

Biennial Faculty Activities Report

to the Board of Regents, State of Iowa

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IOWA STATE
UNIVERSITY



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BIENNIAL FACULTY ACTIVITIES REPORT

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

The core missions of the Regent universities are teaching, research, and service, and faculty activities are the core of fulfilling those missions. Faculty activities both define the nature of our 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.

All 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 (SUI) 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 (ISU)’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 (UNI) provides unique opportunities both inside and outside the classroom for a high level of engaged learning in all undergraduate and graduate programs, including those that prepare teachers and educational leaders for service in Iowa and beyond.

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

The public university in America has traditionally provided affordable, accessible education to its state’s citizens and others from outside the state who seek it; research and scholarship that extend the boundaries of knowledge and improve the lives of the public; and service to society that provides needed assistance and benefit to people and communities, as well as service to the administration of the universities themselves and to the professions of which the faculty are a part. University missions also include areas such 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, which has gained more and more currency among higher education professionals over time. Today’s faculty activities often reflect this interlinked concept of the university mission.

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

It is important to note that there is no “typical” faculty workload. Responsibilities will 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: preparation, grading and evaluation; working with students outside the classroom (independent studies, specialized arts training, thesis work, internships, etc.); mentoring student research;

developing and updating courses; and so on. Also, teaching may take the form of online or clinical teaching. Many faculty 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, writing and preparing grants, etc. A number of faculty engage in clinical activities, which includes both delivering clinical services and carrying out administrative tasks related to that work. Faculty members at the three Regent universities engage in a diverse array of community engagement, outreach, and (at ISU) extension activities, such as delivering educational programming throughout Iowa and beyond, providing technical assistance and consulting, and partnering with public and private organizations to advance community goals while enhancing teaching and research. Service activities can include institutional administration (committee work, chairing a department, etc.) or service to the profession at large, such as serving on a journal editorial board, serving as a grant reviewer, serving a leadership role in a professional organization, and so forth.

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?

The survey used to gather information on faculty activities and time allocation was last revised by an inter-institutional team in 2012-2013. It is administered in odd-numbered years.

a. 2017 data collection process

The universities administered the survey over 8 weeks in spring 2017. Surveys were e-mailed to all full-time faculty members, with one-eighth randomly selected to receive the survey in each of 8 weeks over the semester. No surveys were sent the week of spring break or the week prior. Administrators at the rank of dean or above and faculty members on long-term disability, on professional development assignments or leave, or in phased retirement were not surveyed.

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

- In the week prior to the opening of classes (at SUI) or during the first week of class (at ISU and UNI), faculty members received an e-mail from their Faculty Senate President alerting them that the faculty activity study would be conducted over the course of the semester.
- At SUI, 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.
- At ISU and UNI, 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 three days prior to the survey start date, to arrive on Monday of the week for which data were being requested.
- At SUI, one day before faculty members were to start the survey they received a reminder e-mail from the institution's Faculty Senate president.
- At ISU and UNI, on the day faculty members were to start the survey they received the e-mail from the Faculty Senate presidents and provosts.

- In the week after the survey period ended and again at two points in time later in the semester, faculty who had not yet responded received a reminder urging them to complete and submit the survey.
- At ISU, after 24 days, staff attempted to contact non-responders by telephone. One final reminder was sent to those faculty members who had not yet responded near the end of the semester.

Table 1. Faculty Activity Study Communication Timeline

				Description	Communication From
Jan. 11 (all groups)	SUI	ISU	UNI	E-mail to all eligible faculty members, to alert them that the survey will be conducted during spring semester	Faculty Senate President
Day -5	SUI			E-mail (with survey link) to week's sampled faculty members telling them their week starts the following Monday	Faculty Senate President and Provosts
Day -3		ISU	UNI	Hard copy letter (from provosts and Faculty Senate presidents) and survey worksheet with FAQs sent through campus mail, to arrive on Day 1	Faculty Senate Presidents and Provosts
Day -1	SUI			E-mail (with survey link) to week's sampled faculty members reminding them their week starts the next day	Faculty Senate President
Day 1		ISU	UNI	E-mail (with survey link) to week's sampled faculty members telling them their week starts the following Monday	Faculty Senate President and Provosts
Day 8	SUI			E-mail reminder (with survey link) to non-responders asking them to complete the survey	Faculty Senate President (SUI), Project Manager (ISU/UNI)
Day 10		ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey	Faculty Senate President (SUI), Project Manager (ISU/UNI)
Day 16	SUI	ISU	UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey	AP Faculty (SUI), Project Manager (ISU/UNI)
Day 24 + or –	SUI		UNI	E-mail reminder (with survey link) to non-responders asking them to complete the survey	AP Faculty (SUI), Project staff (UNI)
Day 24 + or –		ISU		Phone call (ISU) to non-respondents reminding them to complete their survey	Project staff

Summary information about the data collected is presented below in Table 2.

Because the purpose of the survey was to determine faculty activity during a full workweek, respondents who reported being ill or taking vacation during the week were removed from the analysis. Also removed were a small number of faculty members who made errors when filling out the survey, or started the survey and did not complete it. With these respondents removed, the analysis that follows is based on survey results from 1,520 SUI faculty members, 1,208 ISU faculty members, and 415 UNI faculty members.

Table 2. Data Collection Summary

	SUI	ISU	UNI
Surveys sent	2,279	1,612	688
Surveys returned	1,706	1,330	547
Response rate	75%	82.5%	79.5%
Responses removed because respondent was ill or on vacation for all or part of the week	174	115	38
Responses removed because incomplete or because of irregularities in the data	12	7	14
Responses from part-time faculty collected but excluded from final total			80
Total respondents included in the analyses	1,520	1,208	415

Response rates varied from 75% at SUI, to 80% at UNI, to 83% at ISU. These rates are well above industry norms for e-mail surveys and give confidence that the results of the time study are valid.

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 different types of activities included in the survey template. The remaining columns display the average number of hours per week each type of faculty member reports spending on each of the various activities at each institution. For example, the first cell in the upper left-hand corner of the table in the SUI column under "Tenured & Tenure Track" shows 9.73, meaning that tenured and tenure-track faculty members at SUI report 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 report spending per week on all of the activities in that section of the table.

Overall, the survey results clearly 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, most importantly, 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 report spending, per week, on various instruction-related activities.

Tenured and tenure track faculty members report spending approximately 21 to 30 hours per week on these activities (20.70 hours at SUI, 22.45 hours at ISU, and 30.34 hours at UNI). Traditional classroom teaching, preparation, and grading represent only about half of the time that these faculty members dedicate to teaching-related activities. At all three institutions, faculty members spend on average 1 to 3 hours a 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. Engaging in experiential learning and faculty-student interaction outside the classroom are critical components of the learning experience for undergraduate and graduate students.

