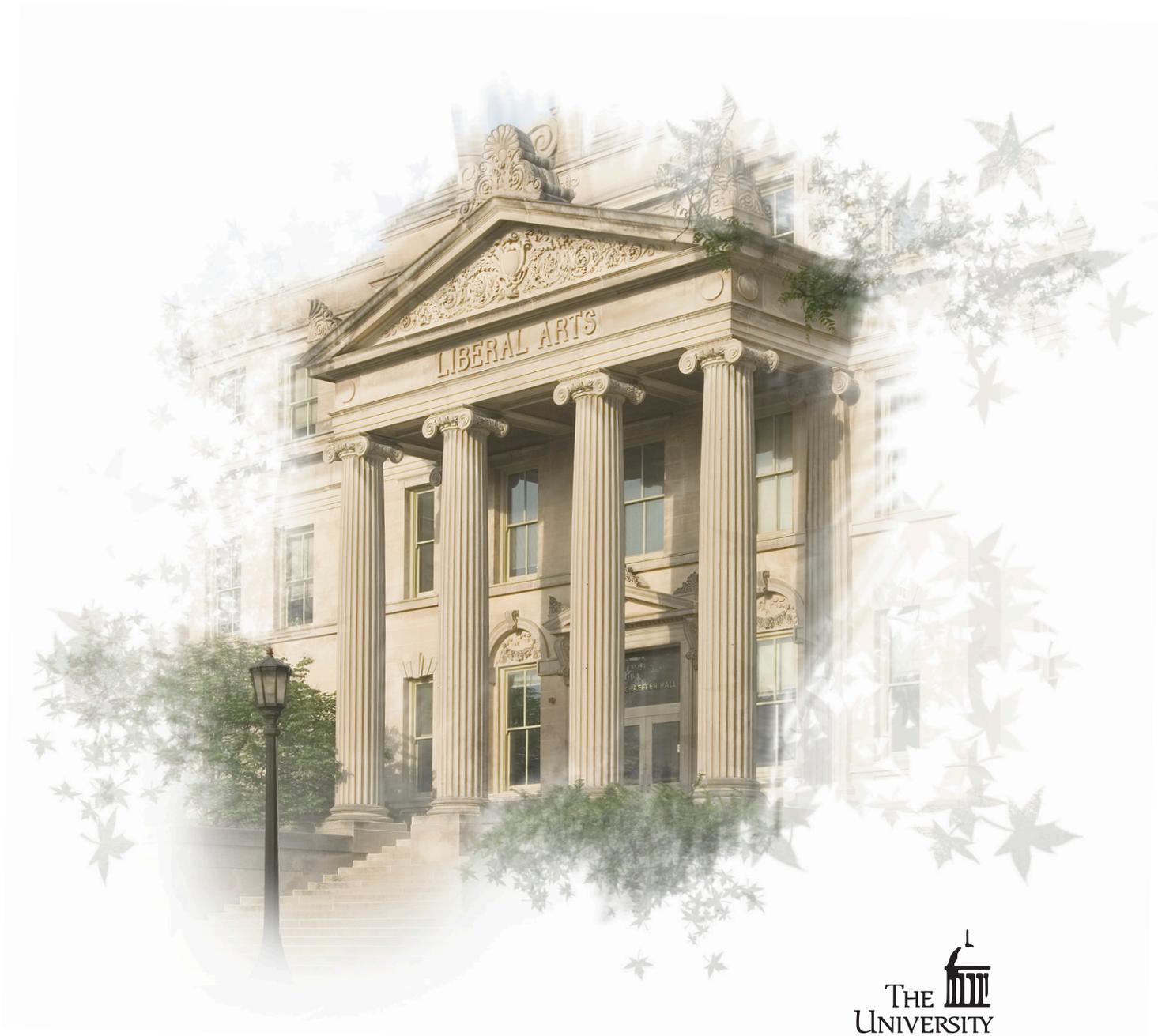


COLLEGE OF LIBERAL ARTS & SCIENCES

Report of the Self-Study Committee
Spring 2013



Self-study, College of Liberal Arts & Sciences, The University of Iowa
Approved by CLAS Faculty Assembly, April 24, 2013

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Table of Contents

Executive Summary	3
1. CLAS Mission and Structure.....	5
2. Student Academic Success: Our Undergraduate Teaching Mission	7
2.1. Changes to Address Issues in 2003-04 Review	
2.2. Other Changes and Innovations since 2003-04 Review	
2.3. New Challenges and Opportunities	
3. Knowledge and Practice	
3.1. Graduate Education.....	19
3.1.1 Graduate education in CLAS	
3.1.2 Issues in Graduate Education	
3.2. Scholarly Inquiry and Creative Work	21
3.2.1 Changes Affecting Scholarly/Creative Work since 2003-04 Review	
3.2.2 Scholarly/Creative Work: New Challenges and Opportunities	
4. New Frontiers in the Arts	29
4.1. Changes since the Last Review	
4.2. New Opportunities	
5. Better Futures for Iowans	31
6. Collegiate Structure, Resources, and Governance.....	33
6.1. Structure of the Dean’s Office	
6.2. Staff structure across the College	
6.3. Synergistic restructuring within the College	
6.4. Space and facilities	
6.5. Faculty size and composition	
6.6. Governance at the collegiate and departmental levels	
6.7. Communication	

List of Appendices

Appendix A: Dean’s Office Organizational Chart and Deans’ CVs	44
Appendix B: Tables and Graphs	53
1: CLAS and UI Student Credit Hours, FY2004-FY2012	
2: CLAS and UI Student Majors, FY2004-FY2012	
3: CLAS and UI Degrees Awarded, FY2004-FY2012	
4: Faculty and Student Data by Department, 2012-13	
5: Student Selection of Undergraduate Majors in Liberal Arts & Sciences, Fall 2012	
6: Sources of Funds Expended by CLAS, FY2004 and FY2012	
7: Uses of General Education Funds Expended by CLAS, FY2004 and FY2012	
8: CLAS Percentage of UI General Education Fund Expenditures, FY04-13	
9: CLAS Research Funding by Department, FY2008- FY2012	
10: CLAS Research Funding by Source & Type, FY2008- FY2012	
11: UI Externally Funded Research, Five-year Trends, FY2008- FY2012	
Appendix C: New Academic Programs since 2004	67
Appendix D: National Scholarly Awards to CLAS Undergraduate Students since 2004.....	71
Appendix E: CLAS Participation in the University’s Living-Learning Communities	74
Appendix F: Research Centers and Institutes in CLAS Departments	76
Appendix G: Better Futures for Iowans: Outreach and Public Engagement across the College	78
Appendix H: CLAS Faculty and Staff Surveys: Results and Discussion.....	87

Executive Summary

The College of Liberal Arts & Sciences (CLAS), which is central to the mission of the University of Iowa, is a comprehensive college that includes 37 departments and departmentalized programs. The College enrolls more than 16,000 undergraduate students and awards more than 70% of UI bachelors' degrees; our departments offer graduate programs that enroll more than 2,000 students. CLAS is responsible for administering and providing courses for the University's General Education Program, which all undergraduates at the University must complete, and providing the curriculum for nearly 60 departmental and interdisciplinary majors and 14 certificate programs. The College's mission includes supporting the research, creative, and professional productivity of 616 FTE tenure-line faculty and 18 FTE clinical-track faculty as well as supporting faculty and students' outreach and public engagement activities.

The College's efforts and accomplishments over the past ten years must be understood against a backdrop of staggering challenges. In the period since the last review, our student credit hours have increased by more than 7% (from 430,447 to 461,583 sch) while our total instructional staff (tenure-line and non-tenure line faculty and teaching assistants) has decreased. The College's ability to support scholarly inquiry and creative work has been challenged by reductions in the University's General Fund over the last ten years, the flooding of the "arts campus" in 2008, and the national economic crisis that has increased competitiveness for external funding.

Despite these fluctuating and demanding conditions, CLAS has moved forward with a series of progressive initiatives that include:

- A robust commitment to the UI's strategic planning goal of student success through improved student access to majors that reflect interest and career aspirations, curricular changes, the appointment of professional advisors to further collaborative faculty/staff advising, participation in the development of new retention efforts, additional support for international students, and the revision of the General Education Program;
- Substantial improvements in instructional technology, including innovative TILE (active learning) classrooms, 3D design technology, LED stage lighting, computer-based testing and increased on-line course as well as degree program offerings;
- Faculty diversification, participation in all five current UI cluster initiatives, partnerships between the College and departments that help to fund start-up and renovation costs for new faculty as well as pre- and post-award support for external grants, an emphasis on interdisciplinary scholarship and research centers, and supporting the successful efforts of the visual arts and performing arts units to achieve inter-arts connections;
- Contributions to the UI's "Better Futures for Iowans" plan by forging new partnerships with Iowa community colleges, and creating degrees, programs and outreach efforts that impact the economic and cultural vitality of Iowa as well as the quality of life of its citizens.

The organization and administration of the College continues to evolve. The duties of the Dean, the structure within the Dean's Office and the relationship of the Office to departments and staff across the College has changed since the 2003 review. CLAS deans and central University offices have worked together during a period of financial retrenchment and flood recovery. Additionally, the College has developed proactive administrative arrangements such as new shared service centers, the integration of departmental staff into the Dean's Office, and new

academic divisions in Performing Arts and World Languages, Literatures & Culture in a synergistic approach to sharing missions and resources. The College also acknowledges that additional structural changes are required such as better channels of communication within the College, the creation of another associate dean position as part of the restructuring of the Dean's Office, more autonomy for departments, and continued reorganization of faculty governance to promote faculty input.

Finally, the College recognizes that to achieve its overall mission—increase the success of all UI students, promote faculty and professional development, provide a venue for creativity and research, and engage in meaningful outreach programs—further investment in CLAS by the University and the State is needed. The College continues to be concerned about

- Reduction in tenure-line faculty FTE during a period when the numbers of undergraduates and the demand for CLAS courses and programs has increased;
- Competitiveness in future faculty hiring, particularly in the sciences;
- Support for faculty scholarly inquiry and creative work;
- Improvements to facilities that contribute to student success and that help attract and retain talented faculty;
- Staffing levels across the College.

The College of Liberal Arts & Sciences has responded to turbulent times at the University of Iowa with energy, imagination and resourcefulness. This review has offered an excellent opportunity to assess the ways in which CLAS has accommodated those changing circumstances. The College further looks at this review as an occasion for the University to renew its commitment to supporting the vision and needs of the UI's most inclusive college.

1. Collegiate Mission and Structure

The College of Liberal Arts & Sciences (CLAS) at The University of Iowa is a comprehensive college, comprising the fine and performing arts, the humanities, the social sciences, and the natural and mathematical sciences. CLAS includes 37 departments and departmentalized programs, some of which are organized into two Divisions: the Division of Performing Arts and the Division of World Languages, Literatures & Cultures. (For faculty and student data by department, see Appendix B, Table 4, pages 55-57. For a links to departmental and divisional websites, see <http://clas.uiowa.edu/departments-and-divisions>.)

The College's large teaching mission includes the University's General Education Program, which all undergraduates at the University must complete, and providing the curriculum for 60 departmental and interdisciplinary majors and 14 certificate programs. The College enrolls more than 16,000 undergraduate students, of whom nearly 3,000 graduate annually with baccalaureate degrees. CLAS also provides the faculty resources for departmental graduate programs that are offered to more than 2,000 students, many of whom teach as graduate assistants in our undergraduate courses.

The College's mission includes supporting the research, creative, and professional productivity of 616 FTE tenure-line faculty and 18 FTE clinical-track faculty.¹ The College's mission also includes supporting faculty and students' outreach and public engagement activities, which grow out of their commitment to the disciplines in which they teach and conduct their scholarship. About 400 FTE staff in the Dean's Office and in departments support the teaching and scholarly/creative work of the faculty.

The College's mission statement, as stated in its current strategic plan, emphasizes the central and intertwined missions of teaching and research that serve as the foundation of a public university:

The College of Liberal Arts & Sciences prepares students to be knowledgeable, engaged citizens of the 21st century who will respond creatively and flexibly to the challenges of a rapidly changing world. The College advances scholarly and creative endeavors through scholarly study of our human past and cultural heritages, ground-breaking research, and artistic production. Faculty and staff use this research and creative activity to enhance undergraduate, graduate, and professional education, and to engage with the people of Iowa, the nation, and the world. The College conducts its activities in, and serves as a model for, a culturally diverse, humane, technologically advanced, and globally conscious community.

The College provides the intellectual environment, resources, and tools that support and promote faculty and student scholarship and creativity. Faculty share the process of critical analysis and discovery with undergraduate and graduate students, preparing them to build a future for themselves and for society.

Across our curriculum, we aspire to give students significant experience in writing and awareness of issues related to writing within their chosen major; significant exposure to and understanding of other communication skills, including speech, argument, formal logic, statistics, visual data, mathematics, and analytics; and opportunities for using and enhancing

¹ Clinical-track faculty serve accredited programs in four CLAS departments.

their critical thinking and analysis skills through student-centered activities and engaged discussion with instructors and peers. We aspire to enhance students' contact with cultural diversity—in the classroom and through study abroad, internships, service learning, and cultural experiences on and off campus—and to direct students toward opportunities to apply their academic learning to practical problems or situations, helping to create frameworks for theory and action on campus, in the community, the state, the nation, and the world.

CLAS is administered by the Dean of the College, in collaboration with the executive associate dean, the associate dean for research, and the associate dean for undergraduate programs and curriculum (see also page 33, below). The Dean's Office includes senior staff members who direct collegiate operations in the areas of finance and accounting, facilities management, human resources, instructional technology, and strategic communication (including web services). The Office of Academic Programs and Student Development, an arm of the Dean's Office, has two senior staff members, one of whom directs student development activities and one who serves as director for educational policy and curriculum. (For the Dean's Office organization chart, see Appendix A, page 44.)

CLAS was last reviewed by the University in 2003-04. This new self-study is organized around the College's contributions since the last review to the [UI Strategic Plan](#), "Renewing the Iowa Promise."

- Student Success
- Knowledge and Practice
- New Frontiers in the Arts
- Better Futures for Iowans

The final section of the self-study, "Collegiate Structure, Resources, and Governance" describes in more detail the resources the College has for fulfilling its mission and ensuring the success of the UI Strategic Plan. The College's efforts and accomplishments over the past ten years must be understood against a backdrop of extraordinary budget challenges. In the period since the last review, our student credit hours have increased by more than 7% (from 430, 447 to 461,583 sch) while our total instructional staff (tenure-line and non-tenure line faculty and teaching assistants) has decreased (see page 37). These numbers show the extent to which CLAS and its departments have stewarded public resources in accomplishing our mission.

We are concerned that the stretching of our resources is beginning to compromise our ability to meet our instructional mission and address the new challenges we face. Between 2003-04 and 2011-12, UI General Education Fund (GEF) expenditures, which derive principally from student tuition and state appropriations, increased from \$454 million to \$626.6 million. In the same period, CLAS General Education Fund expenditures increased from \$107.6 million to \$122 million. Thus, CLAS GEF expenditures have shrunk from 23.7% to 19.5% as a percentage of total UI GEF expenditures (see graph in Appendix B, page 62). Through our partnership with the Division of Continuing Education (see page 16-17), CLAS has been able to creatively schedule courses to meet basic instructional needs. CLAS now seeks renewed investment from the University to support its crucial contributions to achieving the institution's goals and aspirations.

2. Student Academic Success: Our Undergraduate Teaching Mission

The College of Liberal Arts & Sciences (CLAS) plays a large and central role in the undergraduate mission of The University of Iowa. In fall 2012, 76% of all UI undergraduates were students in CLAS, and more than 90% of all first-year students entered the University as CLAS students. In the ten years since the last review, CLAS has awarded about two-thirds of all UI baccalaureate degrees. Nearly 3,000 students now graduate annually from CLAS—an increase of over 20% since 2003-04. (See Appendix B, Tables 2 and 3, pages 53 and 54.)

CLAS provides 60% of the University's total credit hours and 70% of all undergraduate credit hours. All other colleges that admit undergraduates seeking baccalaureate degrees (Business, Education, Engineering, Nursing, and Pharmacy) rely on instruction provided by CLAS in the form of foundational, cognate, and/or General Education courses. CLAS departments continuously update their curricula for majors and innovate in the opportunities offered to students (see Appendix C, New Major, Minor, and Certificate Programs, pages 67-70). Students also benefit from undergraduate research and creative opportunities under faculty mentorship.

We enroll outstanding undergraduates to whom we offer extraordinary opportunities and mentoring. Each year students in CLAS majors receive the most prestigious national scholarships—Truman, Goldwater, Gates, Udall, Fulbright, and other highly visible awards (see Appendix D, pages 71-73).

2.1 Changes to address issues in the 2003-04 review

Some major issues in the last review centered on managing and supporting the College's very large undergraduate teaching mission. These issues included giving students access to majors in their areas of interest, providing instructional technology, and coordinating curricular changes across the undergraduate colleges. The College has provided leadership in addressing these issues and has cooperated with the Provost's Office on achieving the University-wide strategic planning goal of student success.

In their responses to surveys conducted as part of this self-study and in interviews with the self-study committee, faculty and staff consistently noted the positive effects on students and on their departments of the College's actions to support academic success, retention, and graduation rate.

Access to majors that reflect students' aspirations

At the time of the last review, the issue of serving students not admitted to restricted access majors was a pressing concern. Many first- and second-year students are enrolled in CLAS while they prepare for admission to undergraduate programs in other colleges (business administration, elementary education, nursing, pharmacy).² Students often invested substantial time fulfilling pre-requisites for these restricted-access majors, only to find they could not be accommodated there. These students faced a substantially longer time to degree when they switched to a new major, or they left the University without completing a degree.

² In Fall 2012, 1,778 CLAS students were pre-business, 221 students were pre-elementary education, 350 students were pre-nursing, and 297 students were pre-pharmacy. About two-thirds of those preparing as pre-majors for one of these programs do not meet the admissions requirements and instead select an undergraduate major in CLAS.

Since the last review, CLAS has greatly improved these students' access to majors that reflect their interests and career aspirations, with highly successful outcomes, described below.

- **Interdepartmental Studies.** In 2007, the College began adding pre-approved tracks to its existing Interdepartmental Studies major (<http://www.uiowa.edu/~indepart/>), principally to serve those students not admitted to a restricted-access major they had sought. Students may apply course work they have already completed as pre-requisites for a restricted-access major to fulfill the requirements for an Interdepartmental Studies track in one of three areas: business studies, health science, and applied human services.

Enrollment in the Interdepartmental Studies major peaked at about 800 students in fall 2009, and had declined to about 500 majors by fall 2012. The College's goal is to move tracks from this major into departmental majors as appropriate, and the decline in the number of Interdepartmental Studies major is due to the transfer of some tracks to the Department of Health & Human Physiology (see section below).

About half of all students in the Interdepartmental Studies major graduate each year. The major has contributed to a higher retention rate for UI students between their first and second years, an increase in the UI first-year retention rate (from 82% to 86%), an increase in the four-year and six-year graduation rates, and a reduced time to degree overall for CLAS students.

