Banquets and Catering/Student Life
Belin-Blank Intl Center/College of Education
Biocatalysis/Bioprocessing Center/VP Research
Biochemistry/Carver College of Medicine
Bioengineering/UIHC
Biomedical Engineering/College of Engineering
Broadcasting Services/VP Strategic Communication
Business Administration-College/Tippie College of Business
Business Administration-Undergraduate/Tippie College of Business
Business Managers Office/VP Finance & Operations
Business Services Administration/VP Finance & Operations
Campus Dining Administration/Student Life
Campus Dining Operations/Student Life
Cancer Center Support Administration/UIHC
Capital Management/UIHC
Cardiothoracic Surgery/Carver College of Medicine
Cardiovascular Center/Carver College of Medicine
Career Center/Office of the Provost
CDD Information Technology Services/Center for Disabilities & Development
CDD Scheduling/Center for Disabilities & Development
CDD-Food & Nutrition Services/Center for Disabilities & Development
Cent Elect Microscopy Facility/VP Research
Center Bioinformatics Comput Biology/College of Engineering

Center for Advanced Studies In Measures & Assess/College of Education
Center for Diversity and Enrichment/Office of the President
Center for Public Health Statistics/College of Public Health
Center for Student Involvement and Leadership/Student Life
Center for Teaching/Office of the Provost
Center on Aging/Carver College of Medicine
Central Mail System/VP Finance & Operations
Centralized Transcription Services/UIHC
Chemical & Biochemical Engineering/College of Engineering
Chemistry/College of Liberal Arts & Sciences
Chief Diversity Office/Office of the President
Cinema & Comparative Literature/College of Liberal Arts & Sciences
Civil-Environmental Engineering/College of Engineering
Classics/College of Liberal Arts & Sciences
Clinical Enterprise Initiatives/UIHC
Clinical Research Resources/Inst for Clinical and Translational Science
Clinical Staff Office/UIHC
Clinics/Student Health
Communication Sciences and Disorders/College of Liberal Arts & Sciences
Communication Studies/College of Liberal Arts & Sciences
Community & Behavioral Health/College of Public Health
Computer Science/College of Liberal Arts & Sciences
Consultation & Res Med Educ/Carver College of Medicine
Continuing Education/Carver College of Medicine
Continuing Education/College of Pharmacy
Contracts & Assignments/Student Life
Creative Writing/College of Liberal Arts & Sciences
C-Stores/Student Life
CTR Health Effect of Environment/VP Research
Dance/College of Liberal Arts & Sciences
Dean of Students/Student Life
Dentistry Administration/College of Dentistry
Dermatology/Carver College of Medicine
Disability Resource Library/Center for Disabilities & Development
Division of Continuing Education/Continuing Education
Division of Drug Information Services/College of Pharmacy
Division of Sponsored Programs/VP Research
Dows Institute-Research/College of Dentistry
Dual Career Network/Office of the Provost
Economics/Tippie College of Business
Educ Policy & Leadership Studies/College of Education

Education Administration/College of Education
Electrical-Computer Engineering/College of Engineering
Emergency Medicine/Carver College of Medicine
Employment Policies Group/Center for Disabilities & Development
EMSLRC/UIHC
Endodontics/College of Dentistry
Engineering Administration/College of Engineering
Engineering Computer Network/College of Engineering
Engineering Electronics Shop/College of Engineering
Engineering Mechanical Shop/College of Engineering
English as Second Language/College of Liberal Arts & Sciences
English/College of Liberal Arts & Sciences
Environmental Health and Safety/VP Research
EPSDT Services Program/Spec Child Health Services-M&R
Equal Opportunity and Diversity/Office of the President
Evaluation & Assessment Center/College of Education
Evaluation & Examination Service/Office of the Provost
Facilities Administration/Student Life
Facilities Management-GEF/VP Finance & Operations
Facilities Management-Inventory/VP Finance & Operations
Facilities Management-Surplus/VP Finance & Operations
Facility Services Admin/UIHC
Faculty Practice Administration/College of Nursing
Family Dentistry/College of Dentistry
Family Medicine/Carver College of Medicine
Finance & University Services/VP Finance & Operations
Finance/Tippie College of Business
Financial Operations/VP Medical Affairs
Food & Nutrition Services/Psychiatric Hospital
General Counsel/Office of the General Counsel
Geography/College of Liberal Arts & Sciences
Geoscience/College of Liberal Arts & Sciences
Global Region Environmental Research Center/VP Research
Governmental Relations/Office of the President
Graduate College Administration/Graduate College
Graduate Medical Education/UIHC
Grants & Contracts/Spec Child Health Services-M&R
Grants & Special Projects/Spec Child Health Services-M&R
Grounds/UIHC
Guest Services, Helen Rossi Guest House/UIHC
Guest Services/UIHC

Guest Services-info desk/UIHC
Hancher/VP Strategic Communication
Health and Disability Center/Center for Disabilities & Development
Health and Human Physiology/College of Liberal Arts & Sciences
Health Iowa/Student Health
Health Management & Policy/College of Public Health
Health Policy and Government Relations/VP Medical Affairs
Health Protection Monitoring/UIHC
Heart and Vascular Center/Carver College of Medicine
High Throughput Screen Facility/VP Research
High-Res Mass Spect Facility/VP Research
History/College of Liberal Arts & Sciences
Honors Program/University College
Hospital Dentistry/College of Dentistry
Hospital Graphics/UIHC
Hospital Stores/UIHC
Housekeeping & Grounds/Center for Disabilities & Development
Housekeeping & Grounds/Psychiatric Hospital
Human Resources/VP Medical Affairs
Human Subjects/IRB Office/VP Research
Hygienic Laboratory-Administration/University Hygienic Lab
Hygienic Laboratory-Computer/University Hygienic Lab
Hygienic Laboratory-Other Support Services/University Hygienic Lab
Hygienic Laboratory-REC/Acctg/University Hygienic Lab
IA Consortium Substance Abuse/VP Research
IH Waiver Services/Spec Child Health Services-M&R
Informatics/Inst for Clinical and Translational Science
Inst for Clinical and Translational Science/Inst for Clinical and Translational Science
Institute for Public Health Practice/College of Public Health
Integrated Call Center Services/UIHC
Integrated Strategic Planning/VP Medical Affairs
Interdepartmental Programs/Tippie College of Business
Interdisciplinary Programs/Graduate College
Internal Audit/Office of the President
International Writing/Graduate College
Iowa Lakeside Laboratory/Continuing Education
Iowa Testing Programs/College of Education
IRL-Administration/Iowa River Landing
IRL-Dermatology/Iowa River Landing
IRL-Diabetes Management/Iowa River Landing
IRL-Engineering Services/Iowa River Landing

IRL-ESS & Guest Services/Iowa River Landing
IRL-Gastroenterology/Iowa River Landing
IRL-General Internal Medicine/Iowa River Landing
IRL-General Pediatrics/Iowa River Landing
IRL-HVS/Iowa River Landing
IRL-Materials Services/Iowa River Landing
IRL-OBGYN General/Iowa River Landing
IRL-Ophthalmology/Iowa River Landing
IRL-Otolaryngology/Iowa River Landing
IRL-Pathology/Iowa River Landing
IRL-Pharmacy/Iowa River Landing
IRL-Radiology/Iowa River Landing
IRL-Urology/Iowa River Landing
ITS-CIO Office/Information Technology
ITS-Instructional Services/Information Technology
ITS-Research Services/Information Technology
ITS-Security Office/Information Technology
Journalism & Mass Communication/College of Liberal Arts & Sciences
Labor Center/Continuing Education
Laundry & Linen Services/UIHC
Laundry/VP Finance & Operations
Law,HP & Disability Center/College of Law
Law-Central Admin,Facilities/College of Law
Law-Faculty/College of Law
Law-Iowa Nonprofit Resource Center/College of Law
Law-Student Services Programs/College of Law
Learning Resource Center/College of Education
Level 1 Trauma Program/UIHC
Library & Information Science/Graduate College
Mail Room/UIHC
Management & Organizations/Tippie College of Business
Management Sciences/Tippie College of Business
Marketing/Tippie College of Business
Material Management/VP Finance & Operations
Material Services/UIHC
Mathematics/College of Liberal Arts & Sciences
Mechanical Engineering/College of Engineering
Medical Ethics/Carver College of Medicine
Medical Instruments/UIHC
Medical Museum/UIHC
Medical Records/Spec Child Health Services-M&R

Medicinal Natural Products/College of Pharmacy
Military Science/University College
Music/College of Liberal Arts & Sciences
Neurology/UIHC
Neurosurgery/Carver College of Medicine
Non-Hospital Units/UIHC
Nursing Administration & General/College of Nursing
Nursing Services/Center for Disabilities & Development
Nursing/College of Nursing
Nursing/Student Health
Obermann Center For Advanced Studies/VP Research
Obstetrics & Gynecology/UIHC
Ofc of Clinical Quality Safety and Performance Improvement/UIHC
Ofc of Statewide Clinical Educ Prog/Carver College of Medicine
Office of Management & Business Development/Tippie College of Business
Office of Student Services/College of Education
Office of the IACUC/VP Research
Office of the Provost/Office of the Provost
Operations Excellence/UIHC
Operative Dentistry/College of Dentistry
Ophthalmology & Visual Science/UIHC
Optical Science Tech Center OSTC/College of Liberal Arts & Sciences
Oral & Maxillofacial Surgery/College of Dentistry
Oral Path,Radiology&Medicine/College of Dentistry
Organizations, Systems & Community/College of Nursing
Orthodontics/College of Dentistry
Outreach Clinics/UIHC Affiliates
Parent,Child & Family/College of Nursing
Pastoral Services/UIHC
Patient Education/Center for Disabilities & Development
Patient Financial Services/Psychiatric Hospital
Patient Financial Services/UIHC
Patient Library/UIHC
Patient Representatives/UIHC
Pediatric Dentistry/College of Dentistry
Pediatrics/UIHC
Pentacrest Museums/VP Research
Periodontics/College of Dentistry
Pharmaceutics/College of Pharmacy
Pharmacology/Carver College of Medicine
Pharmacy Practice and Science/College of Pharmacy

Pharmacy/College of Pharmacy
Philosophy/College of Liberal Arts & Sciences
Physical Therapy/Carver College of Medicine
Physical Therapy/Center for Disabilities & Development
Physician Assistant/Carver College of Medicine
Physiology/Carver College of Medicine
Plant Operation & Maintenance/Psychiatric Hospital
Plant Operations & Maintenance/Center for Disabilities & Development
Political Science/College of Liberal Arts & Sciences
Ponseti International/Carver College of Medicine
President/Office of the President
Preventive & Community Dentistry/College of Dentistry
Procurement Services/UIHC
Production Units/College of Liberal Arts & Sciences
Project Art/UIHC
Prosthodontics/College of Dentistry
Provost Office Administration/Office of the Provost
Psych & Quant Foundations/College of Education
Psychiatry/Psychiatric Hospital
Psychology/Center for Disabilities & Development
Public Health Administration/College of Public Health
Public Policy Center/VP Research
Purchasing/VP Finance & Operations
Radiation Oncology/Carver College of Medicine
Radiation Oncology/UIHC
Radiation Research Laboratory/Carver College of Medicine
Rehab Therapy/UIHC
Rehabilitation and Counselor Education/College of Education
Religion/College of Liberal Arts & Sciences
Report Processing/Center for Disabilities & Development
Research Administration/VP Research
Research Department/College of Nursing
Research Information Systems/VP Research
Research Services Administration/VP Research
Research Support/Inst for Clinical and Translational Science
Residence Hall Maintenance/Student Life
Residence Life Programs/Student Life
Respiratory Care/UIHC
Retail Operations/Student Life
Rhetoric/College of Liberal Arts & Sciences

Risk Management Office/VP Finance & Operations
Safety & Security/Center for Disabilities & Development
Safety & Security/Psychiatric Hospital
Shipping-Receiving/UIHC
Social Services/Center for Disabilities & Development
Social Services/Psychiatric Hospital
Social Services/UIHC
Social Work/College of Liberal Arts & Sciences
Sociology/College of Liberal Arts & Sciences
Spanish & Portuguese/College of Liberal Arts & Sciences
State Archaeologist/VP Research
Statistics & Actuarial Science/College of Liberal Arts & Sciences
Stead Technology Services Group/Tippie College of Business
Strategic Relations/UIHC
Student Disability Services/Student Life
Student Financial Aid Operations/Office of the Provost
Student Life/Student Life
Student Organizations/Student Life
Summer Sports Program/Athletics
Surgery/UIHC
Teacher Leader Center/College of Education
Teaching and Learning/College of Education
Technology Innovation Center/Oakdale Campus
Training & Project Services/Center for Disabilities & Development
Treasury Operations/VP Finance & Operations
UHC Clinics/Center for Disabilities & Development
UI Center for Conferences/Continuing Education
UI Children's Hospital/UIHC
UI Health Plan/UIHC Affiliates
UI Press Office Operations/Graduate College
UI Research Foundation/Oakdale Campus
UI Statewide Health Services/UIHC
UIHC & FPP Outreach-Administration/UIHC Affiliates
UIHC Compliance Office/UIHC
UIHF - Revenue & Decision Supp/VP Medical Affairs
University Apartments/Student Life
University College/University College
University Communication and Marketing/VP Strategic Communication
University Counseling/Student Life
University Creative Services/VP Strategic Communication

University Employee Health Clinic/UIHC
University Housing Administration/Student Life
University Marketing and Media Production/VP Strategic Communication
University News Services/VP Strategic Communication
Urban & Regional Planning/Graduate College
Urology/Carver College of Medicine
Utilization Management/UIHC
Value Analysis Program/UIHC
Volunteer Program/UIHC
Women in Science and Engineering/Graduate College
Women's Resource & Action Center/Student Life
World Languages, Literatures, and Cultures/College of Liberal Arts & Sciences
Writing Program/Continuing Education