Non-tenure track faculty members at all three institutions spend substantially more time on instruction (34 to 36 hours per week at all 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 devote 11 to 17 hours per week to student instruction, while research track faculty members at SUI spend about 6 hours on these activities. This is appropriate given the specialized expectations for those positions. It should be noted that for clinical faculty, it can be especially difficult to isolate “clinical work” and “student instruction,” since a great deal 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 report 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, report spending 21 to 23 hours per week on these activities. At UNI, where relatively more emphasis is placed on instruction, tenured and tenure track faculty report spending an average of almost 13 hours each week on scholarship, research, and creative work.

Non-tenure track faculty members generally report spending less time on scholarship, research, and creative work (6.1 hours at SUI, 7.5 at ISU, and 6.4 at UNI). While these faculty members may have research interests that occupy some of their time, their primary responsibility is usually instruction.

Clinical track faculty members at SUI and ISU report spending 5.5 hours and 3.8 hours per week, respectively, on scholarship, research, and creative work.

Finally, research track faculty members at SUI report spending the overwhelming majority of their time (40.8 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 delivering clinical services alongside residents, interns, and students on rotation, 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 report spending on average 29.0 hours and 26.4 hours per week, respectively, on clinical activities. Other types of faculty members spend relatively little time on clinical activities.

Table 3. Survey Results-Hours Spent Per Week by Faculty Type

	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	9.73	10.95	17.33	22.24	19.46	20.46	2.57	4.21	1.09	4.83	3.83	10.29
Online teaching, preparation, grading/evaluation	0.59	0.84	2.08	2.28	1.76	0.60	0.58	0.45	0.13	0.29	0.63	1.75
Clinical teaching, preparation, grading/evaluation	0.72	0.35	0.91	1.10	0.86	2.29	4.37	4.36	0.00	0.48	0.10	0.10
Non-classroom teaching and instruction (independent studies, thesis work, internships, student productions)	1.80	1.50	1.63	1.05	1.47	1.89	0.44	5.14	1.31	1.80	0.98	1.50
Mentoring student research	2.44	3.21	1.25	0.31	0.60	0.16	0.39	0.56	2.69	2.31	1.52	0.41
Communicating with students outside the classroom (in person, by telephone, by email, etc.)	2.08	2.12	3.29	4.66	4.45	4.86	0.86	0.80	0.17	1.42	1.03	2.09
Developing new courses, updating existing courses	1.48	1.50	1.84	3.14	3.18	2.44	1.16	0.48	0.04	0.68	1.01	1.19
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.	1.86	1.98	2.01	1.65	2.67	3.14	0.81	0.74	0.82	2.10	1.47	3.23
Student Instruction: Total Average Hours	20.70	22.45	30.34	36.44	34.45	35.84	11.19	16.74	6.25	13.91	10.57	20.56
Scholarship/Research/Creative Work												
Sponsored (grant-supported) scholarship/research/creative work	7.34	6.95	1.79	1.53	2.44	0.19	1.04	0.88	24.99	5.47	2.97	0.17
Non-sponsored (non-grant supported) scholarship/research/creative work	8.20	7.28	7.12	2.60	2.41	2.96	2.18	1.06	2.24	2.86	1.83	1.09
Attending conferences, seminars, workshops, etc., related to your scholarship/research/creative work	2.08	1.61	0.91	0.32	0.51	1.86	0.98	0.62	2.91	2.84	1.88	1.66
Writing/preparing grants	2.82	3.22	0.48	0.41	0.92	0.07	0.38	0.14	7.53	2.46	0.39	0.00
Keeping up to date with disciplinary research and activities	2.71	2.42	2.29	1.20	1.18	1.29	0.93	1.12	3.11	1.35	2.04	0.76
Scholarship/Research/Creative Work: Total Average Hours	23.16	21.48	12.59	6.06	7.46	6.37	5.51	3.82	40.78	14.97	9.11	3.68
Clinical Work												
Delivering clinical services	2.56	0.18	0.43	2.58	0.25	1.02	22.29	4.52	0.43	2.80	0.44	0.04
Working on administrative tasks related to clinical work	0.69	0.64	0.23	0.46	1.43	0.38	6.68	21.86	0.22	0.69	0.11	0.00
Clinical Work: Total Average Hours	3.25	0.82	0.66	3.04	1.68	1.40	28.96	26.38	0.65	3.49	0.55	0.04
Community Engagement, Outreach, or Extension												
Working on public or private partnership projects	0.50	0.54	0.86	0.56	0.46	1.21	0.31	0.05	0.13	0.39	0.63	0.96
Delivering presentations, workshops, seminars, performances, exhibits	0.50	0.50	0.55	0.35	0.28	0.50	0.20	0.57	0.30	0.57	0.38	1.07
Delivering online/webinar based programming	0.02	0.00	0.02	0.01	0.00	0.03	0.01	0.00	0.00	0.05	0.00	0.00
Providing technical assistance	0.10	0.20	0.05	0.04	0.08	0.12	0.06	0.43	0.31	0.01	0.26	0.36
Preparing, presenting and evaluating programming for stakeholders	0.13	0.31	0.10	0.10	0.11	0.02	0.15	0.24	0.00	0.21	0.32	0.22
Consulting (in person, by telephone, by email, etc.)	0.22	0.37	0.31	0.12	0.23	0.58	0.32	1.86	0.23	0.43	0.43	0.12
Developing new programs, updating existing programs (presentations, publications, etc.)	0.39	0.40	0.28	0.26	0.23	0.22	0.44	0.24	0.50	0.31	0.22	0.28
Community Engagement, Outreach, or Extension: Total Average Hours	1.85	2.32	2.17	1.44	1.39	2.68	1.51	3.39	1.47	1.97	2.24	3.01
Professional Development												
Participating in professional development activities for teaching, research, clinical work, or community engagement, outreach or extension (workshops, conferences, online seminars, etc.).	0.89	0.87	0.87	1.15	0.93	0.73	2.10	0.69	1.63	2.52	1.68	2.97
Professional Development: Total Average Hours	0.89	0.87	0.87	1.15	0.93	0.73	2.10	0.69	1.63	2.52	1.68	2.97
Administration/Service												
Serving the institution (department, college, university committees and meetings, task forces, faculty governance, etc.)	4.22	4.53	3.58	1.94	2.11	2.27	2.59	2.38	0.30	15.13	12.94	11.52
Serving the profession (such as serving on editorial board, etc.)	1.60	1.61	0.78	0.36	0.49	0.26	1.26	0.33	0.44	1.99	1.49	1.27
Administering centers/institutes, department/college/university programs, research operations	1.12	1.26	1.20	0.82	0.70	0.14	1.26	2.02	0.13	7.18	14.84	15.13
Mentoring faculty	0.34	0.31	0.18	0.17	0.14	0.03	0.25	0.10	0.04	1.72	2.24	1.39
Assisting student organizations	0.16	0.30	0.50	0.42	0.98	0.36	0.07	0.26	0.00	0.09	0.24	0.14
Administration/Service: Total Average Hours	7.44	8.01	6.24	3.71	4.42	3.06	5.44	5.09	0.91	26.10	31.75	29.45
TOTAL AVG HOURS	57.28	55.95	52.87	51.84	50.33	50.08	54.70	56.11	51.70	62.96	55.90	59.71
MEDIAN HOURS	54.71	54.00	52.87	49.02	49.00	50.07	52.00	51.50	47.00	59.00	54.00	59.71
COUNT of responders	890	917	336	219	222	50	322	21	23	66	48	29