- **Health & Human Physiology majors.** In 2010, the College received Board of Regents approval for a new department, Health & Human Physiology. One goal for this department was to increase undergraduate students' access to high-demand programs leading to post-graduate study or job opportunities in the health sciences and health promotion. By fall 2012, this new Department was serving more undergraduate majors than any other department in CLAS, with over 1,000 first and second majors in its BA and BS programs, and an additional 350 first and second majors in its leisure studies program.³

The majors offered by this new Department have absorbed three areas of study once offered as tracks or emphasis areas in Interdepartmental Studies. The health studies track in the Department's BA program now provides a departmental home and targeted academic advising for students who had been matriculating in a similar track of the Interdepartmental Studies program. As of fall 2012, over 500 students were enrolled in the BA program, including large numbers of undergraduates who had been pre-majors in nursing or pharmacy. This major has also absorbed the health coach emphasis that was offered for a time in Interdepartmental Studies.

The Department's leisure studies program has created a new track in recreation and sport business, replacing the recreation management track formerly offered in Interdepartmental Studies. Over 250 students were enrolled in this track in fall 2012, and the leisure studies major as a whole had 335 students.

The human physiology BS program has tripled in numbers, to more than 450 students, and has relieved some enrollment pressures on other CLAS science majors.

- **New Interdisciplinary Majors and Certificates.** Over the last five years, the College and its departments have aggressively increased the array of options for undergraduate students

³ These programs were reorganized and enlarged from the former undergraduate major in integrative physiology and from the health promotion track in the former major in health and sport studies.

by developing new interdisciplinary majors and certificate programs. All interdisciplinary programs draw on the expertise of faculty in three or more departments and serve students' academic interests and career aspirations without requiring substantial numbers of new courses. These interdisciplinary options are administered in departments whose courses are important to the program. The new interdisciplinary majors are informatics (2007), ethics and public policy (2011), international relations (2012), and environmental policy and planning (2012). The College has also redesigned and strengthened the international studies major (2011). For a description of each of these majors, see Appendix C, pages 67-68.

Since the last review, the College has also focused on expanding and strengthening non-major offerings leading to a certificate. These programs, all interdisciplinary in nature, encourage students to pursue a broader educational path, allowing their transcript to more accurately reflect the range of their interests, while requiring few new resources. For a description of certificate programs approved since the last review, see Appendix C, pages 69-70.

Other important changes to CLAS academic programs since 2003 are also compiled in Appendix C.

- **Five-year bachelors – professional master's programs.** CLAS and its departments have collaborated with other colleges to obtain Regents' approval for new programs that combine a CLAS bachelors degree with a graduate degree in a professional field. These options establish more paths to professional education and career opportunities for undergraduate students.

The Linguistics BA/MA with TESL focus allows undergraduate linguistics majors interested in teaching English as a Second language to take selected masters-level courses while still undergraduates. The masters degree is the professional degree in the discipline; teaching opportunities in the U.S. are not open to students with only the BA.

The Science BA/MAT, a five-year program in science education approved by the Regents in spring 2010, was developed cooperatively by CLAS and the College of Education to help alleviate the national shortage of well-qualified teachers of high school science. The program leads to a BA in a science discipline (biology, chemistry, or physics) and a Master of Arts in Teaching.

Three bachelors/MPH options designed by the College of Public Health and CLAS departments have been approved by the Regents for selected students:

- a combined BA in psychology and master of public health (MPH) in community and behavioral health (approved for fall 2012);
- a combined BA in biology and MS or MPH in epidemiology (approved for fall 2012);
- a combined BS in statistics and MPH in quantitative methods (approved for fall 2013).

Technological support for the CLAS teaching mission

In the last review, the College asked that it be allowed to propose a technology fee specific to CLAS students, in order to provide the level of technological support for teaching and learning that students expect and need. Collegiate fees over and above the basic UI fee were already in place in other UI undergraduate colleges.

In fall 2005, the University gained Regents' approval for a three-year phase-in of a CLAS-specific student technology fee. With HEPI (Higher Education Price Index) increases, the fee is

now \$231.50 per full-time registration, of which part comes to the College and part supports campus-wide IT services that benefit CLAS students. The CLAS portion of this fee (about \$4.4 million annually, or 60% of the total paid by CLAS students) provides equipment and staff who support instructional technology.

With the resources provided by this fee, CLAS has been able to respond to a rapidly evolving landscape in instructional technology. A generation of students who are sophisticated digital consumers has made strong technological strategies a required element of our pedagogical success. Through the application of the Student Technology Fee funds, CLAS has been able to offer paradigm-shifting opportunities that include, but are not limited to, TILE (active learning) classrooms, 3D design technology, LED stage lighting in the Performing Arts, applications for electronic music composition, computer-based testing, instructional computing clusters, and even complete curriculum changes in majors such as journalism, where social media and digital technologies have changed the nature of the profession students seek to enter.

In the surveys conducted for this self-study, faculty and staff across the College noted significant improvements in technology resources in support for teaching. These results indicate the extent to which the Student Technology Fee has benefited pedagogy in the College (see Appendix H).

University-wide coordination of undergraduate curricular changes

In its last review, CLAS raised the issue of a “culture of planning” that would involve the College in discussion at central University levels on issues that affected the CLAS mission.

Changes to admissions standards and curricula in other undergraduate colleges affect demand for CLAS courses and create enrollment pressures on CLAS majors. After the last review, the Provost’s Office instituted a consultative process, via the UI Enrollment Management Committee, to discuss proposed changes in advance of their implementation. While this committee no longer exists, the Associate Provost for Undergraduate Programs meets twice a semester with associate deans from undergraduate colleges and directors of central UI offices. These meetings have been useful for announcing curricular and procedural changes and discussing their implications. A related subcommittee has also proved to be useful for timely communications among undergraduate colleges.

Since the last review, the CLAS Office of Academic Programs and Student Development, directed by the Associate Dean for Undergraduate Programs and Curriculum, has instituted many procedures for informing other colleges of CLAS curricular changes. These mechanisms include monthly informational meetings with UI’s Academic Advising Center and membership on key committees related to Admissions, University College, and the Office of the Registrar.

The associate dean’s office has also worked closely with the CLAS Educational Policy Committee to establish clearer timelines for curricular planning and implementation within CLAS and create a stronger culture of planning within the College. Many of the student success initiatives outlined below were first specified in a strategic plan for the Office of Academic Programs and Student Development.

2.2 Other Changes and Innovations since the 2003-04 Review

CLAS has energetically committed itself to the UI's strategic planning goal of student success, allocating important resources to this goal and receiving new funding from the Office of the Provost to support CLAS efforts. As a result, the College has greatly increased the scope of services it provides to students in CLAS majors and has helped increase the University's undergraduate retention and graduation rates.

Collaborative faculty/staff advising

The College has undertaken a major new initiative to support a collaborative model of faculty/staff advising. In the surveys and interviews for this self-study, faculty and staff consistently singled out this initiative as a positive way in which the College has supported departments, faculty, and students.

The UI's Academic Advising Center (AAC) advises first-year students (generally those with less than 24 hours of completed coursework) as they make their transition academically into University-level study. Students with a declared major are typically advised in their major department after their first year of study. Our collaborative advising model is therefore particularly important for the success of second- and third-year students, as they leave the UI's Academic Advising Center and need to understand detailed, technical information about graduation requirements and the ways in which these integrate with the requirements for their major.

CLAS faculty are strongly committed to advising and mentoring students. Faculty advisors connect students with research experiences, provide mentoring in honors projects and other independent projects, and counsel students as they apply to graduate schools, post-graduate professional schools, or job placements. Collaboration with a staff advisor frees faculty to concentrate on helping students make the academic transition into the major and become integrated into their major department. Faculty can also turn to the professional advisors for their expertise in University registration procedures, graduation requirements, and other policies and procedures affecting students.

Professional advisors have for some years served the seven CLAS departments with the largest number of first majors, including Art & Art History, Biology, Communication Studies, English, Health & Human Physiology, Journalism & Mass Communication, and Psychology (a total of 7.5 FTE in 2012-13). In fall 2012, CLAS broadened its support for staff advising by opening a central advising office that reports directly to the Associate Dean for Undergraduate Programs and Curriculum. This office (which opened in fall 2012 in room 21 Schaeffer Hall with 4.5 FTE staff) houses professional advisers who work with students in a range of mid-sized majors, with each advisor typically advising in more than one major. The majors served by this office include Anthropology, Chemistry, Computer Science, Mathematics, Political Science, Social Work, and Sociology, the interdisciplinary majors in Ethics & Public Policy and in Interdepartmental Studies, and the new Writing Certificate.

Professional advising changes the role of the Director of Undergraduate Studies in our departments. Rather than handling routine advising situations, this faculty member can focus on curricular development and providing better academic services to students in the form of career

workshops, guest speakers, and other initiatives. The CLAS Advising Network (CLASAN), consisting of all the College's directors of undergraduate study and all its professional advisors, meets monthly during the academic year for updates on CLAS policies and discussions of issues pertaining to advising, such as financial aid, FERPA regulations, and referral services for students. These meetings reinforce participants' sense of shared purpose and their appreciation for the complexity of the service that the directors and advisors perform on behalf of their departments and the College.

Our collaborative model of faculty and staff advising is crucial to increasing student retention, student satisfaction, and progress toward the degree. Parents have expressed gratitude for the support their students have received.

Other student success initiatives

Many of the College's student success initiatives relate specifically to the experience of first-year students, addressing their integration into the intellectual life of the College and University and their preparation to succeed in both foundational and advanced coursework. The College has worked closely with the Associate Provost for Undergraduate Education and with other UI undergraduate colleges on many of these initiatives.

- **Peer mentoring.** A student-to-student mentoring program was established in the CLAS Academic Programs and Services office in fall 2010. Each year, a group of 12 advanced undergraduates works one-on-one with other undergraduates, sharing their understanding of University resources, study skills, and campus life to promote student success (<http://clas.uiowa.edu/students/opportunities-students/peer-mentoring>).
- **First-year Seminar program.** The College has been active in encouraging CLAS faculty to teach these 1 credit-hour seminars for entering first-year students, administered by the Office of the Provost. Each fall, around 70 faculty from CLAS teach first-year seminars. The seminars not only help students meet faculty and other students with interests similar to their own, but also introduce senior faculty to the entering class of first-year students. Faculty report that this contact has improved their teaching of all students. The College has supported the program through workshops for faculty, in partnership with the Center for Teaching and the Associate Provost for Undergraduate Education.
- **Living-Learning Communities (LLCs).** CLAS and its departments are active participants in the University's dormitory-based interest communities. Research has shown that LLCs help connect and engage students, contributing to their successful adjustment to college.

Staff in the CLAS Office of Academic Programs and Student Development led two LLCs, and CLAS departments are the sponsors of five other LLCs. By fall 2013, all first-year students will live in an LLC. CLAS departments will be participants in five new LLCs opening for fall 2013. For a description of these LLCs, see Appendix E, pages 74-75.

- **Graduation Initiative.** In January 2011, CLAS created a staff position in the CLAS Office of Academic Programs and Services to work with third- and fourth-year students who are not succeeding in their major coursework or who filed for graduation in a particular semester but

did not graduate. About 10% of students with more than 72 hours have less than the 2.0 GPA in the major that is required for graduation.

The staff member follows up on the problems these students are encountering, including directing them to other majors that may be more suited to their interests and career goals. The staff member helps students identify and address obstacles preventing them from graduating, and informs the College about issues that may be ameliorated through changes in policies and procedures.

- **“Restart” academic forgiveness policy.** This policy, established in 2010-11, is designed for students who left the University with a GPA below 2.00 and returned after an absence of four years or more (see <http://clas.uiowa.edu/students/handbook/restart>). The program has been successful in helping these students re-enter the University and giving them a fresh path toward graduation. Among those served by this policy are military veterans.

Support for international students

CLAS has worked with its departments and University offices to promote the success of the increasing numbers of international undergraduates admitted since 2011.

- **Strengthening the English as a Second Language (ESL) requirement.** To highlight the importance of ESL coursework to their success, the College now requires international students to take their assigned ESL courses during their first two enrollments and to balance ESL and non-ESL coursework each semester. Changes in how this requirement is implemented were made through coordinated efforts among the Office of International Student Services, the Academic Advising Center, and the College’s English as a Second Language Programs. With funding from the Provost’s Office, the College has added more than 15 ESL lecturer positions to ensure that the required coursework is available to all admitted students.
- **Oral Skills Practice Sessions.** With support from the Provost’s Office, special oral skills practice sessions for non-native speakers have been added to the Rhetoric curriculum. The pilot program, which runs from spring 2013 through spring 2014, offers six-person lab sections which bring international students together with domestic students to develop their speaking skills. The program is a partnership among the departments of Rhetoric and Linguistics and the English as a Second Language Programs.
- **Writing Fellows.** With support from the Provost’s Office, the College has also enlarged its Writing Fellows program (undergraduate peer tutors in writing) to better serve international students. (Cf. http://www.uiowa.edu/~writingc/teachers/writing_fellows.shtml).

Pedagogical innovations

With support from Student Technology Fee funds, the College has participated in the following innovations in teaching.

- **CLAS Participation in TILE Teaching.** CLAS has collaborated with the Office of the Provost, the Center for Teaching, ITS, and Facilities Management in creating and equipping the

technology-rich environments called “TILE” classrooms (“Transform, Interact, Learn, Engage).”⁴ These classrooms are configured to support active learning pedagogy, which promotes students’ direct engagement with the material, their classmates, and their instructors. This pedagogy has been shown to promote student retention.

Since fall 2010, seven TILE classrooms have opened in the Main Library and in four buildings occupied by CLAS departments. UI provided the funds for renovating these spaces; CLAS provided the classroom technology from Student Technology Fee funds; and the Center for Teaching and ITS organized TILE Institutes in which all faculty who teach in these classrooms must participate. The Institutes focus on best practices in four inter-related areas: team-based learning, inquiry-based learning, peer instruction, and hybrid learning.

Between summer 2010 and fall 2012, 74 UI faculty members had participated in the TILE Institutes. Of these, 50 are CLAS faculty from 19 departments. A distinctive feature of TILE instruction at UI is the engagement of faculty and departments across the arts, humanities, social sciences, and sciences. (TILE-like learning environments at peer institutions tend to be focused solely on STEM education.)

Increasing numbers of CLAS faculty are requesting TILE training, and CLAS departments are systematically including TILE teaching in the curricula for their majors. An initiative from the Department of Rhetoric funded by the Office of the Provost in 2012-13 will increase the use of TILE classrooms by CLAS teaching assistants and will thereby greatly increase the numbers of UI students who experience TILE teaching.

In 2012-13, the Department of Physics & Astronomy is leading in the development of a year-long General Education course to be team-taught in the 81-seat TILE classroom. The course, “Origins of Life in the Universe,” is a collaboration among faculty in anthropology, astronomy, biology, chemistry, and earth & environmental sciences that will provide students with a learning experience at the intersection of these academic disciplines.

- **Elementary and Intermediate Spanish “Hybrid” Courses.** Since fall 2010, all sections of elementary and intermediate Spanish language (first- and second-year courses, 5 semester credit hours [sch] each) and accelerated intermediate Spanish (6 sch) have been taught as technology-enhanced “hybrid” courses. Students meet in classrooms three times per week, and spend 8-10 hours per week in on-line grammar tutorials and assessment activities at self-selected times. The instructional technology makes it possible to use classroom time for one-on-one and small group interactions among students and with the instructor using the language forms, functions, and vocabulary that are practiced on-line before the class meets.

This form of instruction fosters independent learning and frees instructors to use classroom time for activities that students cannot do independently. Students in these courses have access (via Blackboard Instant Messaging) to a Virtual Language Support Center for help with reading, speaking, grammar, and foreign language study skills. The Virtual Language Support Center is staffed by teaching assistants and instructors in the elementary and intermediate Spanish courses, who answer students’ questions and/or guide them in finding answers to their questions.

⁴ See Ingram et al., “Transform, Interact, Learn, Engage (TILE): Creating Learning Spaces that Transform Undergraduate Education,” in *Cases on Higher Education Space*, published by IGI-Global <http://www.igi-global.com/chapter/transform-interact-learn-engage-tile/72676>.

- **Mathematics Placement and Tutoring.** Student retention is closely linked with the success of students in math courses required for their majors. Appropriate placement and access to on-line tutoring helps students in all undergraduate colleges as they take crucial math courses. The Department of Mathematics has worked closely on the initiatives below with the CLAS Office of Academic Programs and Student Development, the Office of the Provost, the UI Academic Advising Center, and the colleges of Business and Engineering, whose students take mathematics courses as prerequisites for the major.
 - **The Mathematics Lab** (<http://www.math.uiowa.edu/MathTutorialLab/index.shtml>) was newly outfitted in a larger space in January 2011.
 - **The ALEKS mathematics placement assessment program** (http://www.aleks.com/about_aleks) has been adopted to ensure that students take the math course most appropriate to their skill level.
 - **On-line, self-paced instruction in basic mathematics** is now offered in two classrooms equipped with appropriate instructional technology. Since spring 2011, 22M: 008 Intermediate Algebra has been offered primarily on-line using ALEKS software, with a substantial decrease in the number of students who earn a grade of D or F or who withdraw from the course.

General Education Program

The last accreditation review of the University (in 2006-07) recommended that the General Education Program be revisited. CLAS administers the General Education Program, which all UI students must complete.

In consultation with the elected Educational Policy Committee, CLAS made extensive changes to merge some areas of requirements, to create categories of requirements that are more intelligible to students, and to better represent essential aspects of a liberal arts education in the 21st century, including a new requirement in international and global issues.

The revised General Education Program is described here: <http://clas.uiowa.edu/students/general-education-program-requirements>. A formal assessment of the outcomes of the revised program will be conducted in 2013-14.

- **Rhetoric**, CLAS's distinctive foundational course in the art of writing and speaking, is an important component of the General Education Program that all students take during their first year on campus. In fall 2011, as part of the revised General Education program, a single Rhetoric course began to be required of all students (rather than the two courses formerly required of students with lower ACT scores). This change was implemented in order to lower class size to 19-20 students in each Rhetoric section.

A preliminary review of this change, conducted in fall 2012, found that the new course is accomplishing the goals of the Rhetoric requirement. The smaller classes allow for more intensive feedback, more in-class workshops and student centered activities, and a better overall experience for students. Students especially praised the emphasis on oral skills and on delivering speeches. However, the review highlighted the need for students to gain more writing experience, at the level of grammar and style, and a more specific experience of writing within their chosen major.

For fall 2012, new Rhetoric Lecturers were hired to offer courses that focused on writing in the STEM disciplines, anticipating the recommendation of the Rhetoric review committee. In the spring semester 2013 Rhetoric is piloting a program for international students to enable them to enroll for an additional hour in their Rhetoric course, during which a TA will work closely with them on their writing and oral communication.

- **General Education Literature.** Like the Rhetoric course, the Interpretation of Literature course (8G:001) is required of every UI student. This area of the General Education program was also reviewed in fall 2012, and the committee found abundant evidence that the course is achieving its expected outcomes. Student evaluations, portfolios, and assignments indicate students' growth in reading closely and in interpreting texts, in critical thinking, and in writing and speaking skills. Some student portfolios showed especially impressive gains in writing. In their portfolios and in evaluations, students observe that they have found a voice within the classroom, something they had never experienced before, and remark on both creative and more traditional assignments that hone critical thinking and argumentation skills from a variety of vantage points.