IOWA STATE UNIVERSITY DEPARTMENTS WITH 28 OR FEWER FTE

ACCOUNTING
AEROSPACE ENGINEERING
APPAREL ED STUDIES HOSPITALITY MGMT
AG & LIFE SCI ADMINISTRATION
AG 450 FARM
AGRICULTURE CAREER SERVICES
AGRICULTURE COMMUNICATIONS
AGRICULTURAL EDUCATION & STUDIES
AGRICULTURE EXPERIMENT STATION
AGRICULTURAL & BIOSYSTEMS ENGR - AGLS
AGRICULTURAL & BIOSYSTEMS ENGR - ENGR
AGRONOMY EXTENSION
AIR FORCE AEROSPACE STUDIES
AIRWORTHINESS ASSURANCE CTR EXCELLENCE
ALUMNI ASSOCIATION
ANTHROPOLOGY
ARCHITECTURE
ART & DESIGN
BAKER CENTER BIOINFORMATICS/BIOL STAT
BIOCHEMISTRY/BIOPHYSICS & MOLC BIOL-AGLS
BIOSAFETY INST GENETICALLY MODFD AT PROD
BIOCHEMISTRY/BIOPHYSICS & MOLC BIOL-LAS
BIOECONOMY INSTITUTE
BIOINFORMATICS & COMPUTATIONAL BIOLOGY
BIOMEDICAL SCIENCES
BIOTECHNOLOGY
BOOKSTORE
BRENTON CENTER FOR AG INSTR TECH TRANSF
BUSINESS GRADUATE PROGRAM
BUSINESS UNDERGRADUATE PROGRAM
BUSINESS
BUSINESS ADMINISTRATION
BUSINESS CAREER SERVICES
BUSINESS SERVICES
CAMPUS ORGANIZATIONS
CENTER FOR AGRICULTURAL & RURAL DEVELOP
CARRIE CHAPMAN CATT CENTER
CENTER FOR EXCELLENCE IN LEARN & TEACH
CENTRAL STORES
CHEMICAL & BIOLOGICAL ENGINEERING
CHEMISTRY STORES
HUMAN SCIENCES DISTANCE EDUCATION

CIVIL, CONSTRUCTION & ENVIRONMENTAL ENG
COMMUNICATIONS & EXTERNAL RELATIONS
COMMUNITY & REGIONAL PLANNING
COMMUNITIES - EXTENSION
COMPUTER SCIENCE
CONFERENCE PLANNING & MANAGEMENT
CONTINUING ED
COOPERATIVE EXTENSION FIELD
STUDENT COUNSELING SERVICE
CENTER FOR AGRICULTURAL LAW & TAXATION
CENTER FOR BIORENEWABLE CHEMICALS
CENTER FOR BUILDING ENERGY RESEARCH
CENTER FOR CROPS UTILIZATION RESEARCH
CENTER FOR CATALYSIS
CENTER FOR NONDESTRUCTIVE EVALUATION
CENTER FOR PLANT BREEDING
CENTER FOR SURVEY STAT/METHODOLOGY
CENTER FOR SUSTAINABLE ENVIRONMENTAL TCH
CENTER FOR FOOD SECURITY/PUBLIC HEALTH
CURRICULUM & INSTRUCTION
DESIGN ADMINISTRATION
DESIGN EXTENSION
DESIGN STUDIES
DESTINATION IOWA STATE-NEW STUDENT PRGMS
ECONOMICS-AGLS
ECONOMICS - LAS
EDUCATIONAL LEADERSHIP & POLICY STUDIES
EDUCATIONAL TALENT SEARCH
ECOLOGY/EVOLUTION & ORGANISMAL BIOL-AGLS
ECOLOGY, EVOLUTION & ORGANISMAL BIOL-LAS
EGG INDUSTRY CENTER
ELECTRICAL AND COMPUTER ENGINEERING
ENGINEERING CAREER SERVICES
ENGINEERING ONLINE LEARNING
ENGINEERING RESEARCH INSTITUTE
ENGINEERING STUDENT SERVICES
ENGINEERING ADMINISTRATION
ENGLISH
ENGINEERING COLLEGE RELATIONS
ENGINEERING TECHNOLOGY SUPPORT
ENROLLMENT SERVICES
ENTOMOLOGY
ENVIRONMENTAL PROGRAMS
EQUAL OPPORTUNITY AND COMPLIANCE
EXTENSION DISTRIBUTION

EXTENSION ORGANIZATIONAL ADVANCEMENT
EXTENSION IT
FINANCE
FINANCE EXTENSION
FIRE SERVICE TRAINING BUREAU
FOOD SCIENCE & HUMAN NUTRITION - AGLS
FOOD SCIENCE & HUMAN NUTRITION-H SCI
GENETICS/DEVELOPMENT & CELL BIOLOGY-AGLS
GENETICS, DEVELOPMENT & CELL BIOLOGY-LAS
GENETICS INTERDISCIPLINARY
GEOLOGICAL AND ATMOSPHERIC SCIENCES
GLOBAL AGRICULTURE PROGRAMS
GLOBAL RESOURCE SYSTEMS
GOVERNMENT RELATIONS
GRADUATE COLLEGE
GRAPHIC DESIGN
GREENLEE SCHOOL JOURNALISM/COMMUNICATION
HUMAN SCIENCES ADMINISTRATION
HUMAN SCIENCES STUDENT SERVICES
HISTORY
HONORS PROGRAM-PRV
HORTICULTURE
HUMAN RESOURCE SERVICES
INFORMATION INFRASTRUCTURE INIT
IOWA BEEF CENTER
IOWA CENTER FOR ADVANCED NEUROTOXICOLOGY
IOWA PORK INDUSTRY CENTER
INDUSTRIAL & MANUFACTURING SYSTEMS ENGR
INDUSTRIAN DESIGN
INFORMATION ASSURANCE CTR
INSTITUTE FOR COMBINATORIAL DISCOVERY
INSTITUTE FOR DESIGN RESEARCH & OUTREACH
INSTITUTIONAL RESEARCH
INSTITUTE FOR SOCIAL BEHAVIORAL RESEARCH
INTENSIVE ENGLISH & ORIENTATION PROGRAM
INTERIOR DESIGN
INTERNAL AUDIT
INTEGRATED STUDIO ARTS DESIGN
INTERNATIONAL PROGRAMS
INTERNATIONAL STUDENTS & SCHOLARS
INTERDISCIPLINARY GRADUATE STUDIES
IOWA ENERGY CENTER
INSTITUTE FOR PHYSICAL RESEARCH & TECH
IPRT COMPANY ASSISTANCE CONTRACT RESRCH
ISU PAPPALJOHN CTR FOR ENTREPRENEURSHIP

ISU RESEARCH FOUNDATION
ISU RESEARCH PARK
IT SERVICES ADMINISTRATIVE SERVICES
IT SERVICES OFFICE OF CIO
IT SERVICES CUSTOMER SERVICES
IT SERVICES NETWORKS & COMMUNICATIONS
IT SERVICES SECURITY AND POLICIES
JOURNALISM & MASS COMMUNICATION
KINESIOLOGY
LAB ANIMAL RESOURCES
LANDSCAPE ARCHITECTURE
LIBERAL ARTS & SCIENCES CROSS DISCIPLINARY
LIBERAL ARTS & SCIENCES CAREER SERVICES
LIBERAL ARTS & SCI STUDENT ACADEMIC SERVICES
LEOPOLD CENTER
MANAGEMENT
MARKETING
MATERIALS PREPARATION CENTER
MATERIALS SCIENCE & ENGINEERING
MATHEMATICS
MICROELECTRONICS RESEARCH CENTER
MECHANICAL ENGINEERING
MICROBIOLOGY
MIDWEST PLAN SERVICE
MILITARY SCIENCE & TACTICS
MOLECULAR BIOLOGY BUILDING
MULTICULTURAL STUDENT AFFAIRS
MUSIC AND THEATRE
NATURAL RESOURCE ECOLOGY AND MANAGEMENT
NAVAL SCIENCE
NUTRITION & WELLNESS RESEARCH CENTER
NUTRITIONAL SCIENCES
OFFICE OF INTELLECTUAL PROPERTY & TECH TRANSFER
OMBUDS OFFICE
ORIENTATION - NEW STUDENT PROGRAMS
PARKING
PHILOSOPHY & RELIGIOUS STUDIES
PHYSICS & ASTRONOMY
PLANT SCIENCES INSTITUTE
POLITICAL SCIENCE
PRESIDENT
PARTNERSHIPS IN PREVENTION SCIENCE INSTITUTE
PSYCHOLOGY
PURCHASING
PROGRAM FOR WOMEN IN SCIENCE & ENGINEERING

RECEIVABLES OFFICE
RECREATION SERVICES
REIMAN GARDENS-VPBF
RESIDENCE LIFE
RISK MANAGEMENT
OFFICE FOR RESPONSIBLE RESEARCH
SCHOOL OF EDUCATION
SEED SCIENCE CENTER - EXPERIMENT STATION
SEED SCIENCE CENTER - EXTENSION
SMALL BUSINESS DEVELOPMENT CENTER
SOCIOLOGY - AGLS
SOCIOLOGY - LAS
SPONSORED PROGRAMS ACCOUNTING
SPONSORED PROGRAMS
SENIOR VICE PRESIDENT AND PROVOST
SURVEY AND BEHAVIORAL RESEARCH SERVICES
STATISTICS CALS
STATISTICAL LABORATORY
STATISTICS
STUDENT FINANCIAL AID
STUDENT SUPPORT SERVICES PROGRAM
STUDY ABROAD CENTER
SUPPLY CHAIN & INFORMATION SYSTEMS
CENTER FOR SUSTAINABLE RURAL LIVELIHOODS
TRADEMARK OFFICE
TRANSPORTATION SERVICES
TREASURER
UNIVERSITY COUNSEL
UNIVERSITY MARKETING & PROMOTIONS
UNIVERSITY MUSEUMS
UNIVERSITY RELATIONS
UPWARD BOUND
UTILITIES ENTERPRISE-FPM
VALUE ADDED AGRICULTURE-EXTENSION
VEENKER MEMORIAL GOLF COURSE
VETERINARY CLINICAL SCIENCES
VETERINARY DIAGNOSTIC LABORATORY
VETERINARY MEDICINE ADMINISTRATION
VET MICROBIOLOGY & PREVENTIVE MEDICINE
VETERINARY PATHOLOGY
VICE PRESIDENT BUSINESS & FINANCE
VICE PRESIDENT FOR EXTENSION AND OUTREACH
VICE PRESIDENT STUDENT AFFAIRS
VICE PRESIDENT FOR RESEARCH & ECON DEVEL
VIRTUAL REALITY APPLICATIONS CENTER

WOI RADIO
WOMENS STUDIES
WORLD LANGUAGES AND CULTURES

UNIVERSITY OF NORTHERN IOWA DEPARTMENTS WITH
28 OR FEWER FTE

Academic Advising
Academic Learning Center
Accounting
Admissions
AF – Technology Services
Applied Human Sciences, School of
Art
Biology
Broadcasting Services
Business Operations
Career Services
Center for Early Developmental Education
Center for Energy & Environmental Education
Center for Multicultural Education
Center for Social & Behavioral Research
Center for Social & Behavioral Sciences
Chemistry & Biochemistry
Child Development Center
Classic Upward Bound
College of Business Admin Support Services
College of Business Administration
College of Education
College of Education Student Advising
College of Humanities, Arts & Sciences
Communication Sciences & Disorders
Communication Studies
Compliance & Equity Management
Computer Science
Continuing Education & Special Programs
Counseling Center
Curriculum & Instruction
Disability Services
Earth Science
Economics
Educational Leadership, Counseling, & Postsecondary Education
Educational Opportunity Center
Educational Psychology & Foundations
Educational Talent Search
English Language & Literature
Environmental Health & Safety
Environmental Science Programs

EOP/SCS
Executive Vice President & Provost
Finance
Financial Accounting & Reporting Services
Financial Aid
Gallagher-Bluedorn Performing Arts Center
Geography
Graduate College
History
Human Resource Services
IA Math Science Educational Partnership
Individual Studies
Institutional Research
Internal Audit
Instructional Resources & Technology Services
Management
Marketing
Mathematics
Maucker Union Administration
Military Science
McNair Scholars
Modern Languages
Museums & Collections
Music, School of
Northern Iowa
Office of Academic Assessment
Office of Student Field Experiences
Philosophy & World Religions
Physics
Political Science
President's Office
Psychology
Public Policy Program
Public Safety
Recycling & Reuse Technology Transfer Center
Registrar's Office
Science Education
Social Work
Sociology, Anthropology & Criminology
Southwest Iowa Regents Center
Special Assistant to President/Board & Governmental Relations
Special Education
Sponsored Programs
Student Health Clinic

Student Health Clinic Administration
Student Health Clinic Lab
Student Health Clinic Patient Care
Student Health Clinic Patient Records
Student Health Clinic Pharmacy
Student Support Services
Tallgrass Prairie Center
Technology
Theatre
UNI Center for Urban Education
UNItix
University Counsel
University Health Services
University Honors Program
University Relations
VP for Administration & Financial Services
VP for Student Affairs
Wellness & Recreation Services
WRS Administration
WRS Aquatics
WRS Club Sports
WRS Fitness Instruction
WRS Health Education
WRS Intramurals
WRS Outdoor Recreation
WRS Personal Fitness
Women's & Gender Studies

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 2013 faculty activities report, based on 2012-13 survey data, showed that the average number of hours worked per week by faculty at the three universities was 53.9 – 58.2; the weighted average of the three Regent universities was 56.3 hours. The average number of hours worked per week by faculty at the University of Iowa was 56.5; at Iowa State University, it was 57.2; and at the University of Northern Iowa, it was 53.9.
 - 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.
 - 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

¹ 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, at least 49% 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