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 spend between 1.4 and 3.4 hours per week on these activities. ISU faculty members, many of whom have a formal Extension appointment, tend 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.

It should be remembered that 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 report spending about an hour a week on professional development activities. The primary exceptions are the clinical track faculty members at SUI, who report spending about 2 hours per week on professional development. A major reason for this distinction 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 shoulder most of the administration and service duties. At all three institutions, these faculty members report spending 6.2 to 8.0 hours on these activities per week, while non-tenure track faculty members spend about half that time. Clinical track faculty members at SUI and clinicians at ISU spend about 5 hours per week on these activities.

Results indicate that the majority of administration and service activities—for all faculty members—are in service to their institutions, with a relatively small amount of time spent on service to academic disciplinary organizations.

vii. Departmental executive officers/department chairs/department heads

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

DEOs/chairs/heads are responsible for managing their departments, which takes substantial time—even in small academic units. These significant administrative duties are reflected in the survey results. The shaded subtotal row for administration and service (Administration/Service: Total Average Hours) shows that DEOs/chairs/heads at all three schools reported spending far more time on these activities than any other type of faculty (approximately 26 hours at SUI, 29 at UNI, and 32 at ISU).

Even though DEOs/chairs/heads spend significant time managing their departments, most remain very involved in teaching and research. DEOs at SUI report spending, on average, almost 14 hours per week on teaching activities, and another 15 hours on research activities. At ISU, chairs report spending about 11 hours per week on teaching activities and about 9 on research, while at UNI heads spend more than 20 hours on teaching and almost 4 on research. In total, DEOs/chairs/heads report working from 56 to 63 hours per week.

viii. Total hours at work

The total number of hours the various types of faculty members at each institution report working per week, on average, is in the shaded total row at the bottom of the table. Faculty members at all three institutions report working far more than 40 hours per week, on average. At SUI, tenured and tenure track faculty members report working 57.28 hours per week, non-tenure track faculty 51.84 hours, clinical track faculty 54.70 hours, and research track faculty 51.70 hours. At ISU, tenured and tenure track faculty members report working 55.95 hours per week, non-tenure track faculty 50.33 hours, and clinicians 56.11 hours. At UNI, tenured and tenure track faculty members report working 52.87 hours per week and non-tenure track faculty 50.08 hours.

ix. Summary

The survey results tell a rich, detailed story of how the faculty members at the Regent Universities spend their work time. The average faculty member is spending far more than 40 hours in activities that directly serve the tripartite mission: teaching, research, and service. This level of dedication is not surprising given that through their work activities, faculty members are pursuing their intellectual passions.

4. Who teaches the students?

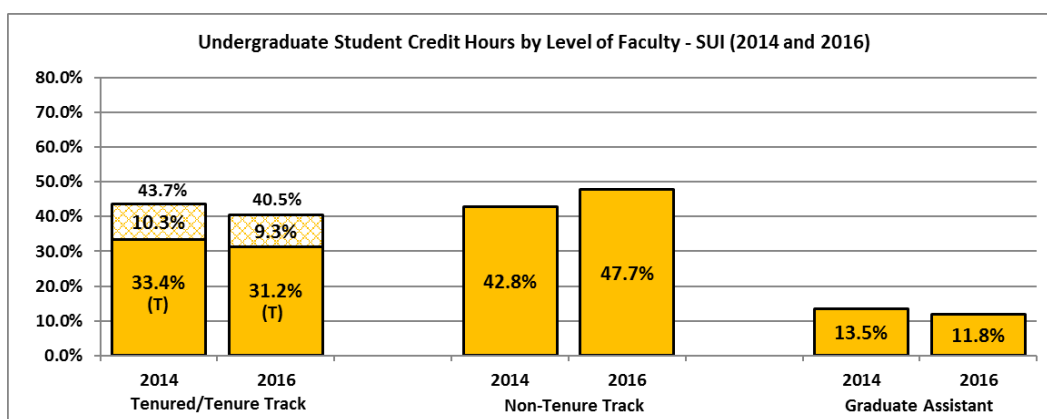
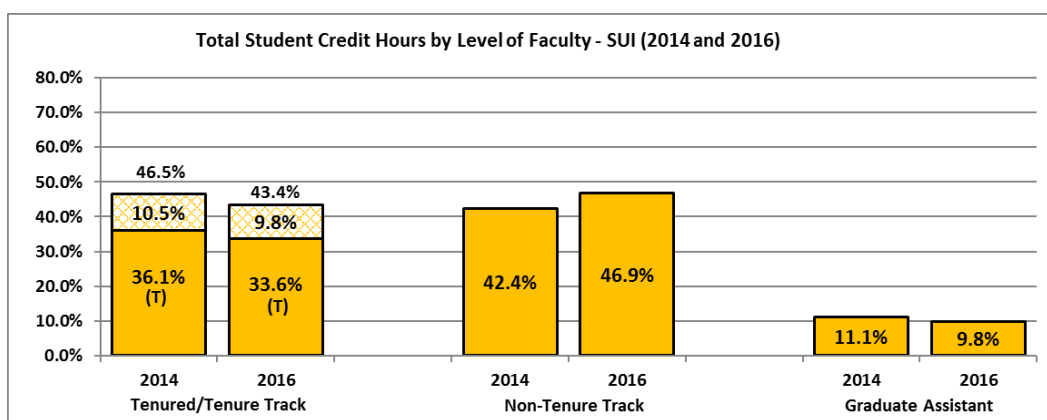
The tables and charts below show the number and percentage of undergraduate, graduate, professional, and total student credit hours (SCH) taught by tenured and tenure track faculty, non-tenure track faculty, and graduate assistants at the Regent Universities. All data are from fall 2016.