On-line and distance learning

CLAS is a very active collaborator with the Division of Continuing Education (DCE, part of the Office of the Provost) in offering on-campus courses at times when they can be available to non-traditional students and in offering distance-education courses to place-bound students. Due to the enormous student demand in some areas (e.g., the majors in our Department of Health & Human Physiology), on-line and distance education courses are essential to serving the very large numbers of students seeking coursework. At present, more than 18% of CLAS credit hours are offered in collaboration with the Division of Continuing Education.

The CLAS–DCE partnership directly supports our teaching mission and the curriculum that CLAS offers to students. This partnership directly provides teaching resources—for example, in 2012-13 about 38 HTE teaching assistant lines across the College (more than 4% of these lines) were supported by this partnership. The partnership also brings general expense funds into the College and departments to support faculty development and other crucial elements of our mission.

In the area of distance education—which includes semester-length on-line courses that follow an instructor-paced schedule, on-line guided independent study courses that are student-paced, and on-site courses taught off-campus—student credit hours have multiplied six-fold since the last review (see Appendix B, Table 1, page 53). Distance education now accounts for about 5% of our total student credit hours, and we expect this proportion to continue to increase.

Since 1977, CLAS has offered the Bachelor of Liberal Studies degree completion program for non-traditional students who have earned at least 60 semester hours of credit. The current, exclusively on-line program allows students at a distance the opportunity to complete a baccalaureate degree from the UI. The School of Social Work was the first CLAS department to offer its undergraduate major entirely through distance education, with all courses for the major offered on site at the UI's Pappajohn Center in Des Moines. This program was approved in 2010, and the first students graduated in spring 2013. Starting in 2013-14, the Department of Political Science will also offer its major to off-campus students entirely through distance education, including on-line courses, guided independent study, and courses offered at the Pappajohn

Center in Des Moines. These programs are models for other baccalaureate opportunities that CLAS can offer to place-bound students.

The School of Social Work has also been innovative in offering its MSW program statewide through a combination of distance education and on-site offerings in Des Moines, the Quad Cities, and Sioux City. The School of Journalism and Mass Communication is now offering a masters program in strategic communication in Des Moines.

2.3 New Challenges and Opportunities

The College aspires to continue to ensure student academic success and to provide a curriculum and academic programs that meet students' aspirations and support our vision of the qualities implicit in a liberal arts education. This section outlines specific areas in which we hope to cooperate with central University offices to fulfill our aspirations.

On-line learning

CLAS's objective in on-line education is to use technology to improve both on-campus and distance course offerings. The College will also continue to explore hybrid approaches to pedagogy that combine on-line and live interactions between students and teachers. CLAS' experience with hybrid teaching in Spanish language classes and foundational mathematics courses and its strength in active, engaged learning methodology in TILE classrooms (see pages 13-14) are important assets for further pedagogical innovation.

To innovate further in this area, infrastructure and faculty development opportunities are crucial. We will need to have better produced, more interactive, and more innovative "packages" for our courses that support more effective pedagogy and student engagement in learning. There are also opportunities to import free online content into our courses. Workshops will have to be offered to help departments and faculty determine what is "on-lineable" in each discipline.

CLAS sees distance on-line learning as primarily affecting our undergraduate programs and professional graduate programs. Distance on-line learning offers opportunities to recruit students (though perhaps only in small numbers) to specific majors or graduate programs, including opportunities for recruiting international students. For example, Computer Science has a new partnership with Aditya Engineering College (India) that allows students to take some courses via distance learning and then come to campus for one year to complete the Master of Computer Science (MCS) degree.

At the undergraduate level, distance on-line instruction offers opportunities to enroll students attending Iowa community colleges in UI General Education courses that are "introductions to the major." Doing so would reinforce our efforts to develop articulation agreements with community colleges and to give Iowa students a greater incentive to choose a 2+2 option (two years at a community college, two years at UI) as a means of reducing the total cost of the undergraduate degree.

CLAS and University planning for on-line education should be guided by the needs of the students we educate. On-line education per se is a pedagogical tool, but one that demands a commitment of resources. CLAS would like to work with the Office of the Provost and with Information Technology Services on a strategic plan for the University's on-line presence and a plan for technical staff infrastructure that would integrate web-based resources into on-line

learning. CLAS would like to see engaged learning (including on-line learning) a focus for faculty development and for the professional development of our graduate teaching assistants.

In their survey responses and interviews with the Self-study Committee, faculty and staff expressed enthusiasm for the development of distance education and on-line courses. Faculty also felt, however, that the terms under which they and their departments participate in distance learning need to be clarified.

High-quality learning environments

To meet the needs of our increasing numbers of undergraduate students, CLAS is working with the Office of the Provost and Facilities Planning on the following issues.

- **Teaching labs** for biology, chemistry, and physics courses are at capacity, even with lab sections in some departments now scheduled on weekends. Laboratories are crucial to teaching and learning in these disciplines. If the numbers of students enrolling in these courses increases further, more teaching labs would have to be fitted out.
- **An additional center for asynchronous computerized testing** outside of scheduled classroom hours is likely to be a future need. At present, CLAS departments use a testing center in the Division of Continuing Education—for example, for testing in our hybrid Spanish courses. If hybrid teaching increases (e.g., if other language departments adopt this model for elementary and intermediate classes), the demand for testing centers will also increase. An expanded testing center would also make it possible to administer common exams in multi-section courses more efficiently.
- **Additional TILE-like classrooms** are needed to provide active-learning environments that are highly sought after by faculty and students (see pages 13-14). We believe that these needs can be served with classrooms that have the configuration of the current TILE classrooms (with round tables seating nine students each) and that are equipped with less expensive versions of the technology that promotes student engagement.
- **Information technology needs** continue to increase. The CLAS Student Technology Fee (see pages 9-10) has enabled the College to meet needs for instructional equipment and staff to support it over the past five years. Respondents to the faculty and staff surveys recognized that this dedicated funding stream has made a difference to the College. However, fee revenues are essentially static while needs are increasing. For example, our state-of-the-art buildings for music and visual arts, scheduled to open in 2016, will have large initial needs for equipment, and large on-going needs for equipment renewal and staff support.

Continuing to support undergraduate student success

- **Advising.** The College's increased investment in collaborative faculty/staff advising in undergraduate majors has been highly valuable to students, particularly second- and third-year students, and to departments (see pages 11-12). The College is working to enlarge this model to include more majors. In spring 2013, the Division of Continuing Education agreed to partially fund two new advising staff positions, in recognition of the many students served through the CLAS—DCE partnership. This assistance will bring CLAS advising staff for majors to 14 FTE by summer 2013.

Our goal is to increase this number further to about 24 FTE over the next three years, or until we reach a sustainable ratio of one FTE advisor per 500 students. At any time, there are more than 10,000 enrolled UI students whose first major is in one of the nearly 60 CLAS majors (see Appendix B, Table 5, pages 58-59).

- **International Student Support.** CLAS is working with the Provost's Office to obtain additional Lecturer and TA funding to promote international student success—for example, through more staff in the Rhetoric Department's Writing Center. In the surveys and interviews conducted for this self-study, faculty and staff strongly expressed the need for more support for these students, with the perceived needs ranging from more English language instruction to counseling on the nature of academic fraud.

3.0 Knowledge and Practice

The UI Strategic Plan includes in its section on “Knowledge and Practice” both graduate education and fostering faculty scholarship and creative work. Here we address each of these areas separately.

3.1 Graduate Education

3.1.1 Graduate education in CLAS: programs of distinction and impact

CLAS plays a very large role in the University's graduate teaching mission. In each of the past ten years, 40% or more of all UI graduate students have been enrolled in programs administered in CLAS departments. Each year, 35-40% of all UI masters degrees and 30% or more of UI doctoral degrees are awarded to students in CLAS departments. (See Appendix B, Table 3, page 54.)

Among Iowa Regents' institutions, UI offers the most extensive array of MFA programs.⁵ Nearly all of UI's MFA programs are offered through CLAS departments (in art, dance, music, theatre arts, and film and video production, and in writing programs offered in Translation, the Writers' Workshop, the English Department's Non-fiction Writing Program, and the Department of Spanish & Portuguese program in Spanish Creative Writing).⁶ Uniformly, these are highly respected and highly ranked programs. In 2011-12, the 148 MFA degrees awarded represented 28% of all masters-level degrees from programs in CLAS departments and 10% of all UI masters degrees.

CLAS contributes to professional education⁷ through highly respected masters programs that are either terminal degrees in their discipline or are the “working degrees” in their fields. These include masters programs in actuarial science, computer science, geography, geoscience, journalism, linguistics-TOESL, social work, speech pathology and audiology, and statistics. In 2011-12, the 195 masters degrees were awarded in these fields, representing 37% of all master's degrees awarded from programs in CLAS departments and 13% of all UI masters degrees.

⁵ Iowa State University offers MFA degrees in graphic design, in interior design, and in creative writing and environment. The University of Northern Iowa does not offer MFA degrees.

⁶ Outside CLAS, the Graduate College awards the MFA in the Book Arts Program offered by the Center for the Book and includes an MFA option in the Interdisciplinary Studies Program.

⁷ UI classifies as “professional degree programs” those post-baccalaureate programs administered by professional colleges rather than by the Graduate College—a category that at UI includes the DDS, PharmD, JD, MBA, and MD degrees. CLAS has no programs in that classification.

At the doctoral level, an average of 160 degrees are awarded annually to students in 32 programs offered by CLAS departments (in addition to the PhD, these include the Doctor of Musical Arts and the Doctor of Audiology). Since 2003-04, 32% of the doctoral degrees awarded by the Graduate College have been in programs in CLAS departments. Our faculty also contribute to highly successful interdisciplinary doctoral programs in applied mathematics and computational science, genetics, informatics, neuroscience, and second language acquisition.

The size of our faculty and graduate programs compared to those at peer institutions affects the national rankings of our programs, and some areas in which we have doctoral programs are not included in national ranking systems. With these caveats, we note that in the NRC survey published in fall 2010, three of our doctoral programs (in Psychology, Sociology, and Spanish) were ranked in the top third of all programs in the nation in their disciplines (based on 2005-06 data). In addition, the departments of Chemistry, Geoscience, History, Political Science, Psychology and Sociology received high reputational rankings in the NRC survey. In the most recent US News & World Report rankings of graduate programs, the masters program in speech-language pathology ranked first and the doctoral program in audiology ranked second among their peers (both are in the Department of Communication Sciences & Disorders). In addition, the MFA program in the School of Art & Art History and the doctoral programs in English, Political Science, Psychology, Sociology, and Statistics are all ranked in the top forty nationally in their disciplines by US News & World Report.

CLAS and the Graduate College collaborate on many issues related to graduate programs, and the Graduate College participates in all reviews of CLAS departments. CLAS does not have a role in defining admission standards for graduate programs, which are partly defined by the Graduate College and partly by the departments themselves. However, CLAS provides the faculty who educate and mentor graduate students, as well as crucial resources for graduate students in the form of teaching assistantships.

3.1.2 Issues in graduate education: program size and funding

Developments since the last review have placed a stronger focus on admission standards and graduate student success across the College. In 2009-10, a review by the Provost-appointed Strategic Initiative Task Force on Graduate Education identified strengths and challenges in each UI graduate program. In cases where the Task Force raised issues concerning program size, time-to-degree, retention, and mentoring, CLAS departments have made changes that respond to the Task Force recommendations. These issues are also addressed in every departmental review conducted by CLAS.

National concern about the rate of doctoral degree production has put increasing pressure on all programs to evaluate their size relative to placement opportunities and to ensure that doctoral candidates are advised of placement opportunities outside of academe. With the substantial decrease in the College's TA funding (which supported 880 HTE in 2012-13, down from more than 1,000 HTE annually as recently as 2009-10), departments have been more constrained in graduate program admissions and have enforced policies on eligibility for assistantships that ensure students make timely progress toward the degree.

In addition, since the last review the principles for Graduate College funding have changed in ways that create both benefits for our graduate programs and new challenges. Graduate College

funds no longer come as recurring allocations to departments. However, all graduate assistantships now include tuition support that makes offers of admission more competitive. The Graduate College also provides student fellowships (e.g., Arts Fellowships, four-year Dean's Graduate Research Fellowships and Presidential Graduate Research Fellowships, summer research fellowships, and dissertation-year Ballard and Seashore Fellowships) that are very important to students in our departmental graduate programs.

The Graduate College also solicits applications annually for Strategic Initiative Funding (SIF), which competitively supports innovative plans that provide opportunities for our best graduate students. These awards are made for a two- to three-year period; the initiatives typically support students on academic year and summer fellowships, with positive effects on student retention and degree completion. For 2012-14, more than \$1.5 million in SIF funding was awarded to 13 CLAS departments (out of 23 awards across the University), and for 2013-15, \$600,000 in SIF funding was awarded to 10 CLAS departments (out of 13 awards across the University).

CLAS and the Graduate College are discussing whether renewals of successful SIF-funded activities might be made more available and whether changes could be made to Presidential Fellowship guidelines. At present, the first year of the Presidential Fellowship is a research year without teaching assistant obligations; however, in some disciplines it may be more beneficial to have this year come later in the student's studies.

In disciplines where external support is available, departments are successfully focusing on increasing their research funding in support of graduate research assistants. In addition, in 2010 CLAS faculty were leaders in obtaining an interdisciplinary \$2.6 million National Science Foundation grant under the Integrative Graduate Education and Research Training (IGERT) program. The five-year grant supports the Geoinformatics for Environmental and Energy Modeling and Prediction (GEEMaP) program, which trains doctoral students in CLAS's statistics, computer science, and geography programs, as well as students in the College of Engineering and in the Biostatistics program in the College of Public Health.

Raising funds for graduate fellowships is an important goal for the College and many of its departments in the current capital campaign.

3.2 Scholarly Inquiry and Creative Work

The CLAS research mission is as rich and diverse as its teaching mission. In FY2012, for example, CLAS faculty published 63 scholarly books and 15 text books, published more than 1500 peer-reviewed articles, and saw more than 400 artistic works published, produced, or performed. In FY2011-12, more than 200 of our faculty were PIs or co-PIs on externally funded research grants that accounted for more than \$48 million in expenditures (see Appendix B, Table 6, page 60).

Our faculty continue to compete extremely well for prestigious external fellowships. Since the last review in 2003-04, 10 current faculty members have received Guggenheim Fellowships, 13 current faculty received National Endowment for the Humanities or National Endowment for the Arts fellowships, one received the Academy Award of the American Academy of Arts and Letters, and 18 current faculty received Fulbright Scholar or Fulbright Research Fellowship

awards.⁸ Twenty-five current faculty members have received other prestigious research fellowships (e.g., from ACLS, the American Philosophical Society, the Sloan Foundation, and a range of other foundations and institutions).

In the sciences, since the last review nine current faculty members have received NSF Faculty Early Career Development (CAREER) Awards, and one received the US Presidential Early Career Award for Scientists and Engineers. Sixteen other current faculty received highly prestigious early career awards in their disciplines.

Since the last review, nine of our current senior faculty have served as president of their national or international professional association, and an additional five are currently presidents-elect. In addition, three senior faculty have been appointed members of the American Academy of Arts and Letters, 15 have been appointed members of the American Association for the Advancement of Science, and 30 senior faculty have received one or more awards from their national or international professional associations for career-long accomplishments and contributions. Sixteen scholarly journals are edited by our senior faculty (<http://clas.uiowa.edu/research/clas-journals>).

The College is proud of its record in achieving excellence through diversity. Of the College's tenured and tenure-track faculty, 19.4% are members of minorities, and 40% are women. In 2012-13, women composed 50% of faculty at the ranks of assistant and associate professor (approximately the proportion that has pertained for more than a decade), and women represented 30% of faculty at the rank of professor (an increase from about 19% at the time of the 2003-04 review).

In the survey conducted for the self-study and in interviews with the self-study committee, faculty expressed appreciation for a number of initiatives relating to their professional development:

- support for junior faculty, including the College's new faculty orientation program;
- other forms of developmental support, including new DEO workshops, workshops on grant writing, on hiring procedures, and on P&T guidelines;
- the policy and procedural information published on the College web site, and Collegiate communications through the on-line DEO mailing (<http://clas.uiowa.edu/deos/ mailing>);
- the College's efforts to advertise accomplishments by faculty and students and to recognize faculty achievements with named chairs and other honors.

3.2.1 Changes Relating to Scholarly Inquiry and Creative Work since the Last Review

Participation in UI cluster initiatives

An important initiative under the University's current strategic plan has been to create clusters of new faculty appointments that develop cross-disciplinary expertise to address major societal issues. All clusters build on existing faculty strengths and leadership. (Cf. the Cluster Hire Initiative webpage of the Provost's Office website, <http://provost.uiowa.edu/cluster-hire-initiative>.)

⁸Since the last review, three faculty members resigned or retired who had received Guggenheim Fellowships, three who had received NEH or NEA Fellowships, and six who had received Fulbright awards. They are not included in the numbers above.

CLAS and its departments participate in all five current cluster hiring initiatives, for a total of 25 existing or planned positions that also meet important needs in CLAS departments. CLAS has also contributed to the University's strategic planning goals by funding a collegiate initiative in Optimal Aging.

In fall 2012, the Office of the Provost produced a [White Paper Report](#) assessing the University's cluster hire initiatives to date, with recommendations for increasing communication between the clusters and departments, strengthening administrative support for the leadership of the initiatives, and increasing the cluster initiatives' contributions to the UI's instructional mission. In their survey responses and interviews with the Self-study Committee, faculty recommended that the College follow up on this report with an evaluation of CLAS's participation in cluster hire initiatives and the impact on CLAS hiring overall.

- The **Water Sustainability Cluster**, authorized in 2009, interacts with the University's initiative for a sustainable campus infrastructure and for public service to Iowa. It supports an undergraduate certificate program in sustainability (cf. <http://sustainability.uiowa.edu/>).

The ten new faculty positions funded under this initiative focus on scientific and public policy issues related to water sustainability. Four of these faculty have been hired in CLAS departments (inorganic environmental chemistry in the Department of Chemistry; water resource positions in Geographical & Sustainability Sciences and Earth & Environmental Sciences; and public policy and communication in Journalism & Mass Communication.)

- The **Aging Mind and Brain Cluster**, authorized in 2010, focuses on cognitive aspects of aging, with the goal of improving the lives and societal vitality of aging members of the population. Since behavioral, social, cultural, and technological contexts affect cognitive functioning, an important aim is to study how best to support the abilities of aging individuals. (See <http://ambi.uiowa.edu/content/mission>.)

Of the twelve new positions funded under this initiative, four are in CLAS. Faculty have been appointed in the cognitive neuroscience of aging (Psychology); wireless sensor networks (Computer Science), and neurosensory genetics of aging (Biology). A second position in neurosensory genetics in Biology is also authorized under this initiative.

To reinforce the focus on aging studies, CLAS sponsored a college-wide hiring initiative in **Optimal Aging** beginning in 2010. Appointments were made in the medical anthropology of aging (Anthropology), social gerontology (Social Work), and the physiology of aging (Health & Human Physiology).