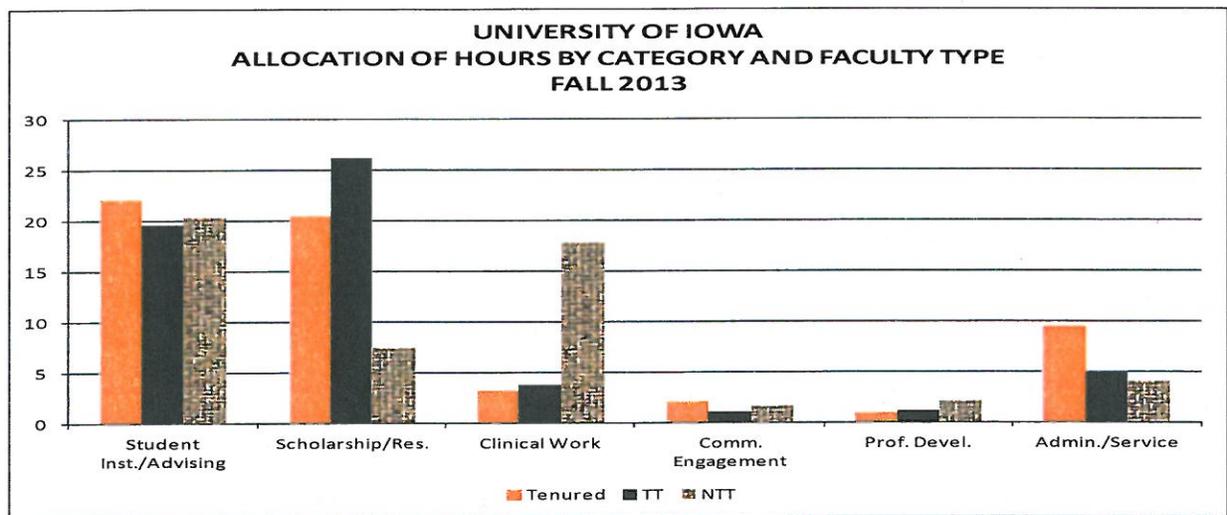


Table 1b – Iowa State University

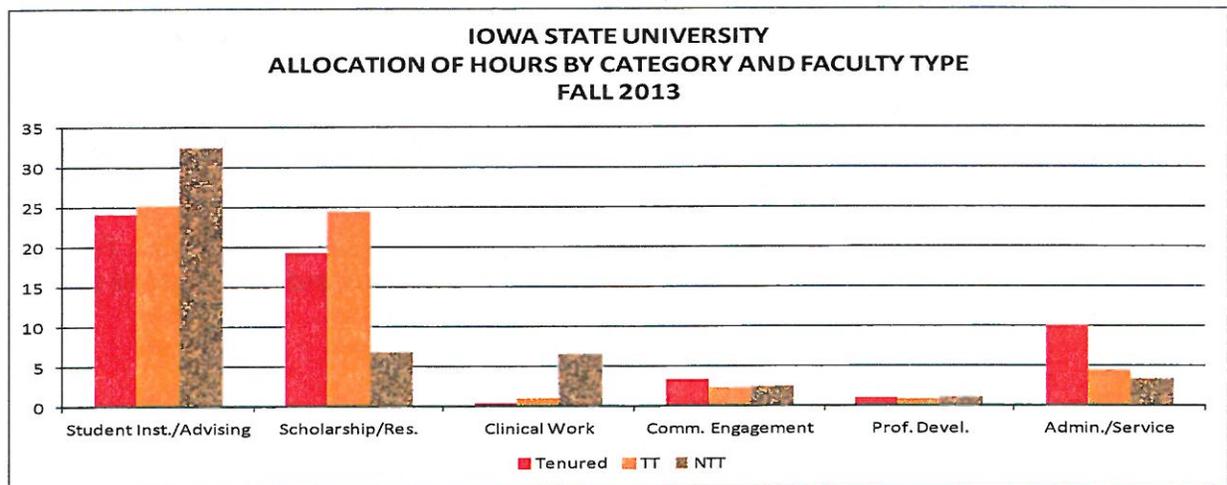
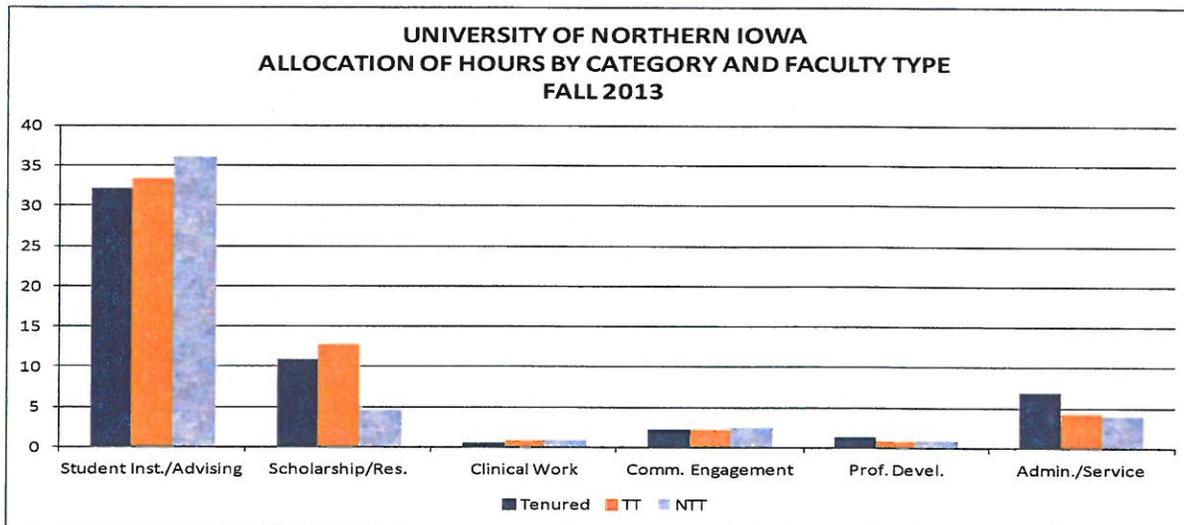


Table 1c – University of Northern Iowa



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 emphasis is on providing excellent undergraduate and graduate programs 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. Over time, university missions have expanded to 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 support among higher education professionals over time. Today's faculty activities often reflect this interlinked concept of the university mission. Therefore, it is important to recognize that all activities are part of the greater whole of "learning, discovery, and engagement" in service to students and society. The faculty activities data 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 is clear 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, thesis work, internships, etc.); mentoring student research; and developing and updating courses. Also, teaching may 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 reader, 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?

Following the biennial Faculty Activities Report in August 2011, 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 the report. A new survey template was developed to collect significantly more detailed information that captures the variety and breadth of faculty work activities previously described.

a. Data collection process

The universities implemented the new survey for the first time over eight weeks in Spring 2013. Surveys were e-mailed to all eligible full-time faculty members, with 1/8th of those faculty receiving the survey in each of eight weeks over the semester, starting with the third week of classes. Faculty members were assigned their reporting week randomly. Surveys were not conducted during the week of spring break or the week prior. Faculty members on long-term disability, professional development assignments, or in phased retirement were not surveyed.

The three institutions developed and administered the following communications to faculty members:

- ◆ 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 faculty members were to start the survey they received a reminder e-mail from their institution's Faculty Senate president.
- ◆ On the Monday following the survey period, SUI and UNI faculty who had not yet responded received a reminder from their Faculty Senate president, urging them to complete and submit the survey.
- ◆ ISU implemented a different communication and follow-up effort, according to its existing standard survey procedure. The difference in follow-up effort between ISU and the other two institutions allows for a comparison of the impact of the different methods on response rates and data reliability. Analyses to answer these questions are ongoing.
 - To facilitate accurate reporting, paper copies of the provosts' letter and the survey—along with answers to frequently asked questions—were sent 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.
 - E-mail reminders were sent to faculty at 10, 16, and 24 days after the designated survey week. After 24 days, staff attempted to contact non-respondents by telephone. One final reminder was sent near the end of the semester to those faculty members who had not yet responded.

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 1,217 SUI faculty members, 1,111 ISU faculty members, and 410 UNI faculty members as shown in Table 2 on the following page.

Table 2 - Data Collection Summary

	SUI	ISU	UNI
Surveys sent	2,123	1,446	584
Surveys returned	1,385	1,226	491
Response rate	65.2%	84.8%	84.1%
Responses removed because respondent was not available for all or part of the week	155	98	20
Responses removed because of incomplete or irregular data	13	17	61
Total respondents included in the analyses	1,217	1,111	410

Response rates varied from approximately 65% at SUI to almost 85% at ISU and UNI. These rates are well above typical response rates for e-mail surveys. For example, a recent professional study comparing response rates across 39 e-mail surveys found that the average rate was 34%.²

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 new 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 10.35, 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.

² Shih and Fan.

Tenured and tenure-track faculty members reported spending approximately 22 to 32 hours per week on these activities (21.8 hours at SUI, 24.9 hours at ISU, and 32.4 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 1-2 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 (34-35 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 14 hours per week to student instruction, while research track faculty members at SUI spent just under three 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 21-22 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 11 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 (7.5 hours at SUI, 6.1 at ISU, and 4.5 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 five hours and 11.9 hours per week, respectively, on scholarship, research, and creative work.

Finally, research track faculty members at SUI reported spending the majority of their time (44.9 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 26.3 hours and 17.85 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		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	SUI	SUI	ISU	UNI
Student Instruction												
Classroom teaching, preparation, grading/evaluation	10.35	12.06	18.12	19.18	19.44	21.30	3.70	3.59	0.46	5.53	5.51	10.13
Online teaching, preparation, grading/evaluation	0.61	1.02	1.78	1.55	1.66	1.62	0.67	1.36	0.00	0.79	0.18	0.52
Clinical teaching, preparation, grading/evaluation	0.74	0.40	1.17	1.59	1.30	0.93	5.40	7.17	0.00	1.06	0.24	0.15
Non-classroom teaching and instruction (independent studies, thesis work, internships, student productions)	2.03	2.02	2.38	0.90	1.73	1.39	0.37	0.34	0.13	1.97	1.89	1.98
Mentoring student research	2.54	3.16	1.22	0.41	0.64	0.32	0.29	0.36	1.36	2.13	1.74	0.91
Communicating with students outside the classroom (in person, by telephone, by email, etc.)	2.23	2.52	3.47	4.78	4.09	4.78	1.16	2.67	0.33	1.51	1.31	1.62
Developing new courses, updating existing courses	1.42	1.66	1.97	3.05	2.53	1.98	1.12	0.70	0.23	1.15	0.40	0.59
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.	1.89	2.05	2.34	2.08	2.72	3.65	1.03	2.65	0.33	1.82	1.79	2.45
Student Instruction: Total Average Hours	21.80	24.89	32.44	33.54	34.13	35.98	13.74	18.86	2.83	15.96	13.05	18.35
Scholarship/Research/Creative Work												
Sponsored (grant-supported) scholarship/research/creative work	7.56	6.72	2.20	1.89	0.98	0.15	0.76	3.24	27.00	5.33	3.33	0.32
Non-sponsored (non-grant supported) scholarship/research/creative work	7.73	6.84	6.24	2.77	2.79	2.84	2.15	3.59	4.06	4.59	1.78	1.36
Attending conferences, seminars, workshops, etc., related to your scholarship/research/creative work	2.10	1.87	0.53	0.76	0.33	0.36	0.83	1.82	3.23	2.61	2.30	1.52
Writing/preparing grants	2.36	3.24	0.63	1.16	0.83	0.05	0.37	1.39	7.96	1.56	2.02	0.18
Keeping up to date with disciplinary research and activities	2.74	2.47	1.81	0.94	1.20	1.12	0.89	1.87	2.65	1.76	1.19	1.51
Scholarship/Research/Creative Work: Total Average Hours	22.49	21.14	11.40	7.52	6.13	4.52	5.01	11.91	44.90	15.85	10.62	4.89
Clinical Work												
Delivering clinical services	2.66	0.49	0.22	4.44	4.40	0.00	20.72	14.48	0.00	2.40	0.00	0.06
Working on administrative tasks related to clinical work	0.70	0.07	0.37	1.46	0.45	0.75	5.61	3.27	0.00	1.20	0.05	0.00
Clinical Work: Total Average Hours	3.36	0.57	0.58	5.90	4.85	0.75	26.33	17.75	0.00	3.61	0.05	0.06
Community Engagement, Outreach, or Extension												
Working on public or private partnership projects	0.47	0.58	0.61	0.57	0.50	0.61	0.36	0.98	0.08	0.46	0.68	0.32
Delivering presentations, workshops, seminars, performances, exhibits	0.47	0.65	0.52	0.32	0.37	0.41	0.22	0.25	0.03	0.40	0.18	0.36
Delivering online/webinar based programming	0.02	0.04	0.01	0.00	0.01	0.08	0.03	0.05	0.00	0.09	0.04	0.00
Providing technical assistance	0.09	0.29	0.12	0.08	0.39	0.05	0.07	0.41	0.23	0.27	0.15	0.13
Preparing, presenting and evaluating programming for stakeholders	0.10	0.35	0.13	0.18	0.23	0.01	0.12	0.20	0.00	0.26	0.26	0.09
Consulting (in person, by telephone, by email, etc.)	0.32	0.48	0.50	0.09	0.40	1.09	0.28	0.90	0.00	0.53	0.20	0.16
Developing new programs, updating existing programs (presentations, publications, etc.)	0.35	0.72	0.32	0.24	0.44	0.19	0.60	0.41	0.31	0.54	0.42	0.34
Community Engagement, Outreach, or Extension: Total Average Hours	1.81	3.11	2.22	1.48	2.34	2.44	1.67	3.19	0.64	2.54	1.93	1.40
Professional Development												
Participating in professional development activities for teaching, research, clinical work, or community engagement, outreach or extension (workshops, conferences, online seminars, etc.)	0.97	0.95	1.20	1.38	0.84	0.84	2.52	2.48	0.90	1.72	2.08	1.24
Professional Development: Total Average Hours	0.97	0.95	1.20	1.38	0.84	0.84	2.52	2.48	0.90	1.72	2.08	1.24
Administration/Service												
Serving the institution (department, college, university committees and meetings, task forces, faculty governance, etc.)	3.95	3.81	4.30	1.49	2.10	1.98	2.30	1.34	0.58	7.01	11.87	12.65
Serving the profession (such as serving on editorial board, etc.)	1.85	1.88	0.66	0.18	0.25	0.11	0.50	0.45	1.69	1.33	1.00	0.10
Administering centers/institutes, department/college/university programs, research operations	0.87	1.19	0.83	0.42	0.49	0.17	1.28	0.55	0.50	10.10	15.52	13.96
Mentoring faculty	0.34	0.30	0.14	0.11	0.14	0.98	0.23	0.00	0.15	1.36	2.46	0.97
Assisting student organizations	0.12	0.31	0.31	0.34	0.50	0.75	0.19	0.32	0.08	0.04	0.47	0.25
Administration/Service: Total Average Hours	7.13	7.49	6.24	2.53	3.48	3.99	4.49	2.66	2.99	19.84	31.32	27.93
TOTAL AVG HOURS	57.57	58.16	54.09	52.36	51.76	48.51	53.77	56.84	52.27	59.53	59.05	53.87
MEDIAN HOURS	56.00	55.84	52.21	49.25	47.88	45.67	50.00	52.75	50.00	56.88	59.00	54.29
COUNT of responders	815	883	344	119	164	38	194	22	13	76	42	28

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 0.6 hours and 3.2 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 approximately seven 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

The last three columns in the table show the average work hours reported by departmental executive officers (DEOs)/department chairs (chairs) at the three institutions.