At SUI, 43.4% of all SCH and 40.5% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2016. This represents a decrease of 3.1 (total) and 3.2 (undergraduate) percentage points as compared to fall 2014. Non-tenure track faculty taught 46.9% of total SCH and 47.7% of undergraduate SCH in fall 2016, an increase of 4.5 (total) and 4.9 (undergraduate) percentage points as compared to fall 2014. Graduate assistants taught 9.8% of total SCH and 11.8% of undergraduate SCH in fall 2016, a decrease of 1.3 (total) and 1.7 (undergraduate) percentage points as compared to fall 2014.

The changes from fall 2014 to fall 2016 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 & Productivity report a similar steady decrease in the percentage of undergraduate SCH taught by tenured and tenure track faculty (from 52.5% in FY 2000 to 43.0% in FY 2016). These trends also reflect the change in faculty appointments at universities. At SUI in fall 2016, non-tenure track faculty represented 39.6% of faculty FTE in instruction-related fund groups, compared to 21.0% in fall 2000.

Table 4. Fall 2016 Student Credit Hours by Course Level and Faculty Category, SUI

SUI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	105,512	31.2%	15,913	54.5%	15,951	38.6%	137,376	33.6%
Tenure Track	31,663	9.3%	4,792	16.4%	3,675	8.9%	40,130	9.8%
<i>(T/TT Subtotal)</i>	<i>137,175</i>	<i>40.5%</i>	<i>20,705</i>	<i>71.0%</i>	<i>19,626</i>	<i>47.5%</i>	<i>177,506</i>	<i>43.4%</i>
Non-tenure Track	161,673	47.7%	8,422	28.9%	21,727	52.5%	191,822	46.9%
Graduate Assistant	39,858	11.8%	52	0.2%	0	0.0%	39,910	9.8%
All Faculty	338,706	100.0%	29,179	100.0%	41,353	100.0%	409,238	100.0%

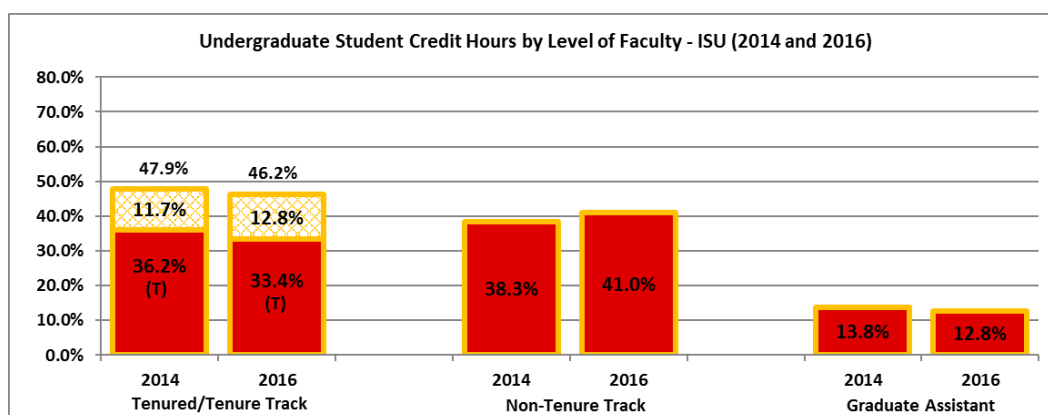
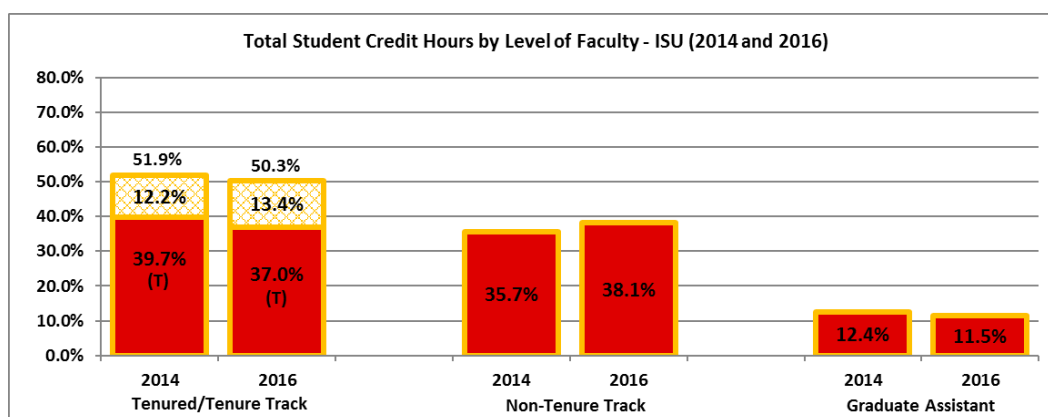


At ISU, 50.3% of all SCH and 46.2% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2016. This represents a decrease of 1.6 (total) and 1.7 (undergraduate) percentage points from fall 2014. Non-tenure track faculty taught 38.1% of total SCH and 41.0% of undergraduate SCH in fall 2016, an increase of 2.5 (total) and 2.7 (undergraduate) percentage points as compared to fall 2014. Graduate assistants taught 11.5% of total SCH and 12.8% of undergraduate SCH in fall 2016, an increase of about one percentage point as compared to fall 2014.

The increase in the total teaching carried out by non-tenure track faculty from fall 2014 to fall 2016 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 enormous enrollment growth ISU has experienced over the past several years. From fall 2014 to fall 2016, total enrollment increased 5.5%, from 34,732 to 36,660 students. Undergraduate enrollment in particular increased 6.2%, from 28,893 to 30,671 students, necessitating additional hiring of instructional faculty—most typically into the non-tenure track. At ISU in fall 2016, non-tenure track faculty represented 26.8% of faculty FTE as compared to 26.6% in fall 2014. ISU is working to increase its hiring of tenured/tenure-track faculty, nonetheless recognizing that the institution will always rely upon a mix of excellent tenured, tenure-track, and non-tenure track faculty.