- The **Public Humanities in a Digital World Cluster**, authorized in 2010, is at the intersection of the public humanities, digital humanities, and public engagement—all areas in which CLAS faculty are performing innovative teaching, scholarship, and service. All seven new lines funded under this initiative are in CLAS departments (to date, in Art & Art History, Cinema & Comparative Literature, Classics, English, Religious Studies, and Spanish & Portuguese). (See <http://www.uiowa.edu/~phdw/>.)
- A new **Public Digital Arts** initiative, authorized in 2013, will have synergistic interactions with the Public Humanities in a Digital World cluster and with Hancher, the UI Museum of Art, and the Pentacrest museums. The eight faculty positions in the cluster will promote interaction between technology-assisted design and artistic creativity in our curriculum, our

scholarly and creative work, and our public engagement. The expanded cluster will augment curricular opportunities in the areas of computer science and informatics, the visual arts, and the performing arts. (See <http://now.uiowa.edu/2013/06/new-faculty-cluster-public-digital-arts>.)

The Digital Studio for the Public Humanities (see page 25) provides infrastructure and resources for all members of the UI community, including those involved in the two cluster hiring initiatives.

- The **Genetics Cluster**, authorized in 2011, will build on the UI's strengths in genetic research and translational science while anticipating changes in research methods, including computational approaches to genetics, and addressing the ethical, legal and social issues created by the role of genetics in insurance, forensics, patenting and behavior. The Department of Biology has a line in this cluster initiative.
- The **Obesity Cluster**, authorized in 2011, is part of a public-private partnership with the other Regents Universities, the Iowa Department of Public Health, and the Iowa business community to promote the health and well-being of Iowans. The UI initiative will add expertise in basic biomedical research on obesity and in community, behavioral and economic research on the causes and consequence of obesity. The Department of Health & Human Physiology has two positions in this cluster. One position, in health promotion, was filled in fall 2012, and a second search is in neurobiological regulation of obesity.

Support for faculty research

Faculty and staff in the College have acquired over \$235 million in external research awards in the five year period FY2008 through FY2012, with over \$48 million in FY2012 alone. This level of grant acquisition requires substantial support in the form of start-up for new faculty, renovation of research space, and support for identifying grant opportunities, preparing grants, and managing grant activities after the award.

- **Start up and renovation.** Since its last review, the College has received an annual budget of approximately \$2.6 million in continuing, non-recurring funds from the Provost's Office for equipment and renovation to support new faculty start-up. These funds have greatly assisted hiring new faculty across the College. In 2006, the Provost's Office also increased the College's recurring budget to allow it to guarantee discretionary research funds to each new assistant professor in the arts and humanities (\$2,000 per year for four years).

Total start-up expenditures in the College typically are \$5-6 million annually. The approximately \$3 million needed beyond the allocation from the Provost's Office is met through partnerships between the College and its departments. In the laboratory sciences, departments are asked to provide one-third or more of start-up funds for each hire.

Faculty have expressed concern about the competitiveness of future faculty hiring in the sciences, given the difficulty of identifying start-up funds needed for faculty recruitment.

- **Support for acquisition of external grant funding.** Since the last review, CLAS has adopted a "distributed model" for supporting grant development and grant accounting across its departments. In departments with large externally funded research programs, including Physics & Astronomy, Biology, Chemistry, and Psychology, CLAS directly funds staff lines

(in whole or in part) that provide both pre- and post-award support. The advantage of this arrangement is that the staff members' greater proximity to faculty who are preparing grants makes them more effective in supporting those applications.

Faculty in other areas of the College are supported by partnerships between CLAS and International Programs (to support a grant development officer in the humanities) and between CLAS and the Office of the Vice President for Research (to support a grant development officer in the social sciences). Faculty development opportunities are also available annually through a one-day seminar open to all faculty and through an extended workshop for which the participants are selected by application.

Centers for interdisciplinary research

CLAS, in collaboration with other colleges and with the Office of the Vice President for Research and its constituent units, supports several interdisciplinary research centers that provide infrastructure for collaborative research involving faculty, graduate students, and undergraduate students. (Other centers or institutes, many of which develop interdisciplinary programming and community interactions, report directly to CLAS departments—see Appendix F, pages 76-77.)

- **DeLTA Center** (<http://www.uiowa.edu/delta-center/>). The DeLTA Center (Development and Learning from Theory to Application) brings together researchers who study the processes of learning and development at multiple levels and use methods ranging from neurophysiology and neuroimaging to the study of clinical populations and individual differences. The Center's goals are to encourage dialogue and research collaborations that support an interdisciplinary, process-oriented focus; to pursue public engagement activities that communicate their vision of developmental and learning sciences; and to train the next generation of cutting-edge scientists in a broad array of theories and methodologies.

Core members of this Center are primarily from the CLAS departments of Psychology and Communication Sciences & Disorders. Affiliated members include other CLAS faculty and faculty from engineering and medicine. Major funding for Center activities comes from CLAS, the Office of the Vice-President for Research, the Obermann Center for Advanced Studies' Spelman-Rockefeller Fund, and the Department of Psychology.

- **Digital Studio for the Public Humanities** (DSPH, <http://dsph.uiowa.edu/wpDSPH/>), located in the Main Library, is a campus-wide initiative that encourages and supports public digital humanities research, scholarship and learning by faculty, staff, graduate and undergraduate students. It provides essential infrastructure for faculty hired under and affiliated with the cluster initiatives in the Public Humanities in a Digital World and the Public Digital Arts (see page 23-24).

The Digital Studio sponsors bi-weekly lunch-hour talks ("PDH4L," Public Digital Humanities for Lunch) on the nature and role of public digital humanities in contemporary culture, and in alternate weeks sponsors co-working sessions / technology clinics for those developing digital humanities projects ("Jellys"). DSPH researchers routinely give guest lectures and demonstrations in classes and seminars on tools and approaches to technology.

The Office of the Vice President for Research competitively awards DSPH grants to support individual or collaborative public digital humanities projects. The Studio provides support, often in collaboration with the Obermann Center for Advanced Studies and other campus

units for conferences, talks, symposia and informal gatherings. The DSPH twitter site - <http://www.twitter.com/uidsph> tracks global developments in the public digital humanities.

- **Iowa Social Science Research Center (ISRC, <http://ppc.uiowa.edu/isrc>).** This Center is a resource for interdisciplinary social science research. It provides grant development support and data collection, management, and access services to the university community. In May 2010, the Iowa Social Science Research Center was reformulated as a division of the UI Public Policy Center, with support from and a reporting relationship to both the Office of the Vice President for Research and CLAS.
- **Optical Science and Technology Center (OSTC, <http://ostc.physics.uiowa.edu/>).** The mission of this Center, housed in the Iowa Advanced Technology Laboratories, is to provide a collaborative framework and intellectual community for interdisciplinary optics research at UI. The Center houses the UI Microfabrication Facility. Faculty in the CLAS departments of Chemistry and Physics & Astronomy are members of OSTC, as are many faculty in the College of Engineering. As the result of a review in 2010-11, the Office of the Vice President for Research, CLAS, and the College of Engineering agreed to guarantee funding for a three-year period while OSTC achieves its planning goals and develops a sustainable funding model. OSTC's goals include offering cross-collegiate student training, reaching out for new partnerships across campus, building on the unique strengths in basic/applied sciences at University of Iowa, and enabling science and technology that benefits the State of Iowa.

Internal support for tenured faculty research

- **Career Development Awards.** Under University and Regents policy, tenured faculty may apply for a semester-long Career Development Award (CDA) after every ten semesters of full-time service. These competitive awards release faculty members from classroom teaching, undergraduate advising, and administrative and service obligations for one semester while they are engaged full-time on a specific scholarly, artistic, or innovative instructional project supported by the award.

Under the financial challenges that began in 2008, the College could not support as many Career Development Awards (CDAs) as it had in previous years. The number of awards approved for 2009-10 was about 40% of normal, and for 2010-11 the number was about 60% of normal. By fall 2011, awards were restored to their original level, and any backlog created by the smaller number of awards made in the previous two years was resolved. The ten-semester clock for eligibility is competitive with similar programs at peer institutions.

CLAS strongly supports these awards as fundamental to its interdependent teaching and scholarly missions and the continued scholarly vitality of faculty across the arts, humanities, social sciences, natural sciences, and mathematical sciences. Excellence in teaching, curriculum development, and student mentoring depend on faculty being engaged in productive scholarly and creative work. In an average semester, 30 CLAS faculty members (about 5% of the total) are on Career Development Awards.

About 88% of tenure-line faculty responding to the survey conducted for this self-study indicated that they consider the maintenance of CDAs one of the three most important faculty development resource issues.

- **Faculty Scholar and Global Scholar Awards.** These awards, which released faculty to work on specific scholarly projects for one semester in each of two years (in the case of Global Scholars) or in each of three years (in the case of Faculty Scholars), were suspended in Fall 2009 for financial reasons and have not been reinstated. In a typical year, five or six CLAS faculty members were named to these awards, for a total of as many as 18 faculty members on these awards in some years.

Input from faculty during the preparation of this self-study indicated concern that without these awards it is more difficult to develop and retain excellent faculty. About 37% of faculty indicated that restoration of Faculty Scholar and Global Scholar awards is one of the three most important faculty development resource issues.

- **Other support for faculty research.** There was widespread concern among faculty about funds for research-related travel. About 57% of faculty chose “increasing funding to departments for research-related travel” as one of their three most important areas of concern faculty development resources (Appendix H, page 101).

In addition, there is concern that the College supports faculty research less well after tenure than before (see summary of responses to faculty survey, Appendix H, pages 101–103). While more than 90% of post-tenure faculty have this concern, pre-tenure faculty perceive a difference also: 84% of assistant professors felt that CLAS supported the careers of pre-tenure faculty “acceptably” or better, but only 72% of assistant professors said the same concerning support for the careers of tenured faculty.

- **Processes for allocating internal research funding.** Much of the support available to faculty is awarded in a piecemeal fashion by different offices, creating considerable inefficiencies for faculty, particularly as they attempt to gather funds for large projects, such as national and international conferences held on campus.

3.2.2 New Challenges and Opportunities in Scholarly Inquiry and Creative Work

The College is seriously challenged in its ability to support scholarly inquiry and creative work because of reductions to the University’s General Fund over the last ten years. These reductions were felt University-wide. In CLAS alone, a total of more than \$15 million was lost to cuts in state appropriations in FY2002 through FY2004 and in FY2009 and FY2010. The proportion of the CLAS budget that derives from the General Fund has diminished from 68% in 2003-04 (the year of the last review of the College) to 60% in 2012-13 (see Appendix B, Table 7, page 61).

The University protected the College to the extent possible during these successive budget reductions, and has restored some recurring funding to the CLAS budget to support the increased numbers of new students entering the University. In addition, the Office of the Provost provides non-recurring allocations to ensure that first-year students have access to foundational courses, and the CLAS partnerships with the Division of Continuing Education (described above, page 14) have also helped the College and its departments creatively fund their teaching mission.

These forms of support, while crucial, do not support the scholarly inquiry and creative work upon which our national visibility and the distinction of our academic programs are based. Faculty make this clear in their responses to survey questions about support for tenure-track lines (Appendix H, page 76) and about support for departmental hiring plans (Appendix H, pages 101-103). They feel that the College’s ability to make competitive offers in faculty searches has

deteriorated and that the College's ability to retain faculty has deteriorated. They feel that the College is less able to support their scholarly and creative work after they achieve tenure (see Appendix H, page 101).

It is also clear that our ability to fund basic needs for our tenure-track faculty—for example, for faculty travel, for staff to support scholarly work and to support grant development and accounting, for internal and external research fellowships—has been seriously compromised. Respondents to the faculty survey feel this, and reflect it in their responses to a question about faculty development resources (Appendix H, pages 99-100). They also are dissatisfied with the extent to which CLAS has been able to respond to their needs for additional research space or for renovation of research space (Appendix H, page 99).

CLAS and its departments are committed to devoting their resources to promote faculty scholarly and creative work and to continue to build and maintain a faculty of international distinction. However, important resources for these purposes must come from additional commitments from the General Fund.

The College also faces challenges from changes in the national environment, which affect how scholarly and creative work is being funded, carried out, and evaluated:

- **The digital challenge.** The College and the University have responded to the changing environment for scholarly and creative work in the arts and humanities by funding the Public Humanities in a Digital Age cluster initiative, the Public Digital Arts cluster initiative, and the Digital Studio (see above, pages 23-24). We must now re-consider how to evaluate digital scholarship and creative work, how to understand the standards of peer review in on-line journals and other publications, and how our criteria for faculty rank and review procedures may need to change in order to reflect this type of work.
- **Support for interdisciplinary research.** Responses to the faculty survey (see Appendix H page 98) indicate that faculty feel the College is not strongly supportive of interdisciplinary work in a variety of areas. In partnership with the Office of the Vice President for Research and its units and with CLAS departments, the College has made support for interdisciplinary research a priority, to the extent allowed by its budget situation.

The interdisciplinary centers described on pages 25-26, above, are supported through these partnerships. Centers offer shared resources, personnel, and expertise, and—importantly—they promote intellectual exchange and synergy that leads to discovery and pedagogical innovation. We recognize that we have too few centers to support faculty collaborative work, and that this has hurt us in competing for large interdisciplinary grants. However, the College is up against the limits of its funding ability for this purpose, and centers themselves have no means of generating revenue to financially support their core operations. For example, indirect fund returns from external grant funding awarded to faculty affiliated with centers come to departments, not to centers.

The Office of the Vice President for Research is working to support more shared, core facilities with equipment and technology that cannot be supported by individual faculty or research projects. This is an important initiative for our centers, considering that many provide shared equipment and technology.

- **Changes in federal funding.** The reductions in funding to federal agencies that support the work of our faculty (including the National Endowment for the Arts, National Endowment for the Humanities, National Science Foundation, and National Institutes of Health) present a challenge to maintaining a research-active faculty. In addition, the as-yet-uncertain effects of sequestration could create additional needs for bridging funds and other forms of support for activities funded by existing research grants.

4.0 New Frontiers in the Arts

Our visual arts and performing arts units have a long tradition of quality and innovation. The School of Art & Art History pioneered the MFA degree, and its fine arts program is consistently ranked among the top ten programs at public institutions. The Division of Performing Arts includes three highly visible units—the School of Music and the departments of Dance and Theatre Arts—all of which have a core commitment to the creation and performance of new works. The film and video production program in the Department of Cinema & Comparative Literature has an excellent record of developing nationally recognized film artists.

Our Writers' Workshop, the first graduate program in creative writing in the nation (1936), has long been among the University's best known programs nationally and internationally. It is a model for other programs across the country, as well as for other writing programs in CLAS—including well-established and highly ranked MFA programs in non-fiction writing (Department of English), in literary translation (Division of World Languages, Literatures & Cultures), and in playwriting (Department of Theatre Arts), as well as the new MFA program in Spanish creative writing (Department of Spanish & Portuguese).

4.1 Changes since the last review

The flooding of the “arts campus” in 2008 severely affected our arts departments. With the support of the University and Regents, we have seen real progress toward rebuilding academic arts facilities (see pages 37-38, below).

In line with the commitment to rebuild, the University has made the arts a focus of its strategic plan under the rubric “New Frontiers in the Arts,” which states goals for building synergies among arts departments and between the arts and other disciplines. The arts are also a focus of the new capital campaign, in which the University and College have major fundraising goals related to the arts—including support for the new visual arts and music buildings, endowments for the Writers' Workshop and the Art Share outreach program, and support for scholarships, visiting artists, and cultural events.

While the past five years have been an extraordinarily stressful time for the studio arts and performing arts, these departments have also shown remarkable resiliency and cross-collaboration. They have continued unabated their work in producing plays, concerts, recitals, and faculty and student art exhibitions; presenting outreach events across the state; and generating and stimulating creative work among students, faculty, staff, and visiting artists and scholars.

The fine and performing arts have also innovated and enlarged the scope of their work to achieve the strategic planning goal of inter-arts connections. Here we highlight some of these innovations.

- **The Grant Wood Art Colony**, founded in 2010, produces a biennial Grant Wood Symposium and sponsors the Grant Wood Fellowship Program for emerging and mid-career artists. The Symposium and Fellowship Program embody the “Iowa Idea” of bringing artists and scholars together in an academic context. The Grant Wood Fellows (two per year, three in 2013-2014) teach classes in the School of Art & Art History and the Division of the Performing Arts and present public lectures, mount exhibitions, and perform other outreach. The Colony, supported by CLAS, the Office of the Vice President for Research, and major gifts through the UI Foundation, is expanding to include disciplines in the Division of Performing Arts and to create a vibrant cultural center at the Colony site on the east side of Iowa City (http://www.art.uiowa.edu/gw_main.html).
- **Arts across Borders**, a program in the Division of Performing Arts funded by CLAS, has supported ten interdisciplinary collaborative projects since 2008. These include an Afro Cuban Dance concert in 2008; a festival and conference of Baroque music and dance in 2010; an on-going collaboration with the City of Literature to perform works in relation to, and with, people from the Summer Writing workshops; a collaboration between faculty in Dance and Music to create a new work for the 2011 Dance Gala; a performance in 2012 of a song cycle composed by faculty in Music and the Writers’ Workshop; and a Carnaval Project in 2012-13 that brought K-12 teachers to workshops presented by faculty in the visual and performing arts and that sponsored public performances in June 2013 during the Iowa City Arts Festival.
- **Creating the Future**, an interdisciplinary performing arts initiative, has produced two major events in which distinguished visiting artists worked with undergraduate and graduate students in the performing arts, in collaboration with other units campus-wide, to create a new work. *Eye Piece*, Rinde Eckert’s exploration of the world of the blind, was presented in 2010 by the Department of Theatre Arts in collaboration with Hancher Auditorium. Creation of the piece involved collaboration with faculty, students, and patients from the Center for Macular Degeneration in the Carver College of Medicine, and collaborations with the CLAS departments of Psychology and Physics & Astronomy. *In the Night*, director-choreographer Martha Clarke’s exploration of dreams and dreamscapes, involved the Carver College of Medicine and the Department of Psychology, as well as the departments of Dance and Theatre Arts.

Two “Creating the Future” projects are now in the planning phase: participating in the celebration of the Year of Human Rights in 2013-14 through performances, talks and lectures across campus and a new mask piece created by faculty in Music and Theatre Arts, in collaboration with comedia dell’arte and mask artists from Italy and faculty from the School of Education.
- **Digital Arts**. Faculty in the fine and performing arts collaborated with faculty in computer science to successfully propose a hiring cluster in public digital arts that will be funded by the University (see page 23-24, above).

In 2012-13, the DPA's Creating the Future initiative brought to campus four visiting artists with special skills in digital arts to teach, perform and consult with those involved in planning the digital arts initiative.

4.2 New opportunities: Arts Advancement at Research Universities

In 2012-13, the Provost convened an ad hoc committee on Arts Advancement, charged with discussing how the creative processes associated with the arts and design can be infused across the University's curriculum. The committee includes the directors and chairs of the academic arts units housed in CLAS, the directors of Hancher Auditorium and the Museum of Art, the dean of the College of Engineering, and the associate vice president for administration and planning in the Office of the Provost.