DEOs/chairs 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 at all three schools reported spending far more time on these activities than any other type of faculty (approximately 20 hours at SUI, 28 at UNI, and 31 at ISU).

Even though DEOs/chairs must spend significant time managing their departments, they remain very involved in teaching and research. DEOs at SUI reported spending, on average, almost 16 hours per week on teaching activities, and 16 hours on research activities. At ISU, chairs reported spending about 13 hours per week on teaching activities and about 11 on research, while at UNI DEOs spent more than 18 hours on teaching and almost five hours on research. In total, DEOs/chairs reported working approximately 54 to 60 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 57.6 hours per week, non-tenure track faculty 52.4 hours, clinical track faculty 53.8 hours, and research track faculty 52.3 hours. At ISU, tenured and tenure-track faculty members reported working 58.2 hours per week, non-tenure track faculty 51.8 hours, and clinicians 56.8 hours. At UNI, tenured and tenure track faculty members reported working 54.1 hours per week and non-tenure track faculty 48.5 hours.

ix. Summary

The new survey template was well-received by faculty, and the 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?

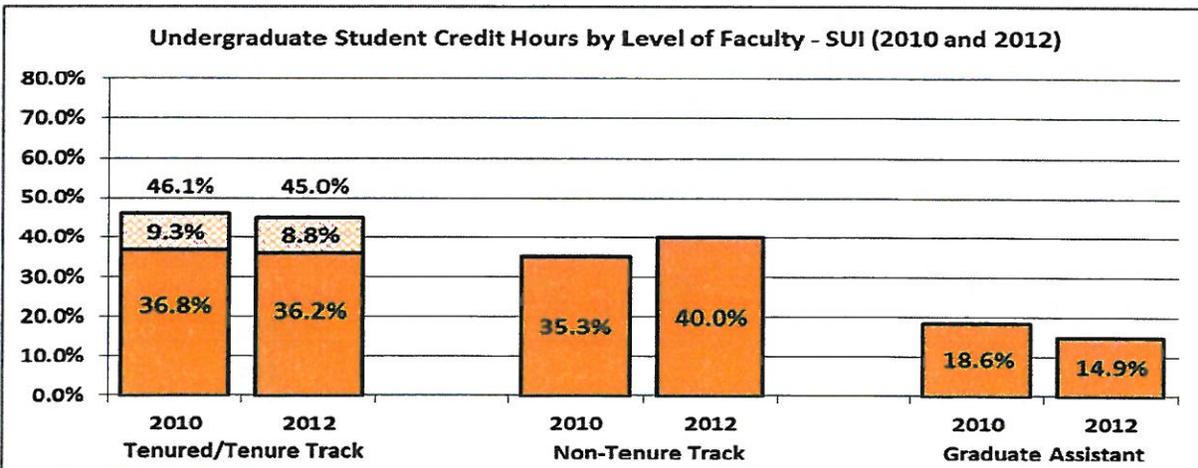
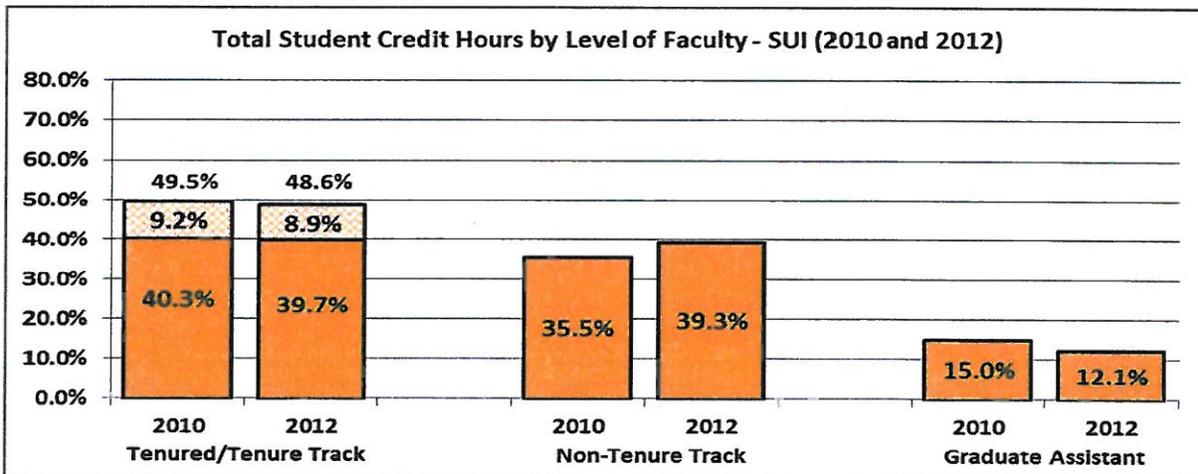
The following tables and charts show the number and percentage of undergraduate, graduate, professional, and total student credit hours (SCH) taught by tenured and tenure-track faculty, non-tenure track faculty, and graduate assistants at the Regent universities. All data are from Fall 2012.

- ◆ At SUI, 48.6% of all SCH and 45.0% of undergraduate SCH were taught by tenured or tenure-track faculty in Fall 2012. This represents a decrease of about one percentage point from Fall 2010.
- ◆ Non-tenure track faculty taught 39.3% of total SCH and 40.0% of undergraduate SCH in Fall 2012, an increase of 3.8 and 4.7 percentage points, respectively, compared to Fall 2010.
- ◆ Graduate assistants taught 12.1% of total SCH and 14.9% of undergraduate SCH in Fall 2012, a decrease of 2.9 and 3.7 percentage points, respectively, compared to Fall 2010.

The changes from Fall 2010 to Fall 2012 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 52.9% overall in FY 2000 to 45.5% in FY 2011). These trends also reflect the change in faculty appointments at universities. At SUI in Fall 2012, non-tenure track faculty represented 32.7% 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	111,267	36.2%	22,449	63.4%	17,900	45.67%	151,616	39.7%
Tenure-Track	26,958	8.8%	4,823	13.6%	2,217	5.66%	33,998	8.9%
<i>(T/TT Subtotal)</i>	<i>138,225</i>	<i>45.0%</i>	<i>27,272</i>	<i>77.1%</i>	<i>20,117</i>	<i>51.33%</i>	<i>185,614</i>	<i>48.6%</i>
Non-Tenure Track	122,916	40.0%	7,985	22.6%	19,074	48.67%	149,975	39.3%
Graduate Assistant	45,863	14.9%	130	0.4%	0	0.00%	45,993	12.1%
All Faculty	307,004	100.0%	35,387	100.0%	39,191	100.00%	381,582	100.0%

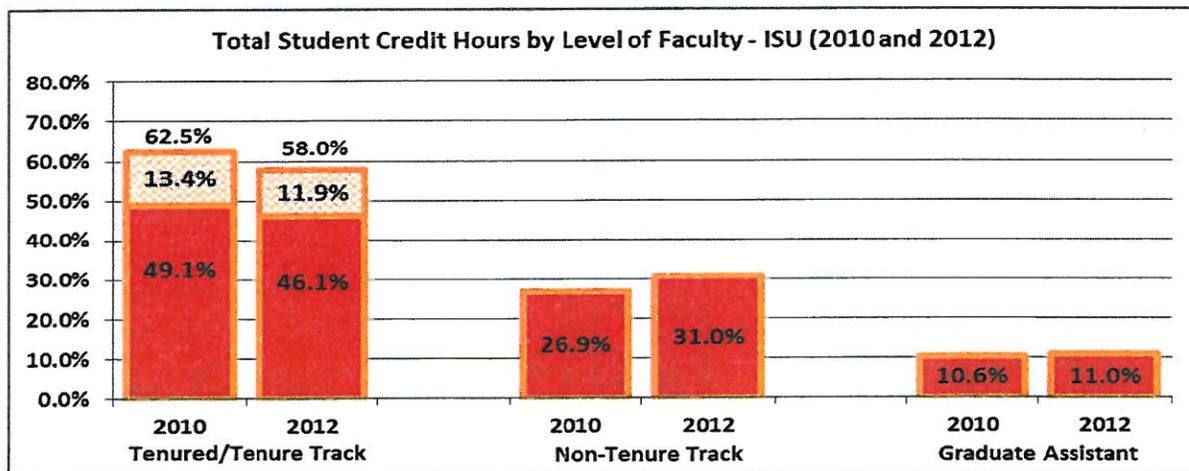


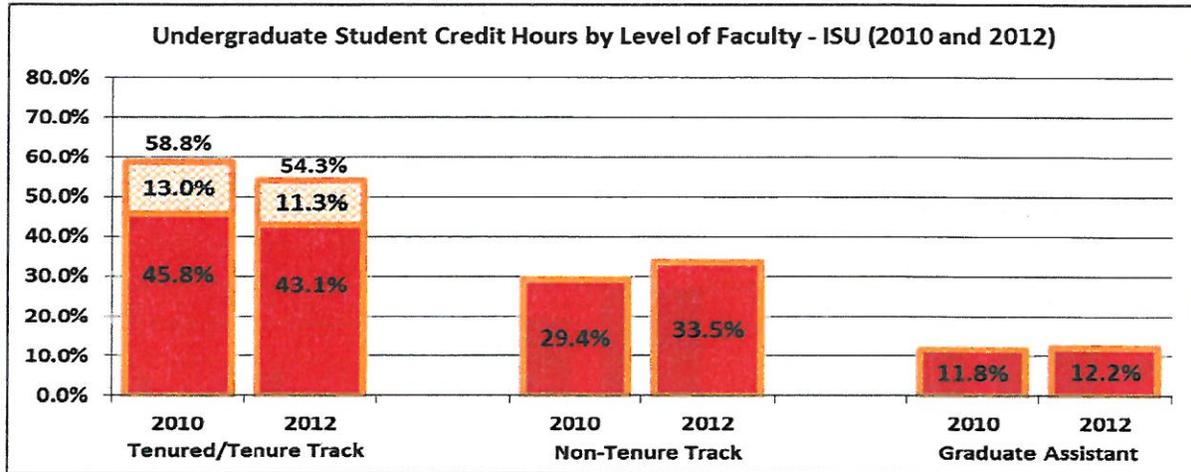
- ◆ At ISU, 58.0% of all SCH and 54.3% of undergraduate SCH were taught by tenured or tenure-track faculty in Fall 2012. This represents a decrease of about 4.5 percentage points from Fall 2010.
- ◆ Non-tenure track faculty taught 31.0% of total SCH and 33.5% of undergraduate SCH in Fall 2012, an increase of 4.1 percentage points (in both cases) compared to Fall 2010.
- ◆ Graduate assistants taught 11.0% of total SCH and 12.2% of undergraduate SCH in Fall 2012, an increase of 0.4 percentage points (in both cases) compared to Fall 2010.

The increase in the total teaching carried out by non-tenure track faculty from Fall 2010 to Fall 2012 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 three years. From Fall 2010 to Fall 2012, total enrollment increased by 7% from 28,682 to 31,040 students. Undergraduate enrollment increased by 9.6%, from 23,104 to 25,553 students, necessitating the rapid hiring of instructional faculty—most typically into the non-tenure track. At ISU, non-tenure track faculty represented 27.9% of faculty FTE in Fall 2012 compared to 24.8% in Fall 2010. 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	147,499	43.1%	22,398	71.8%	7,039	70.0%	176,936	46.1%
Tenure Track	38,550	11.3%	6,326	20.3%	857	8.5%	45,733	11.9%
<i>(TTT Subtotal)</i>	<i>186,049</i>	<i>54.3%</i>	<i>28,724</i>	<i>92.1%</i>	<i>7,896</i>	<i>78.5%</i>	<i>222,669</i>	<i>58.0%</i>
Non-Tenure Track	114,633	33.5%	2,313	7.4%	2,164	21.5%	119,110	31.0%
Graduate Assistant	41,862	12.2%	165	0.5%	0	0.0%	42,027	11.0%
All Faculty	342,544	100.0%	31,202	100.0%	10,060	100.0%	383,806	100.0%



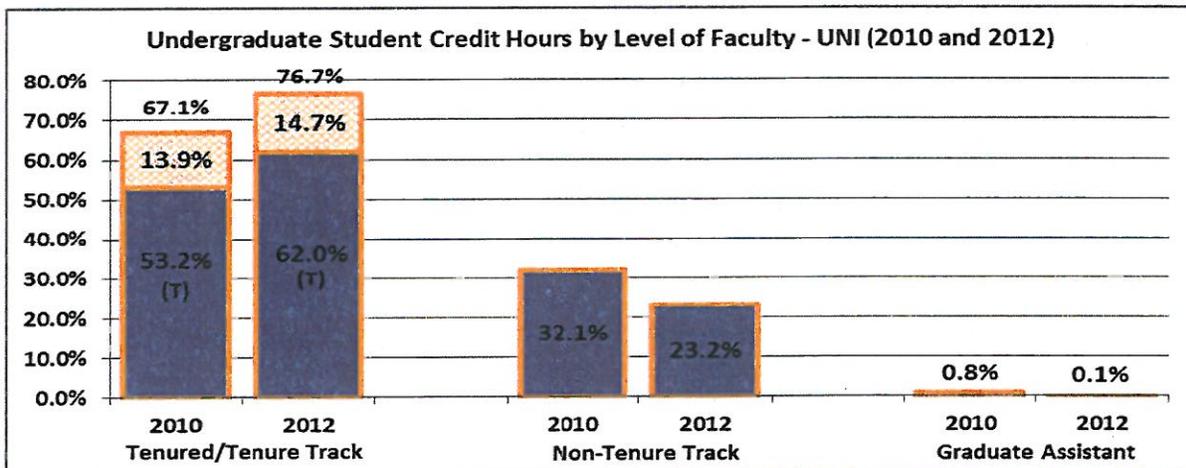
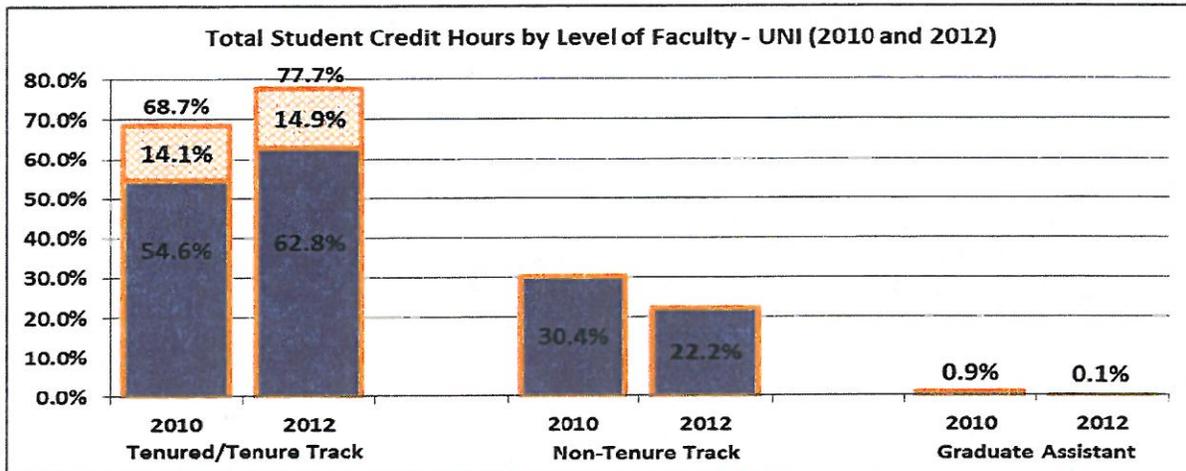