Table 5. Fall 2016 Student Credit Hours by Course Level and Faculty Category, ISU

ISU	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	138,587	33.4%	24,604	69.8%	7,052	66.8%	170,243	37.0%
Tenure Track	53,008	12.8%	7,055	20.0%	1,611	15.3%	61,673	13.4%
<i>(T/TT Subtotal)</i>	<i>191,595</i>	<i>46.2%</i>	<i>31,659</i>	<i>89.8%</i>	<i>8,663</i>	<i>82.1%</i>	<i>231,917</i>	<i>50.3%</i>
Non-tenure Track	170,179	41.0%	3,584	10.2%	1,890	17.9%	175,652	38.1%
Graduate Assistant	53,092	12.8%	15	0.0%	0	0.0%	53,107	11.5%
All Faculty	414,866	100.0%	35,258	100.0%	10,553	100.0%	460,676	100.0%

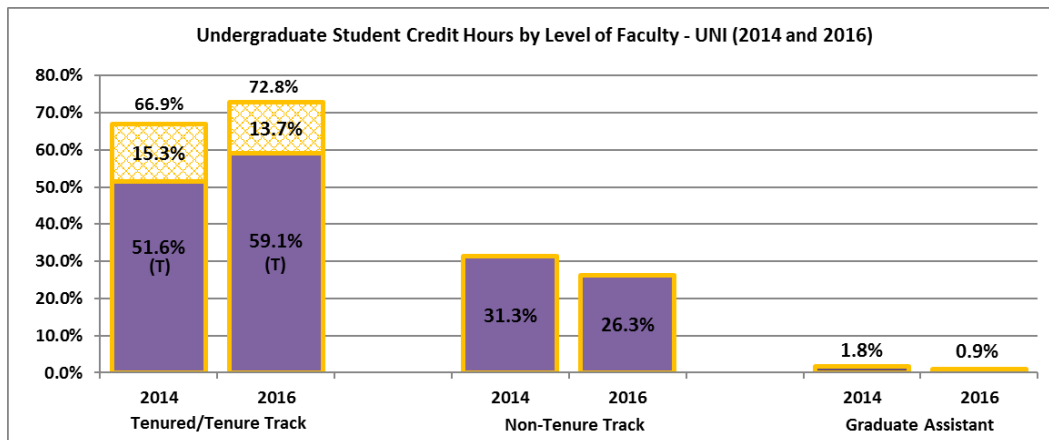
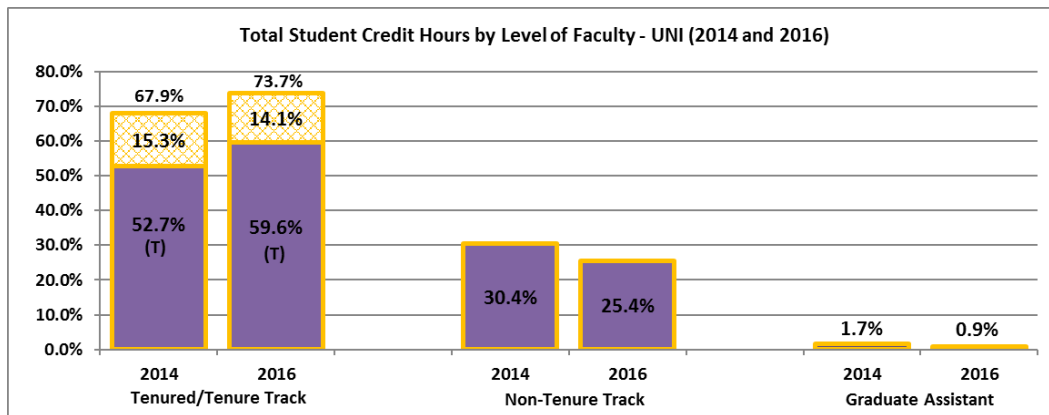


At UNI, 73.7% of all SCH and 72.8% of undergraduate SCH were taught by tenured or tenure track faculty in fall 2016. This represents an increase of 5.8 (total) and 5.9 (undergraduate) percentage points as compared to fall 2014. Non-tenure track faculty taught 25.4% of total SCH and 26.3% of undergraduate SCH in fall 2016, a decrease of 5.0 and 5.1 percentage points, respectively, as compared to fall 2014. Graduate assistants taught 0.9% of total SCH and 0.9% of undergraduate SCH in fall 2016, a decrease of 0.8 percentage points in each case as compared to fall 2014.

The percentage of credit hours taught by tenured and tenure-track faculty at UNI has increased since 2014, which is due to the reduction to temporary faculty members. This also demonstrates the institution's ongoing commitment in having dedicated full-time faculty members teaching in classrooms.

Table 6. Fall 2016 Student Credit Hours by Course Level and Faculty Category, UNI

UNI	Undergraduate		Graduate		Professional		Total	
	SCH	Pct	SCH	Pct	SCH	Pct	SCH	Pct
Tenured	77,325	59.1%	6,185	67.4%	0	0	83,510	59.6%
Tenure Track	17,975	13.7%	1,769	19.3%	0	0	19,744	14.1%
<i>(T/TT Subtotal)</i>	<i>95,300</i>	<i>72.8%</i>	<i>7,954</i>	<i>86.7%</i>	<i>0</i>	<i>0</i>	<i>103,254</i>	<i>73.7%</i>
Non-tenure Track	34,374	26.3%	1,222	13.3%	0	0	35,596	25.4%
Graduate Assistant	1,231	0.9%	0	0.0%	0	0	1,231	0.9%
All Faculty	130,905	100.0%	9,176	100.0%	0	0	140,081	100.0%



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

The three Regent institutions have rigorous accountability procedures in place to evaluate the work performance of each faculty member. Though the procedures vary somewhat across the institutions, all are designed to monitor job performance against agreed-to 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 help monitor the quality of teaching performance. Annual reviews provide the basis for constructive, developmental feedback and continuous improvement for faculty members, including tenure track faculty who are working toward meeting departmental criteria for promotion and/or tenure. They also inform faculty salary decisions (along with position responsibilities, market factors, equity considerations, and in the case of UNI, adherence to provisions of a collective bargaining agreement).

b. Promotion & 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 may involve evaluation by external reviewers as well as required 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 peer review every five years, according to procedures established by the colleges in accordance with the policy on Review of Tenured Faculty Members. ISU conducts post-tenure reviews every five to seven years (as required by the Post-Tenure Review Policy), with the goal of ensuring that faculty members are meeting expectations contained in their Position Responsibility Statement. At UNI, annual reviews occur for all faculty. UNI is currently overhauling its evaluation system, including post-tenure review. At each institution, these reviews continue to ensure that all faculty members are performing satisfactorily across their portfolios.

d. Other

Faculty members with research responsibilities 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 the [Faculty Handbook](#) in Chapter 3, along with new evaluation planning processes documented in Appendix A of the handbook. 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 aspiration and goals articulated in their strategic plans. They also monitor and report on the indicators associated with the strategic plan of the Board of Regents, State of Iowa.