This initiative is connected to the national Alliance for the Arts in Research Universities (<http://a2ru.org/about/>), of which the University of Iowa is a founding member. This alliance is "committed to helping equip students and faculty to address the world's most pressing, complex, and open-ended challenges with creative confidence as well as disciplinary expertise." Its aim is to provide "a new body of research and best practices to enable research university leaders to knowledgeably integrate arts practices for the greatest benefits of their institutions."

5.0 Better Futures for Iowans: CLAS-based Outreach and Public Engagement

The University's Strategic Plan makes a commitment to extend the reach of its missions throughout the state and to forge partnerships with local communities in a variety of ways:

- Expanding the access of place-bound students to our courses and programs
- Sustaining and increasing the economic and cultural vitality of Iowans
- Sustaining the health and quality of life of Iowans.

CLAS departments have long been active in all these forms of service to the state, each in a way that corresponds to its academic mission and the expertise of its faculty. Appendix G (pages 78-86) contains an inventory of these activities, including efforts that received support from the UI's new "Better Future for Iowans" grant program in 2012-13. Here we give a brief summary.

Access to CLAS programs by students across the state of Iowa

In the section on on-line and distance education (pages 16-17), this self-study has discussed the very substantial extent to which we offer individual courses by distance education and our departments' initiatives to offer entire majors or graduate programs by distance education.

In addition, Appendix G describes our partnerships with Iowa community colleges in staffing courses for students who may wish to transfer to the University and on articulation agreements, most notably a "reverse credit" arrangement for Associate of Arts (AA) degrees that preserves the financial advantages to students of beginning their college education at an Iowa community college while also enabling them to complete a major in the College in a timely fashion. (See page 78.)

Economic vitality of Iowans

CLAS departments contribute to the economic vitality of Iowans by educating students who serve Iowa and the nation in professions that include social work, speech pathology, audiology, music therapy, recreation therapy, and communications. All students earning secondary teaching certificates in the College of Education earn a bachelors degree in a content discipline in CLAS. The importance of this relationship is recognized through joint faculty appointments between Education and our departments of English, Mathematics, and Music. It is also recognized in the close relationship between the College of Education and departments in the Division of World Languages, Literatures & Cultures and in the School of Art & Art History.

CLAS faculty contribute to economic vitality through consulting with business and industry, creation of intellectual property, and development of start-up companies (Appendix G, page 81).

Cultural vitality of Iowans

The Division of Performing Arts mounts an ambitious production schedule every year, with more than 400 recitals, concerts, and performance of plays and operas featuring its students and faculty. The UI website's Arts Portal <http://arts.uiowa.edu/>, designed in a collaboration between CLAS, ITS, Hancher, and other UI offices, presents the state-wide and regional community with a directory to all upcoming UI arts events. In addition, with the support of the Office of the Vice President for Research and a Better Futures for Iowans grant, the Division has been able to tour one production a year to communities distant from the UI campus.

Art Share, the longstanding and highly successful arts outreach program to schools and communities across the state, is administered in the Division of Performing Arts (<http://artshare.uiowa.edu/>). Expansion of Art Share is being funded as a "Better Future for Iowans" initiative. The College also has two highly successful programs in publicly engaged writing that share the strengths of our campus writing programs with the regional community, offering workshops that focus on literacy and creative thinking for young audiences, including at-risk and bilingual youth (see Appendix G, pages 83-84).

The Obermann Center for Advanced Studies, an arm of the Office of the Vice President for Research, and the Center for Public Humanities in a Digital Age provide a locus of interaction and support for faculty who have interests in publicly engaged arts, humanities, and sciences. For a description of recent Obermann Center activities that CLAS faculty have organized, see Appendix G, pages 82-83.

Health and quality of life of Iowans

The College has a wide range of clinical programs and outreach projects, service-learning courses, public-engaged writing programs, and educational outreach programs that bring the expertise of our faculty and students to Iowans in many communities around the state (see Appendix G, passim). In 2011-12, "Better Future for Iowans" funding is being provided to coordinate, expand and enhance many of these programs.

An important way in which UI is working to improve the health and quality of life of Iowans is through its faculty cluster hiring initiatives. CLAS departments participate in all existing UI

clusters through new faculty hiring, through leadership of cluster initiatives, and through service on cluster steering committees (see pages 23-24.)

6.0 Collegiate Structure, Resources, and Governance

6.1 Structure of the Dean's Office

6.1.1 Current Functions of the Dean and Associate Deans⁹

The College of Liberal Arts and Sciences is led by the [Dean of the College](#), supported by an executive associate dean (who also serves as dean for faculty), an associate dean for research and development, and an associate dean for undergraduate programs and curriculum. An assistant dean supports the work of the deans in strategic planning and faculty governance.

The [executive associate dean](#) is responsible for the College's recruitment, appointment, mentoring, retention, and review of faculty, and serves as the College's director of diversity. The executive associate dean allocates teaching assistant lines and lines for Lecturers, visiting faculty, and adjunct faculty. This position participates in major decisions involving the integration of various modes of course delivery, both daytime courses and the various forms of courses offered in cooperation with the Division of Continuing Education (i.e., Saturday & Evening Classes, Guided Independent Study, extension courses, and on-line courses). The executive associate dean serves as the CLAS liaison to the offices of the Provost and Equal Opportunity and Diversity.

The [associate dean for research and development](#) oversees the development of grants and other external support for the College, as well as the College's collaborative research centers (see page 23) and academic resource centers. The person in this position coordinates the College's participation in faculty development and internal research award programs. This position also has responsibility for the College's infrastructure, including space assignment and renewal, equipment, information technology and other technical support, and departmental general expense budgets and requests.

The [associate dean for undergraduate programs and curriculum](#) oversees the development of educational policy and the administration of the College curriculum, including the General Education Program. The person in this position serves as director of the Office of Academic Programs and Student Development and chairs the CLAS Educational Policy Committee, Student Academic Standards Committee, Scholarship Committee, and Teaching Awards Committee. This position serves as the College liaison to the offices of the Registrar, Admissions, and Orientation.

6.1.2 Future Organization of the Dean's Office and Relationship to Departments

During the self-study process, faculty and staff repeatedly expressed appreciation for the ways in which the CLAS deans have worked together and with central University offices to creatively sustain the work of the College in the period since the last review. This period began with massive loss of state appropriations to the University in FY2002 through 2004 and equally large

⁹ Abbreviated CVs for the Dean and the associate deans are in Appendix A, pages 45-52.

losses in FY2009 and FY2010. The period was also marked by the long-lasting trauma of the flood of summer 2008.

With the appointment of a new collegiate dean in August 2012, the Provost has charged the Dean with even greater responsibility than in the past for external representation of the College, interactions with alumni and friends of the College, and developing support for the mission of the College and its departments. This stronger focus on external representation reflects a national trend in the expectations for collegiate deans.

The change in emphasis for the collegiate dean's activities has implications for the work of the executive associate dean and associate deans, whose responsibilities for internal decision-making are correspondingly increasing. Faculty and staff are concerned that the workloads of the executive associate dean and associate deans as currently structured are not sustainable. In part, this is a concern about succession planning, given that the current members of the administrative team are long-serving and highly knowledgeable. In part, it is concern for the well-being of the individuals occupying these positions. And, in part, it is concern that administrative bottlenecks will arise if decanal responsibilities are not reorganized.

As a part of the current review process, CLAS must develop and implement structural changes that will allow more delegation from the current executive associate dean and associate deans to other positions. There are various options for what these changes might look like, including creating additional associate dean positions and/or delegating more responsibility to senior staff. Additional associate dean positions would benefit the College by giving all the CLAS deans more opportunity to engage in long-term planning and to exercise creative leadership. In surveys and interviews conducted for this self-study, faculty and staff indicated that changes in processes within the College could relieve stress on the executive associate dean and associate dean positions.

These process changes would involve more autonomy for departments in day-to-day decision making and a stronger focus on oversight of outcomes, with clearly stated targets or goals that departments must meet or achieve. Faculty and staff also asked for better communication of the College's priorities for resource allocation and for clarity in the criteria by which resources are allocated to departments. In the self-study survey, 48% of DEOs responded "no" to the question, "Do DEOS in the College of Liberal Arts and Sciences have sufficient authority and autonomy to provide vision and leadership for their departments?" (Appendix H, pages 104 and 123), and 44% of DEOs said that the College's budget processes were either "ineffective" or "very ineffective" (Appendix H, pages 105 and 123).

Developing and implementing changes in the processes through which departments and the College interact could form the agenda for a series of productive DEO meetings and meetings of CLAS governance bodies in 2013-14 and beyond.

6.2 Staff structure across the College

Since the last review of CLAS, the College has worked to develop new administrative arrangements that promote the work of our faculty and staff. A far larger proportion of staff than in the past are in professional positions, and staff are deployed in different ways to provide new levels of expertise to the College and its departments in the most efficient way.

Departments recognize and appreciate the high level of expertise of the staff with whom they work. Staff themselves have a high degree of satisfaction with their jobs and feel strongly that their jobs are important to the mission of CLAS (see results of departmental staff survey, Appendix H, page 133).

At the same time, departments feel that they are understaffed (see results of faculty and staff surveys in Appendix H, pages 93-95) and nearly one-third of staff feel their job expectations are not commensurate with the time available to perform them (Appendix H, page 132). Our teaching mission and our role in outreach and public engagement have enlarged; reporting requirements and other responsibilities have also increased. Yet total staff numbers have been static between 2003-04 and 2011-12 (397 FTE in both years, representing staff supported on all sources of funding, including external research funds).

- **Dean's Office staff.** As of March 1, 2013, the Dean's Office staff included 37 core staff members (other than the Dean and associate deans), the same number as were on the organizational chart at the time of the last review, in 2003-04 (for the current organization chart, see Appendix A, page 44).
- **Departmental staff integrated into Dean's Office.** In addition to this core staff, some staff assigned directly to departments and academic programs as professional advisors, academic staff, accountants, and information technology specialists are integrated into Dean's Office staff groups. These staff members help meet the College's and departments' needs for student support, for fulfilling reporting requirements, for compliance with state and federal regulations, and for information technology support and security.

Surveys and interviews conducted for the self-study indicated that departments are highly appreciative of the assistance they receive through these positions, and also value the consultation and support they receive from other Dean's Office staff (e.g., in the human resources, external relations, and web services groups, and from the CLAS Office of Academic Services and Student Development).

- **Departmental staff.** The College has 37 [departments and programs](#), some of which are organized into Divisions (see pages 35-36, below). A professional, well-informed administrative staff is a crucial asset in the daily workings of departments, and is also crucial in recruiting and developing DEO leadership. Two innovations since the last review have improved the College's ability to provide departments with staff expertise.
 - **Shared Service Centers.** In some areas of the College, Shared Service Centers have been created to distribute staff expertise most effectively to both small and large departments. All departments need support for their front office and for instructional technology, human resources issues, accounting and budgeting, and similar needs. However, a single staff member in a small department cannot be expected to fill all these roles.

Shared Service Centers provide groups of departments in the same building or neighboring buildings with the full range of staff expertise. (Currently, these Shared Service Centers are in the Jefferson Building, in the Adler and Becker Buildings, in EPB, and in Geographical & Sustainability Sciences and Earth & Environmental Sciences.) Following the conclusion of the review of the College, CLAS will work with the University's Office

of Organizational Effectiveness to assess the effects of Shared Service Centers on the work of departments they serve.

- **Departmental administrators.** A major collegiate initiative over the last ten years has been developing a cadre of professional departmental administrators to collaborate with the DEO and support the DEO's non-academic work.

A chief administrative staff member now manages each department or Shared Service Center. These [25 administrators](#) form the College's Administrative Staff Group (ASG), whose monthly meetings are organized and led by the College's human resources director. The CLAS associate deans and Dean's Office staff regularly participate in the meetings. The group discusses issues raised by departments, the College, or the University; communicates best practices; creatively addresses problems; participates in training sessions; facilitates networking; and serves as a sounding board for policies and procedures.

In the surveys and interviews conducted as part of the self-study process, faculty and staff identified a need for improved orientation for new CLAS staff members and for an orientation for new DEOs and ASG members on their joint responsibilities.

6.3 Synergistic structuring within the College

Divisional arrangements create synergies among departments with related missions, promote the effective use of shared resources, and increase interdisciplinary, cross-departmental collaborations. The College currently has two Divisions, established a decade apart. Both were approved in referenda of faculty in the participating units and were approved by the Iowa Board of Regents.

- **The Division of Performing Arts**, established in 2000, has as its constituent units the Department of Dance, the School of Music, and the Department of Theatre Arts. Its mission is to foster interdisciplinary collaboration, coordinate artistic and academic activities, and sponsor a full array of performances and symposia. It also makes the academic arts as a whole more visible locally, nationally, and internationally. It offers a forum where arts units can work together to support, promote, and advance the arts while developing a format for inter-artistic and interdisciplinary creativity and research.

Art Share, the highly successful arts outreach program, and the Performing Arts Production Unit report to the Division. The Division also houses an interdisciplinary certificate program in Performing Arts Entrepreneurship. At the time the Division of Performing Arts was established, the College guaranteed that existing faculty lines would remain in the constituent units, an action which has somewhat protected the Division from budget reversions.

At the time of the 2008 floods, which severely affected the Division and its units, the divisional organization was a very positive asset in both the immediate evacuation stage and in subsequent stages of rehousing, recovery, and rebuilding.

- **The Division of World Languages, Literatures & Cultures**, established in 2010, has five constituent units: the departments of Asian & Slavic Languages & Literatures, French & Italian, German, and Spanish & Portuguese, and the American Sign Language program. All the units are located in Phillips Hall, and the Division includes a shared resource, the Language Media Center.

The College has guaranteed tenure-lines in the Division of World Languages, Literatures, & Cultures through spring 2017, as well as a return to the Division of 50% of salaries from any tenure-track line that is vacated until the line is filled. In addition to searches within individual departments, the College has authorized division-wide hiring initiatives. In 2010-11 a division-wide search in world cultures resulted in two appointments: one in Arabic and one in Francophone world cultures. In 2012-13, two hires were made from a division-wide search in migration studies, and the Division partnered with Gender, Women's & Sexuality Studies in a search in transnational sexualities and genders.

The Division has become the administrative home of interdisciplinary academic programs in which all its departments are invested. In January 2013, the Division undertook the administration of the MFA in Translation (formerly housed in the Department of Cinema & Comparative Literature), and will begin administering the comparative literature BA and PhD program in July 2013. The interdisciplinary PhD program in Second Language Acquisition (formerly administered in the Graduate College) will be housed in the Division beginning in fall 2013.

- **Review of divisional structures.** The divisional arrangement in Performing Arts will be reviewed in 2013-14, and the Division of World Languages, Literatures & Cultures will be reviewed in 2014-15. In their survey responses and in meetings with the Self-study Committee, faculty and staff also expressed the desire for a general discussion of the potential benefits of the introduction of new divisions.
- **Possible Division of Communication.** The College has asked the Department of Communication Studies, the School of Journalism & Mass Communication, the film studies and film production areas of the current Department of Cinema & Comparative Literature, and the Rhetoric Department to study and discuss the possible formation of a Division of Communication. These units, some of which had expressed reservations about the possibility of a divisional arrangement, will each submit a summary of perceived opportunities and concerns to the Dean by October 15, 2013.

6.4 Space and facilities

Several capital projects already in process at the time of the last review were completed following the review (Adler Building, 2005; Art Building West, 2006; the Schaeffer Library addition to the Dey House, 2006). In addition, two new renovation projects were approved and completed following the last review: the renovation of the Chemistry building (completed 2010) and the renovation of Stuit Hall to house the clinical psychology program of the Psychology Department (completed 2011).

Flood recovery

The 2008 flood directed enormous amounts of University, Collegiate, and departmental effort toward recovery of devastated facilities—work that will not be completed for several more years. The University has worked closely and productively with CLAS and the affected departments, as well as with the Federal Emergency Management Agency, Iowa Homeland Security, and the Iowa Board of Regents, on flood recovery. The Office of the Provost, the Office of the Senior Vice President and Treasurer, the Office of the Vice President for Research, the Office of

Facilities Management, Instructional Technology Services, and the Office of Risk Assessment have been and continue to be crucial to CLAS' on-going recovery and rebuilding. In their survey responses and interviews, faculty and staff repeatedly praised the Office of the Dean for its collaboration with departments and central UI offices on the flood recovery process.

During and immediately following the inundation, 10 of the College's 37 departments were moved to temporary quarters. Most were returned to their buildings by the opening of classes in fall 2008, although mitigation processes were still going on in those buildings. The most seriously affected CLAS units were the following:

- The School of Music, whose faculty, staff, and programs continue to be dispersed to many sites on the central campus and in the community. A new building is now designed and scheduled to be completed in 2016, with groundbreaking in late 2013.
- The School of Art and Art History, whose faculty, staff, and programs have also been separated since the flood. Art Building West, which had been completed only two years before the flood, was evacuated, then restored and fully mitigated by late fall 2011. The Art Building (both the historic 1930s structure and later additions) was permanently evacuated. A new visual arts building is now designed for a site near Art Building West, with groundbreaking to occur in late 2013 and completion scheduled for 2016.
- In Theatre Arts, whose faculty, staff, and programs returned to their building in January 2009, the FEMA recovery project will be completed by August 2014. Subsequently, the University will perform further renovation to ensure that space assigned to the costume shop and costume storage meets the production needs of the department.
- Chemistry and Physics research laboratories in the Iowa Advanced Technology Laboratories (IATL), which were partially reoccupied in September 2009, with full recovery and mitigation expected to be completed by August 2014. The Optical Science and Technology Center (see page 23, above), which is housed in IATL along with many of its affiliated researchers, was also seriously affected by the flood.

The buildings housing the Museum of Art and Hancher Auditorium, which serve as crucial resources for the teaching and creative work of our fine and performing arts departments, were also lost in the flood. A new Hancher Auditorium has been designed, with groundbreaking to occur later this year and completion scheduled for 2016. FEMA has not yet reached a decision on the Art Museum replacement.

Future needs for building and renovation

Better facilities for teaching and research will benefit our students and our teaching, and will allow faculty in CLAS to make even greater contributions to the UI's scholarly mission. The College and University have established priorities to meet space needs that have been deferred while flood recovery was underway. A new building to house the large Psychology Department (estimated at \$26-32 million) remains the College's top priority and a focus for fundraising in the new UI comprehensive campaign. Demolition of parts of Seashore Hall and renovation of the remaining structure, which currently houses Sociology and part of Psychology, are on the University's five-year capital plan. These projects are essential for meeting teaching and research needs in these departments.

The Pentacrest renewal and modernization project, deferred during flood recovery, has now been restored to the University's five-year capital plan. The original plan called for University administration to move into the south end of MacBride and for Jessup Hall to be converted into a social science building that would provide additional space to CLAS units.

The College has large needs for deferred maintenance and renewal, due to the age of the buildings it occupies. Other important needs include space for science research labs and improved facilities for the Department of Dance.