- ◆ At UNI, 77.7% of all SCH and 76.7% of undergraduate SCH were taught by tenured or tenure-track faculty in Fall 2012. This represents an increase of 9.0 percentage points (total) and 9.6 percentage points (undergraduate) compared to Fall 2010.
- ◆ Non-tenure track faculty taught 22.2% of total SCH and 23.2% of undergraduate SCH in Fall 2012, a decrease of 8.2 and 8.9 percentage points, respectively, compared to Fall 2010.
- ◆ Graduate assistants taught 0.1% of total SCH and 0.1% of undergraduate SCH in Fall 2012, a decrease of 0.8 and 0.7 percentage points, respectively, compared to fall 2010.

The percentage of SCH taught by tenured and tenure-track faculty at UNI is now at its highest level in the past several years, a shift that can be attributed to the program cuts and restructuring that took place at UNI during that time period.

Table 4c – University of Northern Iowa

UNI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	83,595	62.0%	7,172	73.9%	0	0.00%	90,767	62.8%
Tenure Track	19,837	14.7%	1,767	18.2%	0	0.00%	21,604	14.9%
<i>(T/TT Subtotal)</i>	<i>103,432</i>	<i>76.7%</i>	<i>8,939</i>	<i>92.1%</i>	<i>0</i>	<i>0.00%</i>	<i>112,371</i>	<i>77.7%</i>
Non-Tenure Track	31,285	23.2%	772	7.9%	0	0.00%	32,057	22.2%
Graduate Assistant	141	0.1%	0	0.0%	0	0.00%	141	0.1%
All Faculty	134,858	100.0%	9,711	100.0%	0	0.00%	144,569	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 the few 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 or exceeding expectations contained in their Position Responsibility Statement.

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 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 28th among the nation's best public universities.
- *U.S. News and World Report* ranked 26 University of Iowa graduate programs and colleges among the 25 best in the country among all public and private schools. More than 82% of SUI graduate and professional programs are ranked among the top 30 such programs at public schools around the nation. Five SUI programs are ranked in the top 10.
- University of Iowa Hospitals and Clinics has been ranked as one of *U.S. News & World Report's* "America's Best Hospitals" for 23 years in a row.
- SUI was named a "Military-Friendly School" by Victory Media for the fourth straight year.
- SUI was named a "Best Buy" by the *Fiske Guide to Colleges* for the eighth straight year.
- SUI Facilities Management received the 2013 Sustainability Award from the Association of Physical Plant Administrators (APPA). The award from APPA recognizes the campus facilities management department that has integrated sustainable policies and "green" practices throughout all facets of the organization and embedded them within the educational institution.

- The large number of new incoming students (a record-breaking class of 4,557 first-year students in Fall 2010, another record of 4,565 in Fall 2011, and 4,470 in Fall 2012) and a retention rate at or above 85.5% for each of the last three 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 the site visit in 2007-08.
- 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.

◆ **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 (#2); physical therapy (#5); master's degree program in nursing (#11); health administration (#14); primary care in the Carver College of Medicine (#16); public health (#16); Pharm.D. (#17); clinical psychology (#18); and MFA in art and design (#22).
- Additional specialties ranked in the top 25 include the printmaking (#4) and painting/drawing (#16) specialties in fine arts; accounting (#24); higher education administration (#12), student counseling and personnel services (#13), and secondary teacher education (#19) in the College of Education; environmental engineering (#25); rural medicine (#9), family medicine (#14), and internal medicine (#17) in the Carver College of Medicine; gerontological nursing (#2), nursing service administration (#2), nursing anesthesia (#11), and pediatric nurse practitioner (#12) in the College of Nursing; and social psychology (#3).
- Six specialties in the University of Iowa Hospitals and Clinics are nationally ranked, including ophthalmology and visual sciences (#6), otolaryngology (#13), orthopaedics and rehabilitation (#26), cancer (#36), nephrology (#42), and neurology and neurosurgery (#44).
- 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 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 six areas that address "grand challenges" of the 21st century: water sustainability, the aging mind and brain, obesity, genetics, public digital humanities, and public digital arts.

◆ **Student Success**

- One-year retention and four- and six-year graduation rates remain close to record levels.
 - The record for one-year retention was 86.0% for the entering class of 2009. The retention rates for the classes of 2010 and 2011 were 85.6% and 85.5%, respectively.

- 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 2004 and 2006 were also above 70.0%.
- For 76 doctoral programs over 10 years (entering 2001-2005, completed 2007-2011):
 - Composite median time to degree decreased to 5.3 years;
 - Composite degree completion improved to 57%;
 - Doctoral initial placement was 20% tenure-track academic, 50% non-tenure track academic, 19% nonacademic, and 11% unknown.
- Every first-year student will live in a living-learning community beginning in 2013.
- First-year resident undergraduate enrollment is up 2.3% from Fall 2011 to Fall 2012.

◆ **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 2013 was the fifth year in a row 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.
- The Iowa Flood Information System has improved floodplain maps in 88 of Iowa's 99 counties.
- SUI's College of Nursing led the statewide Future of Nursing Action Coalition and coordinated multiple task forces working on implementation of recommendations in the IOM report *The Future of Nursing: Leading Change, Advancing Health*.
- The Iowa Initiative for Sustainable Communities (IISC) has partnered with several Iowa towns and cities to address a variety of economic, environmental, and social-cultural issues, and thereby to build a more sustainable future for those communities. A two-year partnership with the city of Dubuque culminated at the end of the Spring 2013 semester. In 2013-14, the IISC will partner with the cities of Muscatine, Cedar Rapids, Cedar Falls, and Washington.

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 60 of the leading public and private research universities in the United States and two of their counterparts in 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* (2013 Edition) ranked Iowa State 46th among public national universities-doctoral. The ISU College of Engineering was ranked 39th among all ABET-accredited programs nationally and 22nd among public universities. ISU also received national recognition for its learning community program.

◆ Selected Academic Strengths

- ISU has several nationally ranked programs (by *U.S. News & World Report*, 2013):
 - Agricultural and Biosystems Engineering – 3rd nationally;
 - Aerospace Engineering - 17th among publics
 - 29th in Chemical Engineering - 17th among publics
 - 31st in Materials Engineering - 21st among publics
 - 31st in Industrial/Manufacturing/Systems Engineering - 24th among publics
 - 32nd in Civil Engineering - 20th among publics
 - 36th in Electrical/Electronic/Communications Engineering - 21st among publics
 - 41st in Computer Engineering - 25th among publics
 - 44th in Mechanical Engineering - 24th among publics
- The following were ranked by their respective professional associations and publications:
 - Undergraduate architecture program ranked 9th nationally among accredited undergraduate architecture programs in the U.S., and first in the Midwest.
 - ISU graduate architecture program ranked 18th nationally.
 - ISU landscape architecture program ranked among the top 11 in the nation.
 - 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 excellent scholarship in the arts and humanities.

- ISU continues to build exceptional academic programs at the undergraduate, graduate, and post-graduate levels. Many undergraduate programs contain components of research experiences for undergraduates, a distinguishing feature of the research university.

◆ **Student Success**

- ISU educates more lowans than any other college or university.
- The majority of ISU students (65.2%) were in the top quarter of their high school graduating class. When asked for their reasons for attending Iowa State, 74% indicated that it is the good academic reputation of the university. One of the questions in the latest National Survey of Student Engagement (NSSE) asks students to evaluate their entire educational experience at the institution. At ISU, 90% of the first-year students and 86% of the seniors rated their experience as good or excellent. When asked how often they had been challenged to do their very best at ISU, 95% of first-year students and 92% of seniors had a response of some or most of the time. Further, 91% of the first-year students and 85% of the seniors indicated that if they could start over again, they would probably or definitely still attend ISU.
- The six-year graduation rate is a good measure of student success. That rate at ISU stands at 70.3%, more than four percentage points higher than four years ago. The one-year retention rate for ISU first-time freshmen is 85.8%, up from 83.5% five years ago. ISU also had the highest graduation rate for student-athletes (65%) in the Big 12 in 2011-2012.

◆ **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. The Center for Industrial Research and Service (CIRAS) worked with 1,600 Iowa companies last year, adding or saving 5,600 jobs, and generating \$389 million of total economic impact. More than 94,000 youth participate in 4-H programs which equates to one in five Iowa school-age youth.
- The amount of sponsored funding is another measure of faculty success in discovery. The amount stands at \$326 million for fiscal year 2013.
- 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 2013.
- UNI was recognized by *The Chronicle of Higher Education* as a "Top Producer" of U.S. Fulbright scholars.
- UNI was named a "Military-Friendly University" by Military Advanced Education, and named a "G.I. Friendly School" for the third straight year by Victory Media.
- UNI's Study Abroad Capstone program in Southern Italy was named a Top Short-Term Program by Abroad101.
- UNI is recognized as one of the most environmentally responsible colleges in North America by *The Princeton Review*. UNI has a gold sustainability rating from the Association for the Advancement of Sustainability in Higher Education.
- The University of Northern Iowa was fully reaccredited by the Higher Learning Commission (HLC) of the North Central Association following the site visit in Fall 2010. UNI is also nearing the completion of its participation in the HLC's Assessment Academy.

◆ **Selected Academic Strengths**

- UNI's College of Education has a 98% placement rate; graduate programs in the College of Education rank among the best in the nation according to *U.S. News and World Report*.
- UNI's College of Business Administration has the highest accreditation, from the Association to Advance Collegiate Schools of Business, which is a distinction earned by fewer than 5% of business schools in the world. The pass rate on the CPA exam for UNI Accounting students is more than 5 times higher than the national average.
- UNI's Physics Teacher Education program was cited as one of 11 outstanding programs in the nation in a national report by the American Physical Society.
- Students in UNI's Counseling program continue to have a 100% pass rate for both the Counselor Preparation Comprehensive exam and the National Counselor Exam. The Clinical Mental Health Counseling Program was the first accredited program in the nation.

◆ **Student Success**

- The four-year graduation rate in 2012 increased one percentage point to 37.8%, which is more than double the national rate for public comprehensive universities; UNI's six-year graduation rate was 66.3%, compared to 50% for peer institutions.
- The first-year retention rate for minority students increased to 84.3%, and the time-to-degree for all students dropped to 4.47 years, the lowest rate recorded.

- UNI's academic clubs are consistently ranked at the top in the country; the Marketing Fraternity has been named top in the nation three of the past five years, and UNI's Chemistry students received the Outstanding Chapter Award by the American Chemical Society.
- Every first-year student will be enrolled in either the Cornerstone first-year seminar or a first-year only section of a course in the Liberal Arts Core; all of these offer access to peer mentors.
- ALEKS mathematics proficiency exams were administered to all new students; the pass rate for new students in Calculus I increased significantly.

◆ **Contributions to Iowa Leadership**

- Approximately 25% of all teachers in Iowa have a degree from UNI, and 33% of Iowa's superintendents and principals are UNI graduates.
- UNI is on the President's Higher Education Community Service Honor Roll again, for the fifth straight time.
- UNI houses the Northeast Iowa STEM Hub.
- UNI's Admissions Partnership Program with all 15 community colleges helps ensure students can transfer seamlessly into any degree program at UNI.
- UNI's Economic Development Outreach extends to all 99 Iowa counties, and aids more than 200 start-up businesses.
- UNI's Center for Social and Behavioral Research has conducted over 680 funded research studies in the areas of public health, crime/safety, environment, education, and housing. Most are designed to assist public agencies in the state to assess the impact of public programs and policies.
- The Iowa Waste Reduction Center (IWRC) at UNI offers free technical assistance to small businesses in the state to help them maintain regulatory compliance and reduce material waste. The IWRC also recently started a food waste reduction project, which provides resources to citizens across the state to help them divert food waste from Iowa landfills.

Appendix: Selected Faculty Profiles

The faculty profiles included on pages 23-31 describe the commitment of faculty members at the Regent universities to the missions of teaching, research, and service.

UNIVERSITY OF IOWA

Kathleen Stewart, Ph.D.
Bringing data to life to solve real-world problems

Historically, flood prediction has been as much art as science. Weather forecasts, soil saturation reports, topographic data, and historical information had to be read like so many tea leaves to forge an idea of when rivers would flood and how they might impact surrounding communities.

Iowa's flood of 2008, which was especially devastating to the University of Iowa campus when the Iowa River flooded, made it clear a better prediction system was needed. Kathleen Stewart, an associate professor of Geographical and Sustainability Sciences, rose to the challenge.

Professor Stewart worked with a team of her graduate students and members of the Iowa Flood Center to create a real-time Web-based flood prediction tool for the UI campus called HawkEVAC that helps campus leaders determine when and in what order to evacuate buildings. HawkEVAC proved indispensable last spring, when the Iowa River again breached its banks.