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

Selected institutional highlights

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

SUI

i. Institutional Recognition

- 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.
- *U.S. News and World Report* ranks the University of Iowa 33rd among the nation's best public universities.
- *U.S. News* ranks 24 University of Iowa graduate programs and colleges among the 25 best in the country among all public and private schools, with 11 programs among the top 10 in the nation.
- University of Iowa Hospitals and Clinics has been ranked as one of *U.S. News & World Report's* "America's Best Hospitals" for 27 years in a row.
- SUI is one of only four schools in the nation to receive the prestigious 2017 Senator Paul Simon Award for Comprehensive Internationalization by NAFSA: Association of International Educators.
- *The Times of London* ranks SUI 139th top international university in its Times Higher Education World University Rankings.
- SUI was ranked among the top 10 Best Colleges for Veterans by *U.S. News and World Report*, and was named a "Military-Friendly School" by Victory Media.
- SUI was named a "Best Buy" by the *Fiske Guide to Colleges* for the 13th straight year.
- The large number of new incoming students (a record-breaking class of 5,643 first-year students in fall 2016), a retention rate at or above 85% for each of the last seven years, and a four-year graduation rate above 50% for each of the last four years are particularly positive indicators of success.
- The University of Iowa was fully reaccredited by the Higher Learning Commission of the North Central Association following its last 10-year site visit in 2007-08.
- The University of Iowa was named one of the top producers of Fulbright Students for 2017-18. The university ranked 6th nationally among research universities in the ratio of awards to applicants, and is tied in the rankings with the University of California at Berkeley, Duke University, and George Washington University.

ii. Selected Academic Strengths

- Iowa's top-25 ranked graduate and professional programs include speech-language pathology (#1) and audiology (#2); the physician assistant program (#2); rehabilitation counseling (#3); physical therapy (#6); health-care management (#10); public health (#17); the Pharm.D. degree program in the College of Pharmacy (#17); the College of Law (#20); the master's program in nursing (#23); clinical psychology (#25); and primary care in the Carver College of Medicine (#25).
- Additional specialties ranked in the top 25 include the printmaking (#5) specialty in fine arts; higher education administration (#12), student counseling and personnel services (#11) in the College of Education; environmental engineering (#18); gerontological nursing (#15), nursing service

administration (#3), nursing anesthesia (#10), and pediatric nurse practitioner (#11) in the College of Nursing.

- Seven medical specialties in the University of Iowa Hospitals and Clinics are nationally ranked, including ophthalmology and visual sciences (#7), otolaryngology (#5), gynecology (#49), orthopaedics and rehabilitation (#16), cancer (#34), neurology and neurosurgery (#47), and urology (#34).
- The UI Writers' Workshop is world-renowned and frequently recognized as #1 in the nation. The university's many other writing programs also are recognized for excellence, and have helped shape SUI's reputation as "the writing university"—which in turn helped to cement Iowa's City's designation, in 2008, as the world's third UNESCO City of Literature.
- Through its Cluster Hire Initiative, SUI is building exceptional multidisciplinary strength in seven areas that address "grand challenges" of the 21st century: water sustainability, the aging mind and brain, obesity, genetics, public digital humanities, public digital arts, and informatics.

iii. Student Success

- SUI's fall 2016 incoming class was the largest ever (5,643) and one of the most diverse (19% minority).
- 1-year retention and 4- and 6-year graduation rates remain at or close to record levels.
 - The record for 1-year retention was 86.6% for the entering class of 2009. The retention rates for the classes of 2010 through 2015 have remained at or above 85.5%, with the rate for the 2015 cohort at 87.1%.
 - The 4-year graduation rate for the entering classes of 2009, 2010, 2011 has remained at or above 51.0%. The rate for the 2012 cohort was a record 53.0%.
 - The 6-year graduation rates for the entering classes of 2003 to 2008 have been above 69%, and the rate for the 2010 cohort was 71.8%.
- The placement rate for students graduating from SUI undergraduate colleges in fall 2015 through summer 2016 ranged from 90.7% (College of Education) to 98.8% (Nursing). The overall rate was 94.6%. SUI's College of Pharmacy reports a 97% placement rate and the College of Law 98%.
- In 2015-2016 SUI launched the Be Better@Iowa initiative, which supports educationally purposeful experiences that promote student success through undergraduate student leadership development. The program is designed to position SUI as *the* university that creates leaders who leverage their strengths, leadership knowledge, and leadership skills to contribute to their communities now and in the future.
- Starting in fall 2015, the new "Success at Iowa" online course is required for all new first-year and transfer students. The course is a collaborative effort across the university, and contains a variety of "modules" aimed at helping students transition successfully to the university.
- Sixteen University of Iowa students and alumni have been awarded Fulbright U.S. Student Program grants to conduct research, attend graduate school, undertake creative projects, or serve as English teaching assistants abroad in 2017–18. This number surpasses the UI's previous record of 15, which was set last year.

iv. 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
- In FY 2017 SUI researchers brought \$557.7 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.
- 46% of course registrations in for-credit continuing education at Regent Universities are in UI programs.
- In 2015-16 the Iowa Initiative for Sustainable Communities (IISC) managed 26 community development projects in 3 communities (Decorah, Iowa City, Sioux City); involved 10 colleges and departments; and more than 200 students and faculty completed more than 35,000 hours of work.
- In its second year, SUI's partnership with the Iowa Resource Conservation & Development (RC&D) regions resulted in 5 statewide workshops and integrated more than 30 student-led community engagement projects involving nearly 150 students.
- SUI was selected to receive the 2015 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching.
- SUI's College of Engineering continues to partner with Iowa-based companies on employee recruitment, research, faculty consulting, etc., and participates actively in three major Iowa technical industry clusters (biosciences, advanced manufacturing, and information solutions).
- SUI's College of Nursing continues to lead statewide Future of Nursing Action Coalition initiatives.
- SUI's College of Public Health Business Leadership Network (BLN) fosters ongoing, mutually beneficial relationships between the UI College of Public Health and small and medium-sized businesses and communities in Iowa.
- The Iowa Flood Center's Iowa Flood Information System (IFIS) provides flood condition information to more than 1,000 communities.

ISU

i. Institutional Recognition

- Iowa State is a member of the Association of American Universities, an association of 62 leading public and private research universities in the United States and Canada.
- Iowa State 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.
- 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* rankings named Iowa State the world's 165th best global university, ranking in the top 17 percent of institutions considered for the honor. Iowa State ranked 51st among public universities-doctoral.
 - The College of Engineering was ranked 37th among all ABET-accredited programs nationally and 22nd among public universities
 - The College of Business was ranked 77th among programs accredited by the Association to Advance Collegiate Schools of Business, and 48th among public universities
- Iowa State's graduate programs also earn high ratings from *U.S. News and World Report*:
 - The College of Veterinary Medicine was ranked 13th nationally, and 10th among public schools
 - The College of Engineering was ranked 45rd overall, and 26th among publics
 - The College of Business was ranked 65th overall and 37th among publics
 - The School of Education was ranked 80th overall, and 63rd among publics

ii. Selected Academic Strengths

- ISU is the state's flagship institution for academic programs in agriculture, engineering and veterinary medicine. The university is known for combining practical, high-impact learning experiences with the critical thinking skills necessary to thrive in a global society.