The Dean's Office is undertaking a space planning initiative that will inventory and assess the quality of existing space, establish goals and aspirations for quantity and quality of space based on projected needs for teaching and research, and identify priorities for future projects.

6.5 Faculty size and composition

Since the last review, CLAS has seen important shifts in the size and composition of its instructional staffing. Four types of faculty deliver the College's undergraduate and graduate teaching mission: tenure-line faculty, clinical-line faculty, renewable-term Lecturers, and visiting faculty (some of whom are adjunct faculty hired on a course-by-course basis). In addition, graduate teaching assistants are a crucial part of our instructional staffing.

<u>Instructional staffing</u>	<u>2003-04</u>	<u>2012-13</u>
Tenure-line faculty	632.97 FTE	615.83 ¹⁰ FTE
Clinical-line faculty	14.82	17.93 ¹¹
Lecturer faculty	38.25	82.67 ¹²
Visiting/adjunct faculty	~50-60*	36.70 ¹³
Teaching assistants	504.67	439.79 ¹⁴

*It is no longer possible to ensure that all visiting and adjunct lines were counted the same way in 2003-04 as in 2012-13. The number for 2003-04 is therefore an approximation. All other numbers use the same metrics in both years.

The table above indicates a loss in the College's "total instructional strength" (calculated as the sum of all tenure-line, clinical-line, lecturer, and visiting faculty and teaching assistants, and expressed as a single full-time equivalent number) between 2003-04 and 2012-13.

¹⁰ This number includes all tenured and tenure-track lines to which the College has a permanent commitment, including faculty serving in administrative roles and on paid or unpaid leave. The 2003-04 tenure-line number reflects a loss of about 9 FTE that had already occurred during reductions in state funding in FY2002 and FY2003.

¹¹ Clinical-track faculty serve in four accredited programs: Communication Sciences & Disorders, Social Work, Music (music therapy), and Psychology (clinical psychology). Some clinical-track positions are supported on clinical fees or by the partnership with the Division of Continuing Education.

¹² This number does not include the 28.85 FTE Lecturers in the English as a Second Language Programs in fall 2012. The number of ESL positions has greatly increased to serve the recent increases in international undergraduate students. The new positions are primarily supported by annual allocations from the Office of the Provost.

¹³ The visitors counted here are those that CLAS considers as truly additional instruction. This number does not include approximately 34 FTE who are replacements for tenure-line faculty on paid or unpaid leave or on administrative assignment. Those 34 FTEs are included in the tenure-line number.

¹⁴ Note that in this table teaching assistants are expressed as full-time equivalents rather than the usual half-time equivalents.

During the same period, the number of student credit hours offered by CLAS has increased by more than 7% (from 430,447 sch in 2004-05 to 461,583 in 2011-12—see Appendix B, Table 1, page 53). The number of undergraduate degrees awarded annually by CLAS has increased by more than 20% (see Appendix B, Table 3, page 52), reflecting our success in student retention and in helping students make timely progress toward their degrees.

Changes in our Rhetoric requirement, our Mathematics teaching, and our introductory Spanish language teaching, noted earlier, have helped us deal with some class-size issues. However, class sizes in discussion sections associated with lectures remain larger than they were before state allocations were reduced in FY 2009 and 2010. Non-recurring funding from partnerships with the Division of Continuing Education, from summer session teaching, and from the Office of the Provost has helped us sustain our teaching mission, but non-recurring funds cannot support our commitment to tenure-line faculty.

CLAS and its departments are seeking the appropriate balance between tenure-line and non-tenure-line faculty, one that will respect the integrity of the tenure-line role and recognize the different ways in which tenure-line and non-tenure-line faculty contribute to innovation and excellence in our teaching mission. Tenure-line faculty are essential for intellectual leadership in our undergraduate majors and graduate programs, for the national visibility their scholarly and creative work brings to the UI, and for the leadership and visibility they have in their academic disciplines. In addition to renewing our faculty as senior scholars retire, the College must hire teacher-scholars who can lead in emerging areas of strength—areas that may include such foci of recent hiring as digital arts, digital humanities, informatics, aging studies, nanotechnology, and sustainability. We must also build our expertise across the disciplines in the new pedagogies that will define teaching in the decades to come.

Lecturers contribute innovative teaching and continuity in the staffing of the crucial foundational courses that reach all UI students, and they often supervise and contribute to the development of teaching assistantships who also serve in foundational courses. The College initiated and continues to support the proposal for a new faculty rank of Senior Lecturer to recognize the value these appointments bring to our curriculum and academic programs. We are also working with the Office of the Provost to create a better pay scale for Lecturers and to provide them with professional development funding. In their survey responses and meetings with the Self-study Committee, faculty and staff endorsed the need for this improved support for Lecturer positions, given their increasingly important role in the College's undergraduate teaching mission.

The surveys and interviews conducted for this self-study revealed wide-spread concern about the level of faculty resources to sustain crucial aspects of departments' missions—specifically the need to grow the tenure-line faculty (including authorizing senior hires); to retain faculty (particularly mid-career faculty); and to further support faculty development (including better research support for post-tenure faculty, better travel funding for all faculty, and re-instatement of Faculty Scholar and Global Scholar awards).

6.6 Faculty governance at the collegiate level¹⁵

CLAS Faculty Assembly

Until 1986, general faculty meetings were held for the purpose of consulting with the Dean on “matters of policy relating the standing and reputation of the College[,] . . . the professional welfare of the faculty[,] and . . . educational policies within the jurisdiction of the College.” The CLAS Faculty Assembly was created in the 1986 revision of the College’s Manual of Procedure to replace these general faculty meetings. Since 1998, changes have been made repeatedly to the Faculty Assembly’s size and definition (cf. the CLAS Manual of Procedure, <http://clas.uiowa.edu/faculty/clas-manual-procedure-article-iv-faculty-assembly>) without creating high levels of satisfaction with the Faculty Assembly’s operations among its members or within the faculty as a whole.

In the 1998 revision of the CLAS Manual of Operations, positions were created for elected officers of the Faculty Assembly (president, vice-president / president-elect, past president, and secretary). The Dean or an associate dean continues to address the Faculty Assembly at most monthly meetings, but the Dean no longer presides over the Faculty Assembly, as was the case from 1986 to 1998. Agendas are now established by an agenda committee that includes the Faculty Assembly officers and representatives of two elected faculty committees, the Executive Committee and the Educational Policy Committee.

Faculty are uncertain whether a smaller role for the Dean in Faculty Assembly operations creates more benefits than drawbacks. The change gave the Faculty Assembly more independence and may have encouraged a freer exchange of ideas in Faculty Assembly meetings, but has reduced the faculty’s direct engagement with those running the College and may have reduced the extent to which faculty have input on major decisions made by the Dean.

Faculty Assembly discusses and makes recommendations on important changes to policies and academic programs that have first been discussed in the CLAS Executive Committee and Educational Policy Committee (e.g., changes in faculty review policies, approval of new undergraduate majors). Current Faculty Assembly members acknowledge the importance of this function but are concerned that it is difficult for them to provide meaningful feedback, since any requests they might make for changes in the motion brought to them from the elected committees could cause significant delays in gaining University or Regents approval for these changes.

The fact that Faculty Assembly meets only once a month contributes to the concern that substantive discussion could create a bottleneck for policy changes. Members of the Faculty Assembly have suggested increasing the number of meetings, perhaps meeting once each month with the Deans and once without. This schedule would also allow for two readings or votes on issues.

In addition, current Assembly members feel the need for a more formal connection between their discussions and discussions occurring in departmental faculty meetings, another important forum for governance. For example, departmental meetings could include as a standard agenda item a

¹⁵ This section reflects the discussion of the Faculty Assembly with members of the CLAS Self-study Committee at the Faculty Assembly meeting on February 27, 2013, to which all faculty were invited.

discussion with the department's Faculty Assembly representative of issues before the Assembly and issues that should be brought to the Assembly. In turn, a formal orientation in the role and the expectations for members of the Assembly would be beneficial for new representatives.

Apart from the joint agenda committee, there is no structural connection between Faculty Assembly and the two elected committees. This situation could be easily rectified by having a Faculty Assembly officer sit *ex officio* on each of the elected committees, a fairly minor change to the College's Manual of Operations. More extensive changes (e.g., having members of the Executive Committee and/or Educational Policy Committee elected from the membership of Faculty Assembly) could also be considered. The Manual of Operations is revised on a seven-year schedule, under the leadership of the CLAS Executive Committee. (cf. <http://clas.uiowa.edu/faculty/clas-manual-procedure-article-xii-revision-and-amendment>). Such a review will be due following the conclusion of the review of the College

Structural changes and operational changes such as these could increase the centrality of Faculty Assembly to the College's deliberative processes. Other changes might also be considered that would give the Assembly a clearer mission, make it a more effective voice for the faculty as a whole, and make it a less reactive body.

CLAS Elected Committees

CLAS has two committees elected by and from the members of the faculty.

- **Educational Policy Committee (EPC).** This committee meets bi-weekly, chaired by the Associate Dean for Undergraduate Programs and Curriculum, to formulate policies and procedures relating to the College's educational mission, curriculum, and teaching. This Committee has oversight of the General Education Program. (For a complete list of duties, see <http://clas.uiowa.edu/faculty/clas-manual-procedure-article-vi-educational-policy-committee>.)

The role of the EPC seems clear to faculty interviewed for this self-study. Its policy-making function is understood, perhaps because many departments bring proposals for new programs to the EPC and its decisions on these proposals and other educational issues must be ratified in Faculty Assembly. Faculty perceive the EPC as functioning well.

- **Executive Committee.** This committee meets weekly, chaired by the Dean, to advise on department reviews, on policies affecting faculty, and on major uses of the College's budget (including authorization of new faculty lines). While the Executive Committee is a policy-making committee, it also serves as a sounding board for initiatives that may later be brought to the College's DEOs and/or Faculty Assembly for further discussion. (For a complete list of duties, see <http://clas.uiowa.edu/faculty/clas-manual-procedure-article-v-executive-committee>.)

The interviews with faculty groups conducted by the Self-study Committee indicated that it is not clear to faculty whether or how the Executive Committee is meant to represent the faculty, nor is it clear whether its primary function is advisory to the Dean or policy-making. A more explicit mechanism by which faculty members can bring issues to the Executive Committee and have them appear on the agenda may be in order. In addition, suggestions were made to broaden the composition of the Executive Committee—for instance, by changes to the College's Manual of Procedure that would allow the Dean to appoint some

members and that would make the President of Faculty Assembly *ex officio* a member of the Executive Committee.

In discussions with the Self-study Committee, the members of each elected committee expressed the need for the intellectual energy of the faculty at large to be tapped more effectively. Faculty can help shape a vision for the future and can help the College advocate for the value of a liberal arts education. For example, the College might convene symposia to discuss larger issues such as diversity, uses of the College's budget, and the role of CLAS and the UI in the state.

Faculty participation in strategic planning outside of elected governance bodies

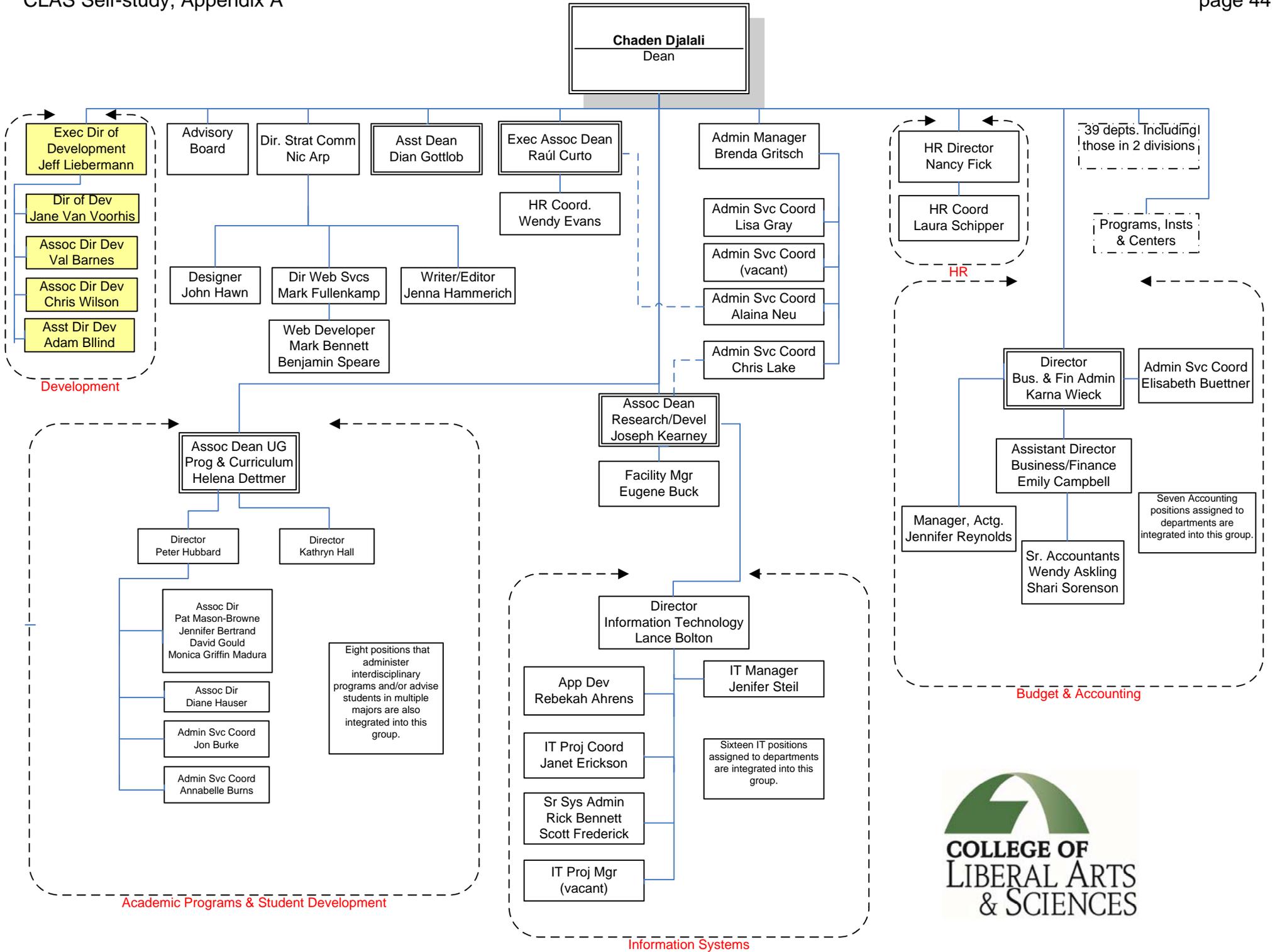
Involving faculty substantively in College-wide planning and intellectual leadership has been and remains a challenge. With the many changes taking place in post-secondary education—pedagogical innovations, the growing importance of on-line distance education, the digital revolution in the arts and humanities, changes in research funding, changes in public support for education, and many others—the College and University need to involve faculty in planning through mechanisms and forums for collective thinking that are different from those of traditional faculty governance.

In interviews with the Self-study Committee, DEOs called for more effective use of DEO meetings for creative problem-solving and two-way exchange of ideas between the deans and DEOs. The Self-study Committees feels that ways of implementing changes described above could form the agenda for a series of productive DEO meetings in 2013-14 and beyond.

6.7 Communication within the College

Every review provides an opportunity to assess and improve communication within the College. Surveys conducted for this self-study indicate a particular need to study how effectively the College is communicating with staff members, how effectively the College is communicating with its DEOs, and how well it is incorporating faculty expertise and judgment into its decision-making processes.

In submitting this report, we hope that it expresses to CLAS faculty and staff, as well as to the internal and external members of the review committee and the University administration, the energy and vitality of the College, the progress it is making on many fronts, its contributions to important UI planning goals, and the extent to which further investment in the College will advance those goals.



Chaden Djalali

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 UI Alumni Association Dean's Chair in the Liberal Arts & Sciences

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EDUCATION

1984	Thèse d'État, Institut de Physique Nucléaire d'Orsay, France (Post-doctoral degree, High Honors)
1981	PhD, Institut de Physique Nucléaire d'Orsay, France, Nuclear Physics (High Honors)
1979	MS, University of Paris XI, Paris, France, Physics (High Honors)
1978	BS, University of Paris XI, Paris, France, Physics (Honors)

ACADEMIC POSITIONS

2012-	Alumni Association Dean's Chair in the Liberal Arts & Sciences, The University of Iowa
2007-2012	Carolina Distinguished Professorship, University of South Carolina
2003-2007	Carolina Trustee Professorship, University of South Carolina
1996-2012	Professor, Physics Department, University of South Carolina
1992-1996	Associate Professor, Physics Department, University of South Carolina
1989-1992	Assistant Professor, Physics Department, University of South Carolina
1985-1987	Research Associate/Visiting Scientist, National Superconducting Cyclotron Laboratory, Michigan State University
1981-1992	Tenured Research Scientist, IPN-Orsay, France

ADMINISTRATIVE HISTORY

2012-	Dean, College of Liberal Arts and Sciences, The University of Iowa
2004-2012	Chair, Physics Department, University of South Carolina
2000-2004	Director of Graduate Studies, Physics Department, University of South Carolina

RESPONSIBILITIES AS DEAN

The Dean of the College provides vision and leads in strategic planning that advances the College's mission in teaching, research, public engagement, and service. The Dean works to increase the College's visibility nationally and internationally; to sustain and promote the scholarly excellence and diversity of the faculty; to ensure the strength, breadth, and currency of the curriculum and academic programs; to make the College's mission and identity better understood and more visible on campus, in the State, and among our alumni and friends; and to allocate and enlarge the College's resources in ways that best serve its academic and scholarly mission. Many of the responsibilities for achieving the College's goals are shared with the associate deans and with the College's faculty governance bodies.

RECENT RESEARCH PUBLICATIONS

1. Branching Ratio of the Electromagnetic Decay of the Sigma+(1385), with D. Keller *et al.*, (The CLAS Collaboration), Phys. Rev. D 85 (2012) 052004.

2. Measurement of the neutron F2 structure function via spectator tagging, with N. Baillie *et al.*, (The CLAS Collaboration), Phys. Rev. Lett. 108 (2012) 142001.
3. Shrunk particles pass freely through nuclear matter, with El Fassi *et al.*, (The CLAS Collaboration), Phys. Lett. B 712 (2012) 326.
4. Upper limits for the photoproduction cross section for the $\Phi(1860)$ pentaquark state off the deuteron, with H. Egiyan *et al.*, (The CLAS Collaboration), Phys. Rev. C 85 (2012) 015205.
5. Deep exclusive π^+ electroproduction off the proton at CLAS, with K. Park *et al.*, (The CLAS Collaboration), Eur. Phys. J. A 49 (2013) 16.
6. Measurement of Transparency Ratios for Protons from Short-Range Correlated Pairs, with O. Hen *et al.*, (The CLAS Collaboration), Phys. Lett. B 722 (2013) 63.
7. Measurement of the Sigma Pi Photoproduction Line Shapes Near the $\Lambda(1405)$, with Kei Moriya *et al.*, (The CLAS Collaboration), Phys. Rev. C 87 (2013) 035206.
8. Transverse Polarization of $\Sigma^+(1189)$ in Photoproduction on a Hydrogen Target, with C. S. Nepali *et al.*, (The CLAS Collaboration), Phys. Rev. C 87 (2013) 045206.
9. Near Threshold Neutral Pion Electroproduction at High Momentum Transfers and Generalized Form Factors, with P. Khetarpal *et al.*, (The CLAS Collaboration), Phys. Rev. C 87 (2013) 045205.
10. Separated Structure Functions for Exclusive K^+ Λ and K^+ Σ_0 Electroproduction at 5.5 GeV with CLAS, with D. S. Carman *et al.*, (The CLAS Collaboration), Phys. Rev. C 87 (2013) 025204.