Professor Stewart's specialty is geographic information science, which examines the use of digital geographic data. In addition to developing flood-modeling systems, she's developing methods to extract useful location-based data from news Web sites and social media feeds to give a glimpse into the evolution of different events including natural disasters and severe weather.

"The opportunities for collaboration at the University of Iowa have been great," she says. "I really appreciate being able to work with so many talented members of the university community on a range of projects where geographic information gets to play an important role."

Colleague Marc Armstrong, UI Professor of Geography, said Professor Stewart's reputation reaches far beyond the United States. "Kathleen is internationally recognized for her work in modeling objects and people in space-time. Her work is theoretically grounded and informs the latest generations of mapping technologies as they transition from conventional, static views to dynamic representations."

About Professor Stewart: Professor Stewart grew up in Ottawa, Canada, and completed a Bachelor of Arts in Geography at McMaster University, a Master of Science in Geography at the University of British Columbia, and a Ph.D. in Spatial Information Science and Engineering at the University of Maine's National Center for Geographic Information and Analysis. She is the Director of Graduate Studies for the Department of Geographical and Sustainability Sciences and is an associate editor of the journal *Computers, Environment, and Urban Systems*.

UNIVERSITY OF IOWA

William Hedgcock, Ph.D.

Exploring the science of decision-making and self-control

People who get frustrated are said to “lose their cool.” It’s just an expression, but there’s also some truth to it. Brain scans by neuroscientist and marketing expert William Hedgcock, Ph.D., assistant professor of marketing in the Tippie College of Business, suggest that people actually have a limited supply of patience and self-control; once it’s depleted, a person has a harder time staying calm when faced with a tough situation.

Professor Hedgcock is at the forefront of the emerging field of “neuromarketing,” and his work has implications not just for mental health, but for the marketplace, which tries to predict consumers’ decision-making behavior so it has more success selling products and services. He also examines the physiological and neural reasons for cognitive decline in senior citizens, which can make them susceptible to scams and bad financial decisions.

He says the University of Iowa provides rich opportunities for work and collaboration across disciplines. “Professionally, the university has a long history of collaborative decision neuroscience research between the marketing and neuroscience departments and many people here do research with seniors.”

Kameko Halfman, a Ph.D. student and advisee of Professor Hedgcock’s in the Neuroscience Graduate Program, says she has worked with him on a range of research projects related to decision-making and the elderly. “Not only is he able to provide guidance, but he is clearly enthusiastic about his research and a fun person to work with on projects. He makes the research exciting and, coming from his background in marketing, he definitely provides a unique perspective for a student like me who comes from a psychology/neuroscience background.”

About Professor Hedgcock: Born and reared in Waukesha, WI, Professor Hedgcock moved to the Twin Cities to earn a Ph.D. in business from the University of Minnesota’s Carlson School of Management, after earning Bachelor of Arts degrees in economics and psychology from Macalester College. Hedgcock and his wife, Megan Marquardt, a special education teacher at Northwest Junior High in Coralville, have a 2-year-old daughter and are expecting a boy in September. In their free time, the couple indulges in turtle sundaes at Whitey’s in downtown Iowa City and, to burn off the calories, participates in sprint triathlons and half marathons.



UNIVERSITY OF IOWA

Rachel Miller, MD Helping make transplant surgery safer for everyone

Dr. Rachel Miller grew up near Hospers, Iowa, the daughter of a farmer and an elementary school teacher. From an early age she had an interest in medicine but never envisioned a career as a physician, let alone as someone working in the complex field of organ transplantation and infectious diseases.

Today, Dr. Miller does just that as a clinical professor in the Carver College of Medicine Department of Internal Medicine's Division of Infectious Diseases. She is the primary infectious diseases consultant for solid organ transplant candidates and recipients and is actively involved in evaluating and treating pre- and post-transplant infections at the University of Iowa Hospitals and Clinics. She also works closely with the hospital's transplant teams to develop methods for improving pre-transplant screening and infection prevention.

She states, "My personal background fosters my deep connection to the UI Hospitals and Clinics patient population, particularly those from rural areas of the state. Helping these patients through the journey of organ transplantation and other complex illnesses has been one of the greatest rewards of my career."

Dr. Miller's work has garnered considerable recognition over the years: a Teacher of the Year Award in 1993, inclusion among the *U.S. News & World Report* Top Doctors in 2012 and Best Doctors in America since 2007, and two UI Hospital Above & Beyond the Call of Duty Awards: one in 2001 and one in 2005.

Peter Densen, M.D., Executive Dean Emeritus of CCOM and Professor of Medicine in the Division of Infectious Diseases, was one of Dr. Miller's early professors in medical school at Iowa and has followed her rapid progress through the academic ranks. "I can state unequivocally that Dr. Miller is one of UI Hospitals and Clinics' most accomplished and respected clinicians, garnering internal and national recognition for her teaching and patient care. Her approach and dedication to patient care has had a lasting impact on hospital programs."

About Dr. Miller: Dr. Miller earned her Bachelor of Science Degree from South Dakota State University in Brookings, S.D., and her Doctor of Medicine degree from the University of Iowa. She's had several publications in peer-reviewed journals, most recently in the journal, *Transplant Infectious Diseases*, as lead author of "Communication gaps for solid organ transplant transmitted infections among infectious disease physicians; an Emerging Infections Network survey," and as co-author of "A multicenter study of histoplasmosis and blastomycosis after solid organ transplantation." She and her husband, Dr. Francis Miller, a professor of internal medicine specializing in cardiology at the UI Hospitals and Clinics, have three children.



IOWA STATE UNIVERSITY

Jodi Sterle, Ph.D.

Jodi Sterle, Ph.D., Eldred and Donna Harman Endowed Professor in Teaching and Learning, is making the rapidly expanding undergraduate program in animal science, literally, come to life.

Sterle, an associate professor in the College of Agriculture and Life Sciences' Department of Animal Science, and coordinator of its undergraduate program, teaches introductory classes designed to spur undergraduate students' interest in the discipline. She also designed a popular new course, *The Art and Heritage of Livestock*, which explores how animals have influenced the development of culture throughout the world.

Her commitment to undergraduate education has not gone unnoticed. Sterle has received numerous teaching awards during her career, as well as honors related to industry outreach, student counseling, and extension. She was named a Wakonse Fellow in 2012, representing ISU at the Conference on College Teaching.



Sterle is also active with her students outside the classroom, serving as a faculty adviser to ISU's Block and Bridle Club, one of the largest student groups on campus (the club's 2013-2014 officers are shown in the photo above). She also serves as adviser to the College of Agriculture and Life Sciences Student Council, the upcoming Bacon Expo, and is active in the peer mentor program.

Sterle's service includes numerous positions both inside and outside ISU. She is active in departmental and college committees, including the Academic Affairs, and Transfer and Articulation committees. Sterle participates in numerous Extension and Outreach programs through the Iowa Pork Industry Center. She has held several leadership positions with the National Pork Board, and is a sought-after media source on the subjects of pork production.

She states, "I am extremely excited to be part of a program that is dedicated to the advancement of both agriculture and our students' role in improving the quality of life of lowans and around the world. Our students bring energy, enthusiasm, and new ideas together to create innovative scientific solutions to complex problems. Their diverse backgrounds and sound scientific education will help us meet the demands of a growing society."

Sterle earned her Bachelor of Science in animal science from Michigan State University in 1993, and master's and doctorate degrees in swine reproductive management from the University of Missouri in 1998. She began her career at Texas A&M University before joining ISU in 2011.

IOWA STATE UNIVERSITY

Scott Grawe, Ph.D.

Scott Grawe, Ph.D., engages his students both inside and outside the classroom. *Way* outside the classroom.

Grawe, assistant professor of supply chain management and information systems in the College of Business, recently organized a 10-day live case study so students could see Target's entire supply chain.



The trip began with a visit to a Target store and distribution center in Cedar Falls, and ended at a factory in China that supplies many of Target's products. Grawe and his students also visited ports in California and China to see how the products were loaded and unloaded from large container ships.

Grawe managed supply chains in both manufacturing and retailing before beginning his academic career, and wanted his students to gain the same valuable experience and perspective. He states, "As consumers, we don't often think about *how* the products we use every day get to the store shelves. But as business professionals, we need to understand each link in that supply chain, so we can make the process as reliable and cost-effective as possible. There are very few *seasoned* supply chain professionals who have seen their supply chains from this perspective. These students are certainly getting a head start in their careers."

Students appreciate his perspective as well. Grawe teaches several classes at ISU, including International Logistics, Demand Planning and Management, Supply Chain Management, and the international live case study.

"He does a great job of engaging the class and relating things to real life experiences," wrote one former student. "He keeps class interesting by having guest speakers and projects that are extremely hands on."

Grawe is also an excellent researcher, examining logistics innovation, inter-organizational relationships, performance measurement, and integration. He continues to leverage his time in industry, building relationships to ensure his research addresses challenges organizations are currently facing.

Grawe's work has been published in numerous leading supply chain, logistics, and transportation journals. He also serves on the editorial review board for the *Journal of Business Logistics*, the editorial advisory board for the *International Journal of Physical Distribution & Logistics Management*, and is a member of the Council of Supply Chain Management Professionals.

Grawe earned a bachelor's degree in finance from ISU in 1998, an MBA in supply chain management from the University of Minnesota in 2005, and a doctorate in supply chain management from the University of Oklahoma in 2010.

IOWA STATE UNIVERSITY

Jonathan Webb, Ph.D.

Jonathan Webb, Ph.D., a professional interpreter since the age of 17, understands the “mental somersaults” involved in interpreting and translating sounds into signs and vice versa.

Webb, a lecturer in the Department of World Languages and Cultures, began teaching ISU’s first ASL course in 2012.

Webb’s research interests include language acquisition of deaf children born to hearing parents, cross-cultural interpretations, and translating auditory-based into visual-based spiritual practices.

“I am particularly interested in how infants who are deaf acquire language,” he notes.

Webb spends 60 percent of his time on teaching and program development, and the remainder providing interpreting services through Student Disability Resources. He also serves as adviser to ISU’s new ASL Club, and is a frequent advocate for the Deaf community.

As a faculty member, Webb especially enjoys mentoring students.

“I have found mentoring to be an enjoyable experience,” he says, “whether the individual is looking to hone language skills or is preparing for national certification.”

Webb works with students not only on the basics of ASL, but also helps them understand the cultural differences in communicating with deaf family, friends, or classmates. His biggest advice is simply to be patient.

“Using audible communication, we can communicate very quickly, even when we can’t physically see the person we’re communicating with,” he notes. “Communicating with deaf individuals requires that we be truly present in the moment, and engage them face-to-face.”

Webb earned an associate’s degree in Deaf Communications from St. Louis Community College, a bachelor’s degree in liberal arts from Utah State University in 2001, a master’s in deaf education-early childhood intervention from Utah State in 2002, and a doctorate in metaphysics from the American Institute of Holistic Theology in 2010. He joined ISU in 2012 after serving in both tenure-track and adjunct positions in interpreter programs.

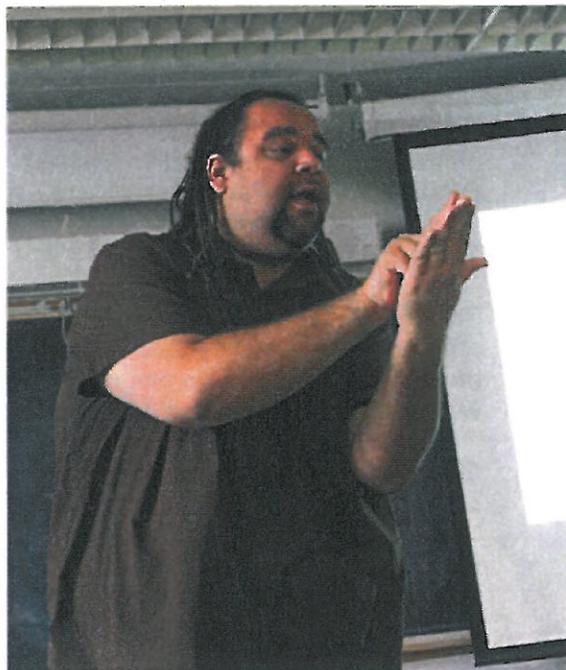


Photo: Megan Wolff/Iowa State Daily

UNIVERSITY OF NORTHERN IOWA

Susan Etscheidt

Susan Etscheidt is a professor in the Department of Special Education at the University of Northern Iowa. She teaches courses in the area of behavioral supports, educational management, and special education law and policy. Her research interests include legal and policy analyses with qualitative content analysis methodology. In addition to her involvement in the teacher and leadership preparation programs at UNI, Dr. Etscheidt has served as an administrative law judge for special education appeals in Iowa since 1991.



Dr. Etscheidt received her Ph.D. from the University of Minnesota, and has presented papers at invited international, national, regional, and state conferences. She serves on the editorial boards for several journals, including *Research and Practice for Persons with Severe Disabilities* and the *Journal of Disability Policy Studies*. She serves as a policy consultant for school districts, and offers seminars for teachers, administrators, and support staff.

She has published several books, including her latest *Special Education Law & Practice in Public Schools*, with Prentice Hall. Other books include *Successful Inclusion for Educational Leaders*. Columbus, OH: Prentice Hall, and *Inclusion: Are we abandoning or helping students?* Newbury Park, CA: Sage Publications. She has also published book chapters and numerous journal articles. Her recent publications reflect her research genre, disability policy issues, and include "Truly disabled?: An analysis of LD eligibility issues under the Individuals with Disabilities Education Act." *Journal of Disability Policy Studies*; Parental refusal to consent for evaluation: A legal analysis with implications for school psychologists; Promoting reflection in teacher preparation programs: A multi-level model. *Teacher Education and Special Education*; A complacency with access and the aggregate? Affirming an Individual Determination of Educational Benefit Under the Individuals With Disabilities Education Act. *Journal of Disability Policy Studies*; Peer-reviewed research and Individualized Education Programs (IEPs): An examination of intent and impact. *Exceptionality*, Reauthorization of the Individuals with Disabilities Education Improvement Act [IDEA 2004]: The peer-reviewed research requirement. *Journal of Disability Policy Studies*, 21(1), 29-39.