Institutional Recognition

- Iowa State was named a Top Ten Military Friendly School by Victory Media.
- *MONEY* named Iowa State the nation's best state university for out-of-state students.

Undergraduate Programs

- Iowa State has several nationally ranked undergraduate programs (by *U.S. News & World Report*, 2016):
 - 1st in Agricultural and Biosystems Engineering
 - 16th in Civil Engineering (12th among publics)
 - 16th in Mechanical Engineering (9th among publics)
 - 18th in Supply Chain Management/Logistics (14th among publics)
- Quacquarelli Symonds' University Rankings by Subject rated Iowa State's agriculture and forestry programs 10th among the world's best programs, and its veterinary science program 41st.
- The Center for World University Rankings ranked Iowa State's program in agricultural economics and policy 3rd in the world; and the agriculture, dairy, and animal science program 8th in the world.
- Ranked by their respective professional associations and publications are:
 - ISU landscape architecture program ranked 10th in the nation, and architecture ranked 18th, by Design Intelligence
 - BestSchools.org ranked Iowa State's Information Assurance and Security Program among its 25 best online master's programs
 - Fashion School Career Advice ranked Iowa State 5th, nationally, for fashion merchandising, and 9th for fashion design

Graduate Programs

- 12 Iowa State schools or departments rank among U.S. News and World Report's graduate program rankings (2014-2016 – different programs are ranked each year):
 - 1st in Agriculture and Biosystems Engineering
 - 13th in Student Counseling and Personnel Services (12th among publics)
 - 19th in Statistics (11th among publics)
 - 31st in Aerospace Engineering (16th among publics)
 - 24th in Industrial/Manufacturing Systems Engineering (17th among publics)
 - 27th in Materials Engineering (16th among publics)
 - 33rd in Chemical Engineering (20th among publics)
 - 36th in Civil Engineering (23th among publics)
 - 42nd in Electrical/Electronic/Communications Engineering (24rd among publics)
 - 42nd in Mechanical Engineering (23rd among publics)
 - 45th in Chemistry (28th among publics)
 - 50th in Physics (30th among publics)
 - 46th in Computer Engineering (26th among publics)
 - 53rd in Economics (28th among publics)
 - 63rd in Computer Science (37th among publics)
 - 65th in Master's of Business Administration
 - 68th in Math (41st among publics)
 - 75th in Biological Sciences (42nd among publics)
 - 80th in Sociology (55th among publics)
 - 90th in Psychology (56th among publics)
 - 98th in History (60th among publics)
 - 108th in English (70th among publics)
- Additional graduate rankings:
 - 17th in Landscape Architecture, by Design Intelligence

- 2nd in Online Master's in Information Assurance/Cybersecurity, by Computer Science Zone
- Based on internationally prominent research programs, other strengths at ISU include, biorenewables and the bioeconomy, and in the broader biological sciences, information sciences, nanosciences, social sciences (as they apply to understanding rural America), and based on excellent scholarship in the arts and humanities

iii. Student Success

- ISU educates more lowans than any other college or university.
- The academic preparedness of our students continues to grow. The average ACT score of entering students has increased in each of the last three years, to 25.17 for fall 2016.
- Iowa State's first-year retention and six-year graduation rates are at 30-year highs. First-year retention for full-time students increased to 88.1% for the entering class of 2015; the six-year graduation rate for the entering class of 2010 increased to 74.3%.
- Iowa State's 2015 Bachelor's graduates enjoyed an overall 95% placement rate within six months of graduation; of those who were employed, 63% of Iowa students, 24% of nonresidents, and 28% of international students remained in Iowa to begin their careers.
- Master's and Ph.D. graduates enjoyed 96% and 97% placement rates, respectively. Of Master's graduates who were employed after graduation, 47% are employed in Iowa, including 72% of Business graduates, and 68% of human sciences graduates.
- Over the last five years the mathematics department has substantially improved student learning and success in pre-calculus and calculus classes. DFW rates in pre-calculus have dropped from 65% to 25%. Regular class attendance in calculus courses has jumped from 60% five years ago to approximately 90% of students in team-based learning sections.
- For several years chemistry has offered a second half of the semester class to strengthen backgrounds and success of students who are doing poorly at midterm time. Physics has now introduced a similar approach.
- The Student Success Council has continued a variety of initiatives to enhance student success with the following specific new initiatives during the current academic year:
 - Developed and populated a student success initiative and progress template to enable more comprehensive collection of information about and assessment of student success activities.
 - Investigated current registration hold policies and identifying potential modifications that will enhance student retention.
 - Developing revised and less intimidating wording for the messages that students receive when placed on warning or probation status.
 - Implemented more systematic follow-up with current students (both undergraduate and graduate) who have not registered on time for the upcoming semester.
 - Currently analyzing the results of the February 2017 Think Tank Brainstorming session on eliminating the achievement gap for students of color to identify high potential initiatives for implementation.
- The Undergraduate Programs Council is developing a substantially revised policy on withdrawals that is intended to clarify the process and enhance student success.
- A number of new and continuing initiatives are underway in connection with ISU's collaboration in the University Innovation Alliance. An NSF funded First in the World Grant is enabling a pilot program at ISU that employs three student success coaches to enhance the success of a cohort of low income and first generation students. Another five-year grant will allow ISU to provide modest financial completion grants to students with unmet need so that they can complete their degrees.

- A New Student Onboarding Task Force has been charged with restructuring new student onboarding processes for all students with a primary goal of enhancing student transition to ISU and subsequent success.

iv. Contributions to Iowa's Leadership

- Iowa State faculty are 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 directly benefit from ISU Extension and Outreach educational programs. One in five Iowa school-age youth - nearly 100,000 students – participate in 4-H programs.
- The Center for Industrial Research and Service (CIRAS) worked with 1,560 Iowa companies from 95 counties last year, generating \$424 million of total economic impact adding or retaining 5,400 jobs. The Small Business Development Center worked with more than 3,100 clients, helping start 322 new businesses, raise \$62.5 million in capital, increase sales by \$63 million, and add 1,580 jobs.
- The amount of sponsored funding is another measure of faculty success in discovery. Iowa State earned \$504 million in external funding in FY2017, including \$244 million in research funding.
- 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 cyber security, big data and data analytics, biorenewables and the 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.

UNI

i. Institutional Recognition

- UNI is one of the best colleges and universities in the Midwest according to the *Princeton Review* in 2016.
- *U.S. News and World Report* continues to rank UNI No. 2 among Midwest best regional public universities.
- UNI has been named a 2017-2018 *College of Distinction* for its teaching-centered focus that delivers four overarching distinctions of an effective undergraduate education: engagement, teaching, community and outcomes.
- *Kiplinger's Personal Finance* ranked the University of Northern Iowa among the "100 Best Values in Public Colleges" for the third year in a row.
- UNI won the Excellence and Innovation Award by the *American Association of State Colleges and Universities (AASCU)* in 2016 for its Course Embedded Peer Mentor Program.
- *The Princeton Review* has recognized UNI as one of the country's most environmentally responsible colleges in "The Princeton Review's Guide to 361 Green Colleges-2016."
- For the 5th year, UNI has been selected as a Military-Friendly University in *Military Advanced Education and Transition's (MAE&T) 2016 Guide to Military Friendly Colleges and Universities. 2017 Military Friendly Schools and 2017 Military Friendly Employers* awarded UNI Best for Vets (2017) and the Bronze award for being a Large Public School with outstanding programs and support for our nation's veterans and their families.
- UNI won its second Excellence and Innovation Award by the *American Association of State Colleges and Universities (AASCU)* - awarded in 2016 for its Course Embedded Peer Mentor Program and in 2017 for its Regional Entrepreneurship Project involving economic development throughout the state of Iowa.

- UNI is a top 10 public university in the U.S. for administering the *TEACH grant*, available for those who will teach in high-need fields in low-income schools.
- UNI received the 2015 Community Engagement Classification from *The Carnegie Foundation*, one of only 47 public institutions in the nation to be selected for this honor.
- UNI was the 2016 winner of the *President's Higher Education Community Service Honor Roll* in the category of Economic Opportunity. The Honor Roll's Presidential Award is the highest federal recognition an institution can receive for its commitment to community, service-learning, and civic engagement. Only four universities in the U.S. received this distinction.

ii. Selected Academic Strengths

- UNI graduates more students with a bachelor's degree in education than 98% of institutions in the U.S. offering education degrees, and is in the top 20 of public universities for number of bachelor's degrees in teaching awarded.
- UNI's College of Business Administration is accredited by The Association to Advance Collegiate Schools of Business (AACSB International), the gold standard of business school accreditation and a distinction earned by fewer than 5 percent of business schools worldwide. *The Princeton Review* has recognized the College of Business as a "Best Business School" for 10 consecutive years.
- 70% of UNI Accounting students who start the CPA exam pass all four parts. Only 33% of all Iowa students pass all four parts of the exam (source: NASBA Customized UNIBusiness Report).
- 12 UNI students in the College of Humanities, Arts and Sciences were selected to present research at the 2017 National Conference on Undergraduate Research in Memphis.
- UNI's Department of Geography received a grant from the National Science Foundation for the Research Experiences for Undergraduates (REU) program.

iii. Student Success

- Graduates of UNI owe less money than students who graduate from any four-year public institution in Iowa. Additionally, UNI private education loan borrowing has decreased by almost 73% at UNI, from \$15.3 million in FY2008 to \$4.1 million in FY2017.
- 95 percent of UNI's 2015-16 graduates are employed or continuing their education 6 months after graduation; of those 83 percent are employed and 12 percent are continuing their education.
- 92 percent of UNI graduates from Iowa, stay in Iowa; 42 percent of graduates from out-of-state stay in Iowa.
- Rachael Johnson, a UNI senior majoring in elementary and middle level education from Sioux City, was one of only 62 students nationwide to be named a 2017 Truman Scholar from the Harry S. Truman Scholarship Foundation.
- The UNI Speech team finished 14th overall in the nation at the American Forensic Association's National Individual Events Tournament and for the 6th year in a row placed in the top 15.
- UNI School of Music student ensembles mounted global tours performing in England, Italy, Iceland, Norway, Ireland, Cuba, Costa Rica and throughout the U.S. (New York City, Minneapolis and across Iowa).
- A UNI student team earned second place at the inaugural National Cyber Defense Competition hosted by Argonne National Laboratory.
- The University of Northern Iowa Reserve Officers' Training Corps (ROTC) Panther Battalion achieved first place for Recruiting and Retention out of 42 Army ROTC programs throughout the Midwest.
- UNI students received the Student Entrepreneurship Program of the Year Award by the International Business Innovation Association (InBIA), an international association with 2,100 members from 60 countries.

iv. Contributions to Iowa Leadership

- More than 8,750 licensed UNI graduates are employed across 99 percent of Iowa's school districts and all 99 state counties. UNI has the largest teaching program in the state of Iowa with more than 450 new teachers graduating each year.
- Advance Iowa, the state's comprehensive consulting program, provided job growth assistance to 137 second-stage Iowa companies.
- UNI's John Pappajohn Entrepreneurial Center helped launch 20 student businesses, and 29 additional student entrepreneurs were assisted by the affiliate program.
- UNI's Institute for Decision Making and the Center for Business Growth & Innovation continued as a designated Economic Development Administration (EDA) University Center and expanded the regional entrepreneurship project into its fifth region (Northeast Iowa).
- UNI's Metal Casting Center worked on 50 company Research and Development projects and provided outreach for additive manufacturing assistance to 100 small and medium enterprises.
- UNI's Center for Energy and Environmental Education's Buy Fresh, Buy Local campaign reported participating restaurants and institutional buyers spent \$2.5 million on locally grown foods in 2016.
- UNI's Green Iowa AmeriCorps sites combined to weatherize 114 homes, conducted 175 educational programs with over 13,000 people in attendance, implemented over 325 team projects in the community, and garnered over 7,325 volunteer hours.
- UNI's Tallgrass Prairie Center distributed native prairie seeds to 45 Iowa counties as part of its roadside vegetation project.
- UNI's Iowa Waste Reduction Center launched a Green Iowa Brewery project with 13 breweries from across Iowa.
- UNI's Media Leadership and Digital Media programs in the Department of Communication Studies hosted the 12th annual FastForward Media Workshop for UNI students and industry leaders throughout the state.
- Students in seven UNI courses (Capstone, Technology & Engineering Education, Electrical Engineering Technology, Construction Management and Interior Design) collaborated and built 2 Tiny Houses in 2017.
- Two UNI alumni won the Gilder Lehrman State History Teachers of the Year award in 2017.
- UNI's Center for Violence Prevention, with support from the O. Jay and Pat Tomson Foundation, launched a scholarship program to support student internships at organizations which focus on bullying and gender violence prevention. An additional grant was received from the National Sexual Assault Resource Center to train Iowa high school coaches.
- UNI Professor Sarah Diesburg, Department of Computer Science, received the Academic Innovation and Leadership Award at the 2016 Iowa Women of Innovation Awards Ceremony.