CURRENT RESEARCH SUPPORT

C. Djalali, R. Gothe, S. Strauch and Y. Ilieva (Co PIs) 8/1/12-7/31/15, \$1,325,000
Study of Nuclear Physics with Intermediate Energy Probes
 National Science Foundation

AFFILIATIONS AND COLLABORATIONS

2006- Member of the TREK Collaboration, KEK and JPARC, Tsukuba, Japan
 1991-1998 Member of the GRAAL Collaboration, European Synchrotron Radiation Facility /
 Grenoble Anneau Accelérateur Laser, Grenoble, France
 1989- Member of the CLAS Collaboration, Continuous Electron Beam Accelerator Facility,
 Thomas Jefferson National Accelerator Facility, Newport News, VA

SYNERGISTIC ACTIVITIES

2011-2012 Co- organizer, international workshop, European Center for Theoretical Studies in
 Nuclear Physics and Related Areas, Trento, Italy
 2011- Co organizer, CLAS12 European Workshop, Paris (2011), Uruguay (2013)
 2010- Steering Committee, CLAS12, Project, Thomas Jefferson National Accelerator Facility,
 Newport News, Virginia
 1999- Organizing committee for Latin American international Symposia in Nuclear Physics,
 Argentina (2005), Peru (2007), Chile (2009), Ecuador (2011), Uruguay (2013).
 1997- Reviewer for publishers, including McGraw-Hill, J. Wiley, Cambridge University Press
 1990- Referee for *Physical Review*, *Physical Review Letters*, *European Journal of Physics A*,
Nuclear Physics A, and other journals
 1990- Reviewer for NSF, NSF-OISE, Research Foundation, DOE-EPSCOR, and other agencies

Raúl Curto

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EDUCATION

1978	PhD, State University of New York at Stony Brook, Mathematics
1978	MA, State University of New York at Stony Brook, Mathematics
1975	Licenciate in Mathematics, Universidad Nacional de San Luis, Argentina
1975	Teacher Certification in Secondary Education (Mathematics), Universidad Nacional de San Luis, Argentina

ACADEMIC POSITIONS

2002-2017	CLAS Collegiate Fellow
1987-	Professor, Mathematics Department, The University of Iowa
1983-1987	Associate Professor, Mathematics Department, The University of Iowa
1981-1983	Assistant Professor, Mathematics Department, The University of Iowa
1979-1981	Instructor, Mathematics Department, University of Kansas

ADMINISTRATIVE HISTORY

2004-	Director of Diversity, College of Liberal Arts and Sciences, The University of Iowa
1998-	Executive Associate Dean, College of Liberal Arts and Sciences, The University of Iowa
1996-1998	Associate Dean for Faculty, College of Liberal Arts and Sciences, The University of Iowa
1995-1996	Associate Chair and Director of Undergraduate Studies, Mathematics Department
1992-1995	Chair, Department of Spanish & Portuguese
1990-1995	Associate Chair and Director of Graduate Studies, Mathematics Department

RESPONSIBILITIES AS EXECUTIVE ASSOCIATE DEAN

The executive associate dean is responsible for the recruitment, appointment, mentoring, retention, and review of faculty, and serves as the College's director of diversity. The executive associate dean allocates teaching assistant lines and lines for Lecturers, visiting faculty, and adjunct faculty. This position participates in major decisions involving the integration of various modes of course delivery, both daytime courses and the various forms of courses offered in cooperation with the Division of Continuing Education (i.e., Saturday & Evening Classes, Guided Independent Study, extension courses, and on-line courses). The executive associate dean serves as the CLAS liaison to the offices of the Provost and Equal Opportunity and Diversity.

He has served as a member of the UI Council on the Status of Latinos since 1992 and is currently a member-at-large on the Council's Executive Committee. He has served on many central administrative search committees, and co-chaired the Executive Vice President and Provost Search Committee in 2007-08. In 2009, he served on the Provost's Task Force on Strategic Budgeting and on the UI ARRA Review Committee.

MONOGRAPHS AND REFEREED RESEARCH ARTICLES

1. Recursively determined representing measures for bivariate truncated moment sequences, *J. Operator Th.*, accepted for publication; 33 pp. in preprint form (with L. Fialkow).
2. Completion of Hankel partial contractions of extremal type, *J. Math. Phys.* 53, 123526(2012); 11 pp. (with S.H. Lee and J. Yoon).
3. Operators Cauchy dual to 2-hyperexpansive operators: The multivariable case, *Integral Equations Operator Theory* 73(2012), 481-516 (with S. Chavan).
4. Which subnormal Toeplitz operators are either normal or analytic?, *J. Funct. Anal.* 263(2012), 2333–2354 (with I.S. Hwang and W.Y. Lee).
5. Hyponormality and subnormality of block Toeplitz operators, *Adv. Math.* 230(2012), 2094-2151 (with I.S. Hwang and W.Y. Lee).
6. Subnormality for arbitrary powers of 2-variable weighted shifts whose restrictions to a large invariant subspace are tensor products, *J. Funct. Anal.* 262(2012), 569-583 (with S.H. Lee and J. Yoon); published online October 19, 2011.
7. When is hyponormality for 2-variable weighted shifts invariant under powers?, *Indiana Univ. Math. J.* 60(2011), 997-1032 (with J. Yoon).
8. A new approach to the 2-variable subnormal completion problem, *J. Math. Anal. Appl.* 370(2010), 270-283 (with S.H. Lee and J. Yoon).
9. Polynomially hyponormal operators, in *A Glimpse at Hilbert Space Operators: Paul R. Halmos in Memoriam*, *Oper. Theory Adv. Appl.* 207(2010), 195-207 (with M. Putinar).
10. Recent Progress in Operator Theory and Its Applications, Proceedings of the International Workshop on Operator Theory and Applications (IWOTA), Guanajuato, Mexico, 2009, *Oper. Theory Adv. Appl.* 220 (2012); 342 pp. (co-edited with J.A. Ball, S.M. Grudsky, J.W. Helton, R. Quiroga-Barranco and N.L. Vasilevski).

RECENT RESEARCH SUPPORT

R. Curto (PI)	6/2012-5/2013, \$21,600
<i>Travel Grant for Young Mathematicians to International Workshop on Operator Theory and Applications</i>	
National Science Foundation Grant DMS-1240475	
R. Curto (PI)	6/2008-5/2013, \$152,599
<i>Multivariate Operator Theory</i>	
National Science Foundation Grant DMS-0801168	
R. Curto (Co-PI)	9/2006 - 8/2012, \$3,000,000
<i>The Iowa Mathematics Initiative</i>	
National Science Foundation VIGRE Grant DMS-0602242	

SYNERGISTIC ACTIVITIES

2009-	Member, <i>Editorial Board, International Journal of Mathematics and Mathematical Sciences</i>
2006-	Division Editor, <i>Journal of Mathematical Analysis and Applications</i>
2006-	Associate Editor, <i>Filomat</i>
2006-	Associate Editor, <i>Operators and Matrices</i>
2005-	Associate Editor, <i>Integral Equations Operator Theory</i>
2005-	Associate Editor, <i>Operator Theory: Advances and Applications</i>

Helena Dettmer

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EDUCATION

1976 PhD, University of Michigan, Classics
1972 BA, with distinction, Indiana University, Classics

ACADEMIC POSITIONS

2010-2015 CLAS Collegiate Fellow
1997- Professor, Department of Classics, The University of Iowa
1983-1997 Associate Professor, Department of Classics, The University of Iowa
1976-1983 Assistant Professor, Department of Classics, The University of Iowa

ADMINISTRATIVE HISTORY

2004– Associate Dean for Undergraduate Programs and Curriculum
2011- Director, Writing Certificate program
2011- Director, International Studies Major
2006- Director, Interdepartmental Studies Major
2008-2009 Director, Division of Interdisciplinary Programs; Chair, African American Studies
2001-2005 Founding Director, Division of Interdisciplinary Programs
1993-2001 Chair, Department of Classics
2000-2001 Administrative Fellow, CLAS Dean's Office
1999-2000 Interim Chair, Department of French & Italian
1999-2000 CIC Academic Leadership Program Fellow

RESPONSIBILITIES AS ASSOCIATE DEAN FOR UNDERGRADUATE PROGRAMS AND CURRICULUM

The associate dean oversees the development of educational policy and the administration of the College curriculum, including the General Education Program. She directs the CLAS Office of Academic Programs and Student Development, whose mission is to help students fulfill their academic potential and make timely progress toward their degree objective (cf <http://clas.uiowa.edu/students/academic-programs-and-student-development>).

The associate dean interacts frequently with the Office of the Provost and with other central University offices, including the Academic Advising Center, Office of Business and Liberal Arts Placement, Office of the Registrar, Admissions Office, and Orientation Office. The associate dean is an ex officio member of the Liberal Arts Executive Committee and the Collegiate Committee on Faculty Promotion and Tenure. She chairs the elected CLAS Educational Policy Committee and the College's standing committees on Student Academic Standards, Teaching Awards, and Scholarships.

The associate dean is a member of the University's Classroom Advisory Committee and Miscellaneous/Course Fee Committee and chairs the Pre-med Curriculum Committee. She recently served as chair of the search committee for the Director of the Honors Program and as a member of the International Programs Executive Committee.

HONORS, AWARDS, AND RECOGNITION

2012	UI Lola Lopes Award for Undergraduate Student Advocacy
2002	<i>Laudatio</i> , Classical Association of the Middle West and South
1996-97	President, Classical Association of the Middle West and South
1978-1979	Mellon Fellow, Duke University

EDITORSHIP

Co-editor of Syllecta Classica for volumes 1-6, and 9 (1993-6, 1999).

SELECTED PUBLICATIONS

Books

Co-author, with LeaAnn Osburn, *Latin for the New Millennium, Level 3, Select Latin Enrichment Readings*, forthcoming June 2013.

Co-author, with LeaAnn Osburn, *Latin for the New Millennium, Level 3*, 623 pp, and *Level 3, Teacher's Guide*, 457 pp, (Bolchazy-Carducci, 2012).

Co-author, with Marcia Lindgren: *Revised: A Workbook to Ayers' English Words from Latin and Greek Elements* (Tucson, 2005; 2d ed.), 269 pp.

Love by the Numbers: Form and Meaning in the Poetry of Catullus (New York, 1997), 366 pp.

Horace: A Study in Structure (Hildesheim, 1983), 573 pp.

Work in Progress

Article solicited by *Classical Outlook*: "Lesbia Poems 87—109: A Happy End to an Unhappy Love Affair?"

Book Manuscript, *Design and Meaning in Ovid's Epistulae ex Ponto and the 2nd edition of the Amores*.

RECENT CONFERENCE PRESENTATIONS AND INVITED PAPERS

"A New Comprehensive Text for Latin 3," American Classical League, June 2012.

"Latin Grammar in Millennium 3," American Classical League, June 2011.

"Ill-conceived Excisions in J.M. Trappes-Lomax's New Edition of Catullus," presented at Classical Association of the Middle West and South (CAMWS), 2010.

"Lesbia Poems 87–109: A Happy End to an Unhappy Love Affair?" presented at CAMWS, 2009.

"On Reading Propertius 2.29A and 2.29B as Paired Poems," presented at CAMWS, 2008.

"Connectivity in Catullus," keynote address at the Illinois Classical Association, 2007.

"AP Catullus: Thinking about Latin as Literature," presented at CAMWS, 2006.

"Bald Women Do Not Attract Men: Hair as a Unifying Theme in Ovid, *Amores* I," presented at CAMWS, 2005.

Joseph Kearney

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EDUCATION

1983	PhD, University of Minnesota, Computer Science
1981	MS, University of Minnesota, Computer Science
1979	MA, University of Texas, Austin, Psychology
1975	BA, University of Minnesota, Psychology

ACADEMIC POSITIONS

2009-2014	CLAS Collegiate Fellow
1996-	Professor, Computer Science Department, The University of Iowa
1991-1996	Associate Professor, Computer Science Department, The University of Iowa
1986-1987	Visiting Scientist, Computer Science Department, Cornell University
1983-1991	Assistant Professor, Computer Science Department, The University of Iowa

ADMINISTRATIVE HISTORY

2004-	Associate Dean for Research and Development, College of Liberal Arts and Sciences
2000-2002	Director, School of Library and Information Science, The University of Iowa
1995-	Co-Director, Hank Virtual Environments Laboratory, The University of Iowa
1993-1996	Chair, Computer Science Department, The University of Iowa

RESPONSIBILITIES AS ASSOCIATE DEAN FOR RESEARCH AND DEVELOPMENT

The associate dean manages the College's participation in faculty development award programs, internal research award programs, and development of external support for the College; oversees the College's research centers, institutes, and academic resource centers; has responsibility for infrastructure and other support for the research and teaching missions of the College, including space assignment and renewal, space planning, oversight of building design and construction projects, liaison with Facilities Management for issues related to operation and maintenance, acquisition and maintenance of instructional instrumentation and computing equipment, technical support for computing, new faculty startup, and departmental requests for renovation and equipment.

The associate dean interacts frequently with the Office of the Vice President for Research, the Office of the Provost, the Graduate College, Information Technology Services, and Facilities Management, and works closely with the College's Director of Information Technology. The associate dean is an ex officio member of the Liberal Arts Executive Committee and the Collegiate Committee on Faculty Promotion and Tenure; he chairs the Information Technology Committee and the Career Development Review Committee. The associate dean is a member of central UI committees for associate deans for research and associate deans for graduate studies, the Learning Spaces Executive Committee, the E-Research Committee, the Executive Steering Committee for Electronic Research Administration, the Flood Mitigation Task Force, the Public Humanities in a Digital World Cluster Steering Committee, and the Public Digital Arts Cluster Planning Committee. He recently served on reviews of the Obermann Center and the Public Policy Center.

RECENT RESEARCH PUBLICATIONS

1. Ziemer, C. J., Branson, M. J., Chihak, B. J., Kearney, J. K., Cremer, J.F., & Plumert, J. M. (in press). Manipulating perception versus action in recalibration tasks. *Attention, Perception, & Psychophysics*.
2. Stevens, E., Plumert, J. M., Cremer, J. F., & Kearney, J. K. (in press). Preadolescent temperament and risky behavior: Bicycling across traffic-filled intersections in a virtual environment. *Journal of Pediatric Psychology*.
3. Grechkin, T. Y., Chihak, B. J., Cremer, J. F., Kearney, J. K., & Plumert, J. M. (2013). Perceiving and acting on complex affordances: How children and adults bicycle across two lanes of opposing traffic? *Journal of Experimental Psychology: Human Perception and Performance*.
4. Nguyen, T. D., Ziemer, C. J., Grechkin, T., Chihak, B., Plumert, J. P., Cremer J. F., & Kearney, J. K. (2011). Effects of scale change on distance perception in virtual environments? *ACM Transactions on Applied Perception*, 8(4), Article 26.
5. Babu, S. Grechkin, T., Chihak, B. Ziemer, C., Cremer, J.F., Kearney, J.K., & Plumert, J.M. (2011). A virtual peer for investigating social influences on Children's bicycling, *IEEE Transactions on Visualization and Computer Graphics*, 17(1), 14-25. PMID: 21071784.
6. Kearney, J.K. & Grechkin, T.Y. (2011). Scenario authoring. In D. Fisher, M. Rizzo, J. Caird, and J. Lee (Eds.), *Handbook for Driving Simulation in Engineering, Medicine and Psychology*. CRC Press.
7. Plumert, J. M., Kearney, J. K., Cremer, J. F., Recker, K. M., & Strutt, J. (2011). Changes in children's perception-action tuning over short time scales: Bicycling across traffic-filled intersections in a virtual environment. *Journal of Experimental Child Psychology*, 108(2), 322-337. PMCID: PMC2991535
8. Chihak, B.J., Plumert, J.M., Ziemer, C. Babu, S. Cremer, J.F., & Kearney, J.K. (2010). Synchronizing self and object movement: How children and adult cyclists intercept moving traffic in a virtual environment, *Journal of Experimental Psychology: Human Perception and Performance*, 36(6), 1535-1552. PMCID: PMC3217338.
9. Grechkin, T.Y., Nguyen, T.D., Plumert, J.M., Cremer, J.F., & Kearney, J.K. (2010). How does presentation method and measurement protocol affect distance estimation in real and virtual environments? *ACM Transactions on Applied Perception*, 7, 26:1-26:18.
10. Ziemer, C., Plumert, J. M., Cremer, J., & Kearney, J.K. (2009). Estimating distance in real and virtual environments: Does order make a difference? *Attention, Perception, & Psychophysics*, 71, 1095-1106. PMCID: PMC2811366

CURRENT RESEARCH SUPPORT

J.M. Plumert (PI), J.K. Kearney (CoPI), J.F. Cremer (CoPI) 5/1/13-4/30/16, \$583,126
Children's Use of Visual Information to Guide Selection and Timing of Motor Behaviors
 National Science Foundation BCS-1251694

SYNERGISTIC ACTIVITIES

Co-Chair, ACM Symposium on Applied Perception in Graphics and Visualization, 2010.
 Member, program committee, 2008, 2009, 2012.

Frequent reviewer, ACM Transactions on Perception (TAP) and six other computer science journals. ACM TAP publishes work spanning the fields of psychology and computer science.

Proposal reviewer, National Science Foundation and NASA.

TABLE 1. CLAS and UI Student Credit Hours, FY2004-FY2012

	Regular Course Offerings			Saturday & Evening Classes			Distance Learning Offerings			All Student Credit Hours		
	CLAS	UI	CLAS %	CLAS	UI	CLAS %	CLAS	UI	CLAS %	CLAS	UI	CLAS %
2004	391,784	658,823	59%	35,159	45,707	77%	3,504	18,255	19%	430,447	722,785	60%
2005	385,679	647,935	60%	41,885	55,184	76%	2,915	18,273	16%	430,479	721,392	60%
2006	383,995	643,237	60%	47,861	63,097	76%	3,093	19,093	16%	434,949	725,427	60%
2007	380,452	635,668	60%	53,161	74,113	72%	3,346	19,781	17%	436,959	729,562	60%
2008	378,577	627,891	60%	53,800	80,818	67%	12,039	34,318	35%	444,416	743,027	60%
2009	369,205	618,940	60%	51,857	81,923	63%	16,263	45,905	35%	437,325	746,768	59%
2010	359,353	610,397	59%	58,565	88,279	66%	16,982	52,298	32%	434,900	750,974	58%
2011	372,173	628,093	59%	58,657	88,047	67%	19,801	59,532	33%	450,631	775,672	58%
2012	375,449	627,955	60%	62,837	93,336	67%	23,297	63,736	37%	461,583	785,027	59%

Source: Office of the Provost, Information and Resource Management.

Note: Both Saturday & Evening classes and distance learning are offered through the Division of Continuing Education.

TABLE 2. CLAS and UI Student Majors, FY2004-FY2012

FY	Undergraduate Student Majors			Graduate Student Majors			All Majors		
	CLAS	University	CLAS %	CLAS	University	CLAS %	CLAS	University	CLAS %
2004	16,341	20,233	81%	2,352	5,470	43%	18,693	29,745	63%
2005	16,210	20,135	81%	2,338	5,446	43%	18,548	29,745	62%
2006	16,344	20,300	81%	2,372	5,412	44%	18,716	29,642	63%
2007	16,609	20,738	80%	2,347	5,388	44%	18,956	29,979	63%
2008	16,668	20,907	80%	2,379	5,482	43%	19,047	30,409	63%
2009	16,061	20,823	77%	2,339	5,589	42%	18,400	30,561	60%
2010	15,623	20,574	76%	2,321	5,720	41%	17,944	30,328	59%
2011	16,074	21,176	76%	2,276	5,637	40%	18,350	30,825	60%
2012	16,372	21,564	76%	2,262	5,618	40%	18,634	31,181	60%

Source: Office of the Provost, Information and Resource Management.

Note: This data include four majors administered by colleges or departments outside of CLAS, for which CLAS awards the undergraduate degrees. These majors are Biochemistry and Microbiology (administered in the Carver College of Medicine), the BA in Economics (administered in the Tippie College of Business), and the Bachelor of Liberal Studies (administered by the Division of Continuing Education). See Table 5 for information on the size of these majors in fall 2012. The degree in Elementary Education is also awarded by CLAS. However, in University data sources these students are assigned to the College of Education and are not included in this table (330 students in fall 2012).

TABLE 3. CLAS and UI Degrees Awarded, FY2004-FY2012

FY	Bachelors Degrees			Masters Degrees			Doctoral Degrees			All Degrees		
	CLAS	UI	CLAS %	CLAS	UI	CLAS %	CLAS	UI	CLAS%	CLAS	UI	CLAS%
2004	2,578	4,041	64%	526	1,358	39%	133	405	33%	3,237	5,804	56%
2005	2,666	4,061	66%	537	1,411	38%	139	445	31%	3,342	5,917	56%
2006	2,763	4,130	67%	469	1,449	32%	155	462	34%	3,387	6,041	56%
2007	2,785	4,242	66%	517	1,296	40%	134	489	27%	3,436	6,027	57%
2008	3,038	4,517	67%	526	1,362	39%	190	513	37%	3,754	6,392	59%
2009	2,947	4,486	66%	453	1,304	35%	163	513	32%	3,563	6,303	57%
2010	2,930	4,501	65%	520	1,441	36%	169	515	33%	3,619	6,457	56%
2011	2,982	4,564	65%	464	1,414	33%	184	540	34%	3,630	6,518	56%
2012	2,901	4,358	67%	526	1,468	36%	160	550	29%	3,587	6,376	56%

Source: Office of the Provost, Information and Resource Management.

Notes: This table includes degrees awarded in four majors administered by colleges or departments outside of CLAS, for which CLAS awards the undergraduate degrees. These majors are Biochemistry and Microbiology (administered in the Carver College of Medicine), the BA in Economics (administered in the Tippie College of Business), and the Bachelor of Liberal Studies (administered by the Division of Continuing Education). The BA in Elementary Education is also awarded by the College. However, in University data sources these degrees are assigned to the College of Education and are not included in this table (330 students).

CLAS contributes to professional education through many highly respected masters programs that are the professional degrees in their field (see page 17 of this self-study). However, CLAS has no program classified by the University as a “professional degree program.” At the UI, this term refers to post-baccalaureate programs administered by professional colleges rather than by the Graduate College—a category that at UI consists of the DDS, PharmD, JD, MBA, and MD degrees. About 800 to 900 degrees are awarded annually in this category and are included in the “All Degrees—UI” column in the table above.

TABLE 4. Faculty and Student Data by Department, 2012–13¹

Department/Program	Ten-trk/ Clin-trk	Lecturer FTI	Student Credit Hours			Students in Academic Pgms			Degrees Awarded in 2011-12		
			UG	Grad.	Total	Majors	2d Mjrs	Grad.	Bachelors	Masters	Doctoral
<i>Humanities</i>											
African American Studies	2.25		723	18	741	4	4		6		
American Studies ²	7.00	1.00	6,915	443	7,358	74	40	49	43	6	4
Classics	7.95	2.10	8,334	323	8,657	22	18	16	8	5	1
Communication Studies	16.75	1.25	12,883	544	13,427	759	130	52	222	0	3
English	41.75	.83	21,084	1,639	22,723	816	145	136	229	36	6
Philosophy	11.50		6,545	365	6,910	52	45	21	23	1	7
Religious Studies	10.25	1.50	5,432	362	5,794	26	26	33	17	2	5
Rhetoric	4.75	10.00	18,643	159	18,802						
<i>Division of World Languages, Literatures & Cultures³</i>											
American Sign Language		5.00	2,572	114	2,686	⁴					
Asian & Slavic	9.00	7.00	6,508	297	6,805	71	67	7	31	6	
French & Italian	10.75	4.50	8,151	381	8,532	37	62	13	22	2	1
German	3.50	1.00	3,031	149	3,180	13	17	3	9	1	
Spanish & Portuguese	18.15	4.50	18,816	573	19,389	132	174	29	75	6	1
<i>Fine and Performing Arts</i>											
Art & Art History	34.50	1.67	14,458	2,158	16,706	508	244	127	155	56	2
Cinema & Comp. Lit. ⁵	8.25	1.00	4,282	590	4,872	157	73	54	50	19	5
Creative Writing	6.00		6,752	2,519	9,271			96		54	
<i>Division of Performing Arts</i>											
Dance	8.00	.33	3,392	357	3,749	89	38	13	23	8	
Music	41.50	6.75	8,442	3,087	11,529	193	33	227	28	38	4
Theatre Arts	12.50	3.34	4,957	1,220	6,177	121	73	52	30	21	

¹ **Sources of data:** Faculty numbers are from the College's budget database as of the fall semester; numbers may differ slightly from Provost's count. Data on student credit hours are from the Provost's ProView application. Data on majors and degrees awarded are from the fall 2012 Profile of Students Enrolled, published by the Office of the Registrar. Faculty in many departments make substantial contributions to interdisciplinary graduate programs housed in the Graduate College, which are not included in this table.

² American Studies administers the sports studies major as well as the American Studies major. The student data includes majors and degrees awarded in both majors.

³ As of July 2013, the administration of the interdisciplinary doctoral program in Second Language Acquisition will be transferred from the Graduate College to the Division of World Languages, Literatures & Cultures (25 graduate students in 2012-13)

⁴ There is a certificate programs in American Sign Language & Deaf Studies, but there is no major in this area.

⁵ In 2013, the BA and MA/PhD programs in comparative literature and the MFA in comparative literature--translation were transferred administratively from Cinema & Comparative Literature to the Division of World Languages, Literatures & Cultures. Comparative literature students enrolled in 2012-13 (7 first and second majors and 18 graduate students) and degrees awarded in comparative literature programs in 2012-13 (2 BAs, 2 MAs, and 8 MFAs) are included in the numbers for Cinema & Comparative Literature. The Department will be renamed in in 2013-14 to reflect these changes.

TABLE 4, continued. Faculty and Student Data by Department, 2012–13⁶

Department/Program	Ten-trk/ Clin-trk	Lecturer FTI	Student Credit Hours			Students in Academic Pgms			Degrees Awarded in 2011-12		
			UG	Grad.	Total	Majors	2d Mjrs	Grad.	Bachelors	Masters	Doctoral
<i>Natural and Mathematical Sciences</i>											
Biology	31.50	4.00	16,466	634	17,100	674	60	37	100	3	7
Chemistry	29.00	3.00	25,404	2,139	27,453	170	26	147	20	9	24
Comm. Sci & Disorders	25.43		3,153	2,361	5,514	253	8	99	61	34	10
Computer Science	15.20	1.17	8,410	1,296	9,706	278	56	68	34	26	7
Earth & Environ. Sci.	17.00		7,593	578	8,171	52	11	42	18	5	3
Health & Human Phys. ⁷	12.25	10.65	36,015	949	36,964	1,318	108	51	300	21	3
Mathematics	30.70	3.50	34,840	1,831	36,671	255	153	74	72	16	3
Physics & Astronomy	29.00		15,095	1,304	16,399	98	46	76	26	1	9
Psychology	34.28	1.00	23,667	1,205	24,873	1,090	201	79	348	5	14
Statistics & Actuarial Science	15.75	2.90	13,544	1,972	15,516	75	37	80	31	33	6
<i>Social Sciences</i>											
Anthropology	14.75		7,078	472	8,450	132	37	40	62	1	5
Gender, Women's & Sexuality Studies ⁸	4.25	.33	1,662	121	1,783	14	13	3	4		0
Geographical & Sustainability Sciences	10.75	.83	4,233	372	4,605	64	12	25	34	4	1
History	27.25	1.00	13,132	835	13,967	293	64	76	105	9	5
Journalism & Mass Communication	17.15	1.50	9,892	585	10,477	308	80	42	141	9	1
Linguistics	6.50		2,548	406	2,954	75	35	22	33	8	0
Political Science	21.00	.33	12,074	759	12,833	360	133	43	145	8	6
Social Work	18.50		5,031	5,385	10,416	108	2	156	34	77	0
Sociology	14.50		11,532	569	12,101	200	62	40	55	3	2

⁶ **Sources of data:** Faculty numbers are from the College's budget database as of the fall semester; numbers may differ slightly from Provost's count. Data on student credit hours are from the Provost's ProView application. Data on majors and degrees awarded are from the fall 2012 Profile of Students Enrolled, published by the Office of the Registrar. Faculty in many departments make substantial contributions to interdisciplinary graduate programs housed in the Graduate College, which are not included in this table.

⁷ See page 6 of this self-study for a description of the academic programs housed in the Department of Health & Human Physiology.

⁸ The Gender, Women's & Sexuality Studies doctoral program is in the process of closing. It has been replaced with a graduate certificate program.

TABLE 4, continued. Faculty and Student Data by Department, 2012–13⁹

Department/Program	Ten-trk/ Clin-trk	Lecturer FTI	Student Credit Hours			Students in Academic Pgms			Degrees Awarded in 2011-12		
			UG	Grad.	Total	Majors	2d Mjrs	Grad.	Bachelors	Masters	Doctoral
<i>Interdisciplinary Majors¹⁰</i>											
Environmental Policy & Planning ¹¹						1	3		n/a		
Environmental Science ¹²						123	11		29		
Ethics & Public Policy ¹³						65	31		22		
Informatics ¹⁴						103	12		25		
Interdepartmental Studies ¹⁵						449	33		328		
International Relations ¹⁶						12	6		n/a		
International Studies ¹⁷						254	98		99		

⁹ Data on majors and degrees awarded are from the fall 2012 Profile of Students Enrolled, published by the Office of the Registrar.

¹⁰ All interdisciplinary majors draw on coursework and faculty expertise in three or more departments.

¹¹ Administered by the Department of Geographical and Sustainability Sciences; major approved by Board of Regents in 2012.

¹² Administered by the Department of Earth and Environmental Sciences; major approved by Board of Regents in 1997.

¹³ Administered by the Department of Philosophy; major approved by Board of Regents in 2011.

¹⁴ Administered by the Department of Computer Sciences; major approved by Regents in 2007.

¹⁵ Administered by the CLAS Dean's Office/Office of Academic Programs & Student Development; see page 6 of this self-study for a description of the expansion of this program in the interests of students.

¹⁶ Administered by the Department of Political Science; major approved by Board of Regents in 2012.

¹⁷ Administered by the CLAS Dean's Office/Office of Academic Programs & Student Development since 2011; major approved by the Board of Regents in 2003.

TABLE 5. Student Selection of Undergraduate Majors in Liberal Arts & Sciences, Fall 2012

Program	TOTAL	First Major	Second Major	First Pre-Major*	
1. Psychology	1291	1090	201		
2. Health & Human Physiology BA / Human Physiology BS	1034	954	80	243	*
3. English	961	816	145		
4. Communication Studies	889	759	130		
5. Biology	734	674	60		
6. Art	695	465	230		
7. Political Science	493	360	133		
8. Interdepartmental Studies	482	449	33		
9. Mathematics	408	255	153		
10. Journalism	388	308	80	197	*
11. History	357	293	64		
12. Economics (BA)	354	254	100		
13. International Studies	352	254	98		
14. Leisure Studies	335	318	27	61	*
15. Computer Science	334	278	56		
16. Spanish	301	130	171		
17. Sociology	262	200	62		
18. Speech & Hearing Science	261	253	8		
19. Music	226	193	33		
20. Cinema	223	155	68		
21. Biochemistry	209	183	26		
22. Chemistry	196	170	26		
23. Theatre Arts	194	121	73		
24. Anthropology	169	132	37		
25. Environmental Sciences	134	123	11		
26. Dance	127	89	38	1	*
27. Informatics	115	103	12		
28. Linguistics	110	75	35		
29. Social Work	110	108	2	57	*
30. Microbiology	107	94	13		
31. Asian Languages & Literature	105	57	48		
32. Physics	104	78	26		
33. Sport Studies	104	63	41	38	*
34. Philosophy	97	52	45		
35. Ethics and Public Policy	96	65	31		
36. Bachelor of Liberal Studies	85	85	–		
37. French	85	34	51		

TABLE 5, continued. Student Selection of Undergraduate Majors in Liberal Arts & Sciences, Fall 2012

Program		TOTAL	First Major	Second Major	First Pre-Major*	
38.	Geography	76	64	12		
39.	Geoscience	63	52	11		
40.	Actuarial Science	60	47	13	132	*
41.	Art History	57	43	14		
42.	Religious Studies	52	26	26		
43.	Statistics	52	28	24		
44.	Athletic Training	47	46	1	74	*
45.	Russian	33	14	19		
46.	Astronomy	30	15	15		
47.	German	30	13	17		
48.	Gender, Women's & Sexuality Studies	27	14	13		
49.	Ancient Civilizations	25	13	12		
50.	American Studies	19	17	2		
51.	International Relations	18	12	6		
52.	Classical Languages	15	9	6		
53.	Italian	14	3	11		
54.	Applied Physics	10	5	5		
55.	African-American World Studies	8	4	4		
56.	Comparative Literature	7	2	5		
57.	Portuguese	5	2	3		
58.	Environmental Policy and Planning	4	1	3		
	Totals †	11,323	10,520		803	*

Note: In fall 2012, the College had 16,469 students. **This table represents only those who had selected a first and/or second major or a first pre-major in a CLAS degree program.** The “open” major category (1,187 students in fall 2012) is omitted from this table. Also omitted are CLAS students who have declared pre-business (1,778 students), pre-nursing (350 students), pre-pharmacy (297 students) or pre-elementary education (221 students) as their first major or who have declared a pre-professional advising category as their “first major” (e.g., pre-law, pre-medicine, etc.—a total of 678 students). Other special categories (totaling 635 students) are also excluded.

This table contains information on four majors administered by colleges or departments outside of CLAS, but for which CLAS awards the undergraduate degrees. These majors are Biochemistry and Microbiology (administered by departments in the Carver College of Medicine), the BA in Economics (administered by a department of the Tippie College of Business), and the Bachelor of Liberal Studies (administered by the Division of Continuing Education). The BA in Elementary Education is also awarded by the College and students in the major are CLAS students. However, in University data sources these students are assigned to the College of Education and so they are not included in this table (330 students). (See Table 3, page 44).

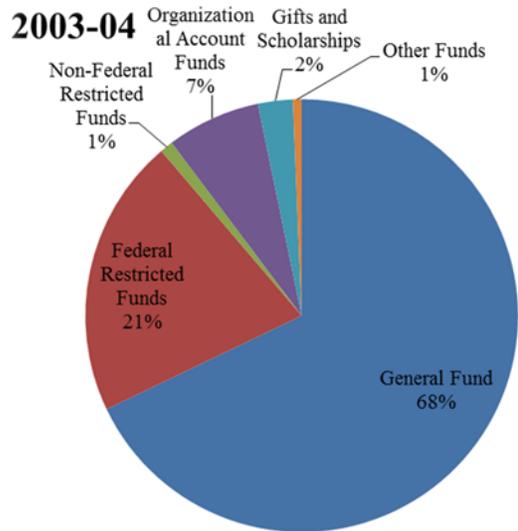
The Health & Sport Studies and Integrative Physiology majors are being phased out. Students still in these majors are included in the numbers for the Sport Studies major and the Human Physiology major, respectively.

*The pre-majors column (column 6) shows students who have selected as their first major a pre-major in a limited access CLAS major. Actuarial Science, Athletic Training, Journalism & Mass Communication, Human Physiology, and Social Work have limited access to the major. Leisure Studies has limited access to two tracks (therapeutic recreation and child life) and the Health & Human Physiology major has limited access to one track (in health promotion). Students are not accepted into the Dance or Music major until they have auditioned. In addition to the 803 “first pre-majors” there are 261 “second pre-majors” seeking access to CLAS programs.

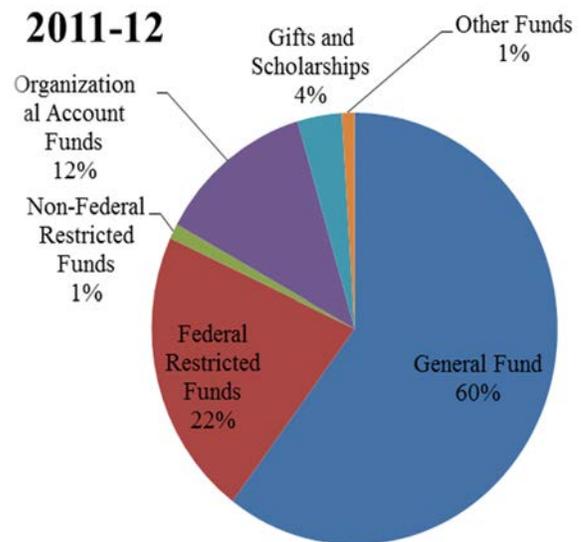
SOURCE: Data are from the *Student Profile*, Fall 2012, prepared by the Office of the Registrar. Data are as of the 10th day of the fall semester.

TABLE 6: Sources of Funds Expended by CLAS, 2003-04 and 2011-12

2003-04 Sources	Funds Expended	Percent of Total
General Education Fund	107,569,571	68%
Federal Restricted Funds	33,065,216	21%
Non-Federal Restricted Funds	1,539,605	1%
Organizational Account Funds	11,116,823	7%
Gifts and Scholarships	4,118,240	3%
Other Funds	1,033,441	1%
Total	158,442,896	100%



2011-12 Sources	Funds Expended*	Percent of Total
General Education Fund	122,009,820	60%
Federal Restricted Funds	43,734,017	22%
Non-Federal Restricted Funds	2,296,736	1%
Organizational Account Funds	