Dr. Etscheidt is a recipient of the Board of Regents State of Iowa Award for Faculty Excellence, and was also the recipient of the Winterstein Memorial Award for Meritorious Achievement in the Field of Special Education, presented by the Iowa Council for Exceptional Children. She has also received awards for teaching (University of Northern Iowa College of Education Excellence in Teaching Award; University of Northern Iowa Outstanding Graduate Faculty Teaching Award) and service (Outstanding Service to Behavioral Disorders Award, Iowa Council for Children with Behavioral Disorders).

UNIVERSITY OF NORTHERN IOWA

Elizabeth Sutton

Dr. Elizabeth Sutton is assistant professor of Art History at the University of Northern Iowa. She specializes in Early Modern European art and African art. In addition to research on Dutch visual culture of the Atlantic world, her research interests include student engagement in art history. Dr. Sutton's case studies in art history pedagogy have been published in *FATE in Review* and *TRENDS: Journal of the Texas Art Education Association*.



She began teaching at UNI as a visiting professor in 2009, and was hired as assistant professor of art history in 2010. Sutton feels UNI is a good fit because she is able to balance teaching undergraduates and serious research. Her students have collaborated with UNI WADE (West African Drum Ensemble). Other advanced students of hers have written didactics for objects from the UNI Permanent Collection, helping them expand their writing skills in a practical assignment that showcases them as the top-notch students they are, and that raises the visibility of UNI's art collection and gallery. Two of Dr. Sutton's students presented art history research papers at the regional Midwest Undergraduate Conference for the Humanities (MUCH), and another will be presenting a paper at the national Southeastern College Art Conference in Greensboro, North Carolina, in October 2013. Her art history students have done internships and gotten jobs at local and regional arts organizations, including the Grout Museum in Waterloo, the Cedar Falls Historical Society, the Cedar Falls Hearst Center for the Arts, Vesterheim Museum in Decorah, Iowa, and the Waterloo Center for the Arts, as well as at the Cedar Rapids Museum of Art.

Dr. Sutton has earned a pre-tenure fellowship from the Provost's office, as well as two summer research fellowships from the graduate college since she has been at UNI. Two of these fellowships from 2011 helped her complete her first book, *Early Modern Dutch Prints of Africa*. In the summer of 2012 she had externally-funded fellowships to pursue research in special collections at the University of Minnesota James Ford Bell Library (the Reese Fellowship) and New York State Library in Albany, New York (the Quinn Fellowship). This research is for her next book project on Dutch trading company maps. She has used another summer fellowship awarded from the graduate college in 2013 to write three book chapters this summer, and she recently submitted a book proposal to the University of Chicago Press. Dr. Sutton has also been invited to discuss her current research at the New Netherland Symposium this October.

University of Northern Iowa

Nick Roos

Nick Roos is an adjunct instructor at the University of Northern Iowa. He is in his sixth year teaching in the Department of Languages and Literatures, and is an alumnus of UNI. In his first semester at UNI, he started writing for the Northern Iowan and working as a tutor in the writing center. Both experiences shaped the course of his life, but he has never loved anything the way he loves teaching—a passion that has played a leading role in the successes he's enjoyed across 25 sections of College Writing and Research, four sections of Introduction to Literature, two sections of Beginning Fiction Writing, two sections of Cornerstone, and one section of Writing Enhanced Introduction to Literature.



When teaching, Nick focuses on synthesizing the strengths of professors he had during his time as a student at UNI, modeling himself after their best lessons and seeking to incite thought and stoke discussion rather than disseminate information. He constantly seeks student ownership and feedback to help shape both present and future courses. For example, his students create the rubrics for their essays and speeches anew each time via individual drafting. This leads to committee drafting, which leads to public referendum, and after all opinions have been stated and votes tallied, ratification of the agreed-upon rubric. Nobody in the room leaves confused about how the course will proceed. Nick believes that real learning is an experiential phenomenon, so his day-to-day focus is on creating lesson plans that will be absorbing and challenging to his students, while his semester-by-semester focus is outlining a grand, inviting arc toward big thinking and better writing that he can point to and use as a guide for the class throughout the year.

Nick recently modeled this experiential learning approach for the faculty teaching Cornerstone, UNI's first-year seminar. To do so, he created and led a professional development seminar on teaching close reading and critical thinking during a summer workshop. He built upon ideas learned from other UNI faculty, synthesizing his own ideas about how students read with approaches used by others to demonstrate how we can help students prepare to write more effectively. Nick has served on the assessment committee for Cornerstone, and has evaluated writing assignments across all 21 sections of the course. He argues that if we can teach reading so that the focus remains on thinking and connecting multiple thread of information to create meaning, our students will improve even the resting rhythms of their minds.

**BOARD OF REGENTS
ANNUAL SPENDING ON ACTIVITIES**

UNIVERSITY OF IOWA

	GENERAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent								
Instruction	\$ 270,145,045	45.8%	\$ 254,671,029	44.1%	\$ 255,353,718	43.2%	\$ 264,769,023	42.3%	\$ 267,391,601	41.1%
Academic Support	\$ 91,365,050	15.5%	\$ 87,836,930	15.2%	\$ 89,637,602	15.2%	\$ 90,657,969	14.5%	\$ 96,119,226	14.8%
Plant Operations & Maintenance	\$ 80,934,796	13.7%	\$ 84,371,886	14.8%	\$ 81,492,667	13.8%	\$ 88,971,142	14.2%	\$ 94,861,055	14.6%
Scholarships & Fellowships	\$ 53,574,000	9.1%	\$ 59,429,000	10.3%	\$ 67,749,000	11.5%	\$ 76,063,000	12.2%	\$ 80,784,000	12.4%
Institutional Support	\$ 63,457,567	10.8%	\$ 62,305,829	10.8%	\$ 66,102,760	11.2%	\$ 70,579,211	11.3%	\$ 72,926,418	11.2%
Student Services	\$ 19,657,968	3.3%	\$ 18,949,941	3.3%	\$ 20,636,035	3.5%	\$ 21,844,596	3.5%	\$ 22,864,337	3.5%
Research	\$ 7,479,251	1.3%	\$ 7,357,419	1.3%	\$ 8,771,801	1.5%	\$ 10,450,710	1.7%	\$ 12,633,807	1.9%
Public Service	\$ 2,961,323	0.5%	\$ 2,093,966	0.4%	\$ 1,865,517	0.3%	\$ 2,465,349	0.4%	\$ 2,447,556	0.4%
TOTAL	\$ 589,575,000	100.0%	\$ 577,016,000	100.0%	\$ 591,609,000	100.0%	\$ 625,801,000	100.0%	\$ 650,028,000	100.0%

IOWA STATE UNIVERSITY

	GENERAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
Instruction	\$ 189,002,298	42.9%	\$ 182,389,383	42.5%	\$ 183,655,746	41.2%	\$ 188,171,955	40.1%	\$199,541,817	39.2%
Academic Support	\$ 63,885,949	14.5%	\$ 60,017,649	14.0%	\$ 63,646,097	14.3%	\$ 69,300,054	14.8%	\$ 82,234,733	16.2%
Plant Operations & Maintenance	\$ 52,724,693	12.0%	\$ 55,949,695	13.0%	\$ 57,352,182	12.9%	\$ 60,958,485	13.0%	\$ 64,156,248	12.6%
Scholarships & Fellowships	\$ 53,102,867	12.1%	\$ 57,043,767	13.3%	\$ 65,364,755	14.7%	\$ 72,313,462	15.4%	\$ 79,588,773	15.7%
Institutional Support	\$ 36,598,701	8.3%	\$ 32,496,906	7.6%	\$ 30,833,122	6.9%	\$ 32,931,256	7.0%	\$ 33,548,111	6.6%
Student Services	\$ 26,924,231	6.1%	\$ 25,026,068	5.8%	\$ 27,671,859	6.2%	\$ 27,009,871	5.8%	\$ 28,260,061	5.6%
Research	\$ 12,266,023	2.8%	\$ 13,424,870	3.1%	\$ 12,798,937	2.9%	\$ 15,306,734	3.3%	\$ 16,538,329	3.3%
Public Service	\$ 5,687,081	1.3%	\$ 3,172,882	0.7%	\$ 3,927,639	0.9%	\$ 3,629,851	0.8%	\$ 4,685,200	0.9%
TOTAL	\$ 440,191,843	100.0%	\$ 429,521,220	100.0%	\$ 445,250,337	100.0%	\$ 469,621,668.00	100.0%	\$508,553,272	100.0%

UNIVERSITY OF NORTHERN IOWA

	GENERAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent								
Instruction	\$ 70,373,400	42.2%	\$ 68,067,963	43.7%	\$ 67,756,514	42.8%	\$ 71,088,471	44.4%	\$ 73,324,202	44.3%
Academic Support	\$ 24,374,802	14.6%	\$ 24,406,859	15.7%	\$ 23,888,629	15.1%	\$ 23,020,242	14.4%	\$ 19,954,676	12.1%
Plant Operations & Maintenance	\$ 21,273,470	12.8%	\$ 21,195,768	13.6%	\$ 20,291,390	12.8%	\$ 20,282,973	12.7%	\$ 20,783,184	12.6%
Scholarships & Fellowships	\$ 11,673,000	7.0%	\$ 12,369,000	7.9%	\$ 13,606,000	8.6%	\$ 14,803,230	9.2%	\$ 14,640,914	8.8%
Institutional Support	\$ 28,052,862	16.8%	\$ 19,366,768	12.4%	\$ 22,829,827	14.4%	\$ 21,299,883	13.3%	\$ 27,208,246	16.4%
Student Services	\$ 8,461,513	5.1%	\$ 7,906,363	5.1%	\$ 7,569,451	4.8%	\$ 7,723,608	4.8%	\$ 7,870,574	4.8%
Research	\$ 289,925	0.2%	\$ 287,199	0.2%	\$ 290,863	0.2%	\$ 257,063	0.2%	\$ 266,892	0.2%
Public Service	\$ 2,276,028	1.4%	\$ 2,076,616	1.3%	\$ 1,928,326	1.2%	\$ 1,591,765	1.0%	\$ 1,498,312	0.9%
TOTAL	\$ 166,775,000	100.0%	\$ 155,676,536	100.0%	\$ 158,161,000	100.0%	\$ 160,067,235	100.0%	\$ 165,547,000	100.0%

TOTAL ALL UNIVERSITIES

	GENERAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
Instruction	\$529,520,743	44.3%	\$505,128,375	43.5%	\$506,765,978	42.4%	\$524,029,449	41.7%	\$540,257,620	40.8%
Academic Support	\$179,625,801	15.0%	\$172,261,438	14.8%	\$177,172,228	14.8%	\$182,978,265	14.6%	\$198,308,635	15.0%
Plant Operations & Maintenance	\$154,932,959	12.9%	\$161,517,349	13.9%	\$159,136,239	13.3%	\$170,212,600	13.6%	\$179,800,487	13.6%
Scholarships & Fellowships	\$118,349,867	9.9%	\$128,841,767	11.1%	\$146,719,755	12.3%	\$163,179,692	13.0%	\$175,013,687	13.2%
Institutional Support	\$128,109,130	10.7%	\$114,169,503	9.8%	\$119,765,709	10.0%	\$124,810,350	9.9%	\$133,682,775	10.1%
Student Services	\$55,043,712	4.6%	\$51,882,372	4.5%	\$55,877,345	4.7%	\$56,578,075	4.5%	\$58,994,972	4.5%
Research	\$20,035,199	1.7%	\$21,069,488	1.8%	\$21,861,601	1.8%	\$26,014,507	2.1%	\$29,439,028	2.2%
Public Service	\$10,924,432	0.9%	\$7,343,464	0.6%	\$7,721,482	0.6%	\$7,686,965	0.6%	\$8,631,068	0.7%
TOTAL	1,196,541,843	100.0%	1,162,213,756	100.0%	1,195,020,337	100.0%	1,255,489,903	100.0%	\$1,324,128,272	100%

NOTE - Include Building Renewal/Repairs under Plant Ops and Maint

BOARD OF REGENTS

ANNUAL SPENDING ON Auxiliary Enterprises, Plant Operation and Maintenance, and Scholarships/Fellowships

UNIVERSITY OF IOWA

	TOTAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent								
Residence System (1)	\$ 46,437,517	2.8%	\$ 49,470,939	3.1%	\$ 53,622,260	3.2%	\$ 64,390,761	3.6%	\$ 65,973,805	3.6%
Athletics	\$ 65,337,558	3.9%	\$ 66,782,066	4.1%	\$ 71,579,987	4.3%	\$ 76,805,120	4.2%	\$ 79,376,803	4.4%
Parking	\$ 15,715,520	0.9%	\$ 15,464,348	1.0%	\$ 15,520,049	0.9%	\$ 16,595,740	0.9%	\$ 17,305,445	0.9%
Student Unions (1)	\$ 28,371,438	1.7%	\$ 31,557,493	1.9%	\$ 32,839,322	2.0%	\$ 21,499,464	1.2%	\$ 20,010,475	1.1%
TOTAL ENTERPRISE (excl UIHC&PracticePlan)	\$ 1,682,761,704	100%	\$ 1,621,705,813	100%	\$ 1,652,136,943	100%	\$ 1,813,359,162	100%	\$ 1,822,804,276	100%
Plant Operations & Maintenance	\$ 132,155,624	7.9%	\$ 130,418,846	8.0%	\$ 146,351,340	8.9%	\$ 164,508,835	9.1%	\$ 165,931,081	9.1%
Scholarships & Fellowships	\$ 108,906,601	6.5%	\$ 122,003,754	7.5%	\$ 135,331,607	8.2%	\$ 138,556,108	7.6%	\$ 147,307,001	8.1%
TOTAL ENTERPRISE (excl UIHC&PracticePlan)	\$ 1,682,761,704	100%	\$ 1,621,705,813	100%	\$ 1,652,136,943	100%	\$ 1,813,359,162	100%	\$ 1,822,804,276	100%

(1) Effective 7/1/11, all campus dining operations were consolidated into University Housing & Dining within the Residence System.

IOWA STATE UNIVERSITY

	TOTAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent								
Residence System	\$ 49,721,330	4.4%	\$ 49,968,320	4.4%	\$ 54,416,611	4.7%	\$ 59,290,134	5.0%	\$ 59,942,982	4.7%
Athletics	\$ 39,709,011	3.5%	\$ 40,084,013	3.6%	\$ 42,349,298	3.6%	\$ 50,540,945	4.3%	\$ 58,094,504	4.6%
Parking	\$ 2,294,058	0.2%	\$ 2,296,625	0.2%	\$ 2,168,720	0.2%	\$ 2,324,205	0.2%	\$ 2,700,976	0.2%
Student Unions	\$ 5,080,272	0.5%	\$ 4,634,698	0.4%	\$ 5,084,088	0.4%	\$ 5,598,325	0.5%	\$ 5,673,544	0.4%
TOTAL ENTERPRISE	\$ 1,119,269,288	100%	\$ 1,128,372,318	100%	\$ 1,165,342,476	100%	\$ 1,188,100,348	100%	\$ 1,263,281,041	100%
Plant Operations & Maintenance	\$ 113,849,431	10.2%	\$ 105,667,646	9.4%	\$ 112,885,273	9.7%	\$ 88,534,419	7.5%	\$ 109,931,266	8.7%
Scholarships & Fellowships	\$ 94,106,439	8.4%	\$ 106,873,456	9.5%	\$ 118,511,867	10.2%	\$ 126,480,662	10.6%	\$ 132,839,318	10.5%
TOTAL ENTERPRISE	\$ 1,119,269,288	100%	\$ 1,128,372,318	100%	\$ 1,165,342,476	100%	\$ 1,188,100,348	100%	\$ 1,263,281,041	100%

UNIVERSITY OF NORTHERN IOWA

	TOTAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
Residence System	\$ 35,559,256	10.8%	\$ 36,221,664	11.0%	\$ 37,004,000	10.8%	\$ 38,561,780	11.0%	\$ 36,704,112	10.0%
Athletics	\$ 12,081,564	3.7%	\$ 11,587,073	3.5%	\$ 11,615,959	3.4%	\$ 12,333,073	3.5%	\$ 12,228,353	3.3%
Parking	\$ 1,060,324	0.3%	\$ 1,062,942	0.3%	\$ 1,097,340	0.3%	\$ 1,357,478	0.4%	\$ 1,844,718	0.5%
Student Unions	\$ 2,880,124	0.9%	\$ 2,401,497	0.7%	\$ 2,389,195	0.7%	\$ 2,391,039	0.7%	\$ 2,275,647	0.6%
TOTAL ENTERPRISE	\$ 329,645,584	100%	\$ 330,247,428	100%	\$ 343,448,592	100%	\$ 349,892,629	100%	\$ 365,444,064	100%
Plant Operations & Maintenance	\$ 27,335,316	8.3%	\$ 26,981,973	8.2%	\$ 26,047,561	7.6%	\$ 26,031,312	7.4%	\$ 26,477,912	7.2%
Scholarships & Fellowships	\$ 26,959,400	8.2%	\$ 32,210,549	9.8%	\$ 35,780,592	10.4%	\$ 35,953,844	10.3%	\$ 35,963,627	9.8%
TOTAL ENTERPRISE	\$ 329,645,584	100%	\$ 330,247,428	100%	\$ 343,448,592	100%	\$ 349,892,629	100%	\$ 365,444,064	100%

TOTAL ALL UNIVERSITIES

	GENERAL UNIVERSITY									
	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
Residence System	\$ 131,718,103	4.2%	\$ 135,660,923	4.4%	\$ 145,042,871	4.6%	\$ 162,242,675	4.8%	\$ 162,620,899	4.7%
Athletics	\$ 117,128,133	3.7%	\$ 118,453,152	3.8%	\$ 125,545,244	4.0%	\$ 139,679,138	4.2%	\$ 149,699,660	4.3%
Parking	\$ 19,069,902	0.6%	\$ 18,823,915	0.6%	\$ 18,786,109	0.6%	\$ 20,277,423	0.6%	\$ 21,851,139	0.6%
Student Unions	\$ 36,331,834	1.2%	\$ 38,593,688	1.3%	\$ 40,312,605	1.3%	\$ 29,488,828	0.9%	\$ 27,959,666	0.8%
TOTAL ENTERPRISE	\$ 3,131,676,576	100%	\$ 3,080,325,559	100%	\$ 3,160,928,011	100%	\$ 3,351,352,139	100%	\$ 3,451,529,381	100%
Plant Operations & Maintenance	\$ 273,340,371	8.7%	\$ 263,068,465	8.5%	\$ 285,284,174	9.0%	\$ 279,074,566	8.3%	\$ 302,340,259	8.8%
Scholarships & Fellowships	\$ 229,972,440	7.3%	\$ 261,087,759	8.5%	\$ 289,624,066	9.2%	\$ 300,990,614	9.0%	\$ 316,109,946	9.2%
TOTAL ENTERPRISE	\$ 3,131,676,576	100%	\$ 3,080,325,559	100%	\$ 3,160,928,011	100%	\$ 3,351,352,139	100%	\$ 3,451,529,381	100%

New Bond Issues from 7/1/2008 - 6/30/2013

<u>University</u>	<u>Enterprise or Type</u>	<u>Project Description</u>	<u>Bond Issue Amount</u>	<u>Date Sold</u>	<u>TIC</u>	<u>Approx Avg Annual DS</u>	<u>Source of Repayment Funds</u>
SUI	Recreational System	Campus Recreation & Wellness Center	26,000,000	8/7/2008	4.60%	1,600,000	Student Fees
ISU	Academic Building	Chemistry Building (Hach Hall)	25,000,000	10/29/2008	5.23%	1,700,000	Tuition & Fee Revenues*
UNI	Academic Building	Improvement Projects, Def Maint, Fire Safety	13,860,000	3/19/2009	4.96%	1,000,000	Tuition & Fee Revenues*
ISU	Recreational System	State Gym/Beyer Hall Renovation	27,000,000	4/30/2009	4.49%	1,900,000	Student Fees
SUI	Recreational System	Campus Recreation & Wellness Center	25,175,000	6/11/2009	4.68%	1,700,000	Student Fees
ISU	Academic Building	Chemistry Building (Hach Hall)	26,000,000	9/17/2009	4.09%	1,900,000	Tuition & Fee Revenues*
SUI	Athletics	Carver Hawkeye Arena Addition/Remodel	26,000,000	10/29/2009	4.19%	1,700,000	Athletic Revenues
SUI	Telecommunication Facilities	Data Center	25,000,000	12/10/2009	4.04%	1,600,000	System Revenues
SUI	Academic Building	Improvement Projects, Def Maint, Fire Safety	9,945,000	3/24/2010	3.96%	750,000	Tuition & Fee Revenues*
ISU	Recreational System	State Gym/Beyer Hall Renovation	24,000,000	4/29/2010	4.13%	1,550,000	Student Fees
SUI	Utility System	Utility System Improvements	25,000,000	6/9/2010	3.88%	1,540,000	Utility System Revenues
ISU	Academic Building	Chemistry Building (Hach Hall)	28,225,000	8/5/2010	3.97%	2,000,000	Tuition & Fee Revenues*
SUI	Athletics	Carver Hawkeye Arena Addition/Remodel	19,775,000	9/16/2010	3.65%	1,280,000	Athletic Revenues
UNI	Dormitory System	Panther Village Apartments	16,790,000	12/9/2010	4.64%	1,280,000	Dormitory System Revenues
SUI	Telecommunication Facilities	Data Center	11,830,000	3/23/2011	3.92%	850,000	System Revenues
UNI	Dormitory System	Panther Village Apartments	24,870,000	12/8/2011	3.20%	1,660,000	Dormitory System Revenues
ISU	Athletics	Football Training Facility	22,360,000	2/7/2012	3.16%	1,500,000	Athletic Revenues
SUI	Utility System	Utility System Improvements	25,000,000	3/21/2012	3.59%	1,500,000	Utility System Revenues
UNI	Dormitory System	Redeker Dining Center Renovation	10,200,000	4/26/2012	2.08%	1,400,000	Dormitory System Revenues
SUI	Dormitory System	West Campus Dormitory	29,000,000	8/3/2012	2.75%	1,950,000	Dormitory System Revenues
SUI	Academic Building	Redeem Flood Notes	26,830,000	10/25/2012	2.70%	1,800,000	Tuition & Fee Revenues*
SUI	Parking System	Hospital Parking	25,000,000	2/6/2013	3.01%	1,520,000	Parking System Revenues
ISU	Dormitory System	Frederiksen Court Apartments	25,000,000	3/13/2013	2.86%	1,650,000	Dormitory System Revenues

Refunding Bond Issues from 7/1/2008 - 6/30/2013

<u>University</u>	<u>Enterprise</u>	<u>Refunding Amount</u>	<u>Bond Issue Refunded</u>	<u>Date Sold</u>	<u>TIC</u>	<u>Present Value Savings</u>	<u>Source of Repayment Funds</u>
ISU	Dormitory System	10,920,000	1998A Issue	4/30/2009	3.8400%	717,537	Dormitory System Revenues
SUI	Parking System	6,255,000	1999B Issue	6/11/2009	3.3150%	389,434	Parking System Revenues
SUI	Utility System	19,010,000	1999A & 1999B Issues	8/5/2009	2.2200%	1,849,727	Utility System Revenues
ISU	Academic Building	15,165,000	2001A & 2001B Issues	8/5/2009	2.8900%	336,489	Tuition & Fee Revenues*
SUI	Dormitory System	20,015,000	2000 & 2001 Issues	2/4/2010	2.7090%	1,479,280	Dormitory System Revenues
UNI	Dormitory System	4,255,000	1999 Issue	3/24/2010	2.7760%	312,956	Dormitory System Revenues
ISU	Dormitory System	13,065,000	1999A Issue	3/24/2010	3.4400%	988,671	Dormitory System Revenues
UNI	Dormitory System	10,160,000	2000 Issue	12/9/2010	3.4600%	733,328	Dormitory System Revenues
SUI	Dormitory System	5,120,000	1999 Issue	3/23/2011	2.4500%	591,946	Dormitory System Revenues
ISU	Dormitory System	17,295,000	2001A Issue	4/28/2011	3.5076%	1,983,695	Dormitory System Revenues
ISU	Dormitory System	12,565,000	2002 Issue	6/8/2011	3.4800%	859,471	Dormitory System Revenues
UNI	Field House	3,610,000	2001 Issue	6/8/2011	2.7500%	350,651	Student Fees
SUI	Utility System	10,195,000	2002 Issue	8/4/2011	2.1850%	1,043,552	Utility System Revenues
UNI	Student Union	8,425,000	2002 Issue	8/4/2011	2.3700%	859,711	Student Fees
ISU	Athletics	3,485,000	2003 Issue	2/7/2012	3.1580%	408,181	Athletic Revenues
ISU	Parking System	3,485,000	2002 Issue	4/26/2012	1.9500%	571,854	Parking System Revenues
UNI	Dormitory System	8,910,000	2002 & 2003 Issues	4/26/2012	2.0800%	1,069,626	Dormitory System Revenues
SUI	Dormitory System	16,340,000	2003 Issue	6/6/2012	2.2458%	1,416,212	Dormitory System Revenues
ISU	Dormitory System	16,580,000	2003 Issue	12/5/2012	2.3357%	2,675,301	Dormitory System Revenues
SUI	Parking System	12,010,000	2004 Issue	12/5/2012	1.7340%	1,860,563	Parking System Revenues
ISU	Regulated Materials	2,755,000	2003 Issue	4/25/2013	1.1843%	350,184	Reg Mat System Revenues
UNI	Field House	4,815,000	2003 Issue	4/25/2013	2.0223%	564,750	Student Fees
UNI	Student Health	2,435,000	2004 Issue	4/25/2013	2.0025%	301,872	Student Fees
ISU	Memorial Union	20,155,000	2004 Issue	4/25/2013	2.6621%	2,055,624	Student Fees
ISU	Dormitory System	5,350,000	2003A Issue	6/5/2013	2.3436%	559,315	Dormitory System Revenues
ISU	Utility System	7,405,000	2003 Issue	6/5/2013	2.2291%	1,108,831	Utility System Revenues
SUI	Utility System	<u>13,620,000</u>	2004 Issue	6/5/2013	2.1242%	<u>1,906,929</u>	Utility System Revenues
	Totals	273,400,000				27,345,690	

Annual Debt Service FY 2009 - FY 2013

		<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>	<u>FY 2013</u>
UNI	Academic Bldg Rev Bonds	6,176,729	7,116,493	6,709,993	6,905,283	6,339,698
UNI	Residence System	3,285,136	3,280,804	3,409,480	4,872,938	4,959,380
UNI	Field House Enterprise	1,617,255	1,623,618	1,623,533	1,582,203	1,574,391
UNI	Student Health System	281,024	281,374	281,574	281,624	281,354
UNI	Student Union System	991,613	995,813	993,195	956,965	895,225
ISU	Academic Bldg Rev Bonds	6,956,758	8,452,742	10,286,799	10,791,510	10,407,873
ISU	Residence System	10,850,869	10,816,993	10,752,767	10,492,908	10,502,919
ISU	Utility System	4,089,628	4,087,403	4,106,795	4,146,784	4,171,290
ISU	Athletics	1,490,616	1,490,176	1,493,706	1,486,001	3,241,075
ISU	Recreation Facilities	-	2,504,378	2,229,425	2,075,944	2,875,944
ISU	Parking System	474,953	475,263	474,663	94,194	409,327
ISU	Memorial Union	1,604,000	1,599,050	1,603,650	1,606,795	1,608,070
ISU	Regulated Materials	604,113	602,263	604,100	604,400	608,088
SUI	Academic Bldg Rev Bonds	11,750,953	12,271,225	11,757,460	11,953,039	10,821,920
SUI	Residence System	4,977,426	3,158,361	4,160,348	3,225,371	5,439,960
SUI	Athletics	7,370,721	8,290,292	9,591,921	10,186,734	10,265,171
SUI	Memorial Union	1,227,743	808,638	813,588	812,838	810,400
SUI	Parking System	2,273,503	2,210,015	2,211,015	2,205,015	2,201,455
SUI	Recreation Facilities	2,150,857	3,903,256	4,757,756	5,109,006	5,973,006
SUI	Student Health System	360,888	356,788	362,063	361,388	-
SUI	Telecommunications System	3,260,415	3,835,840	4,233,716	4,089,270	4,412,273
SUI	Utility System	13,667,354	10,838,113	14,764,982	14,700,889	16,499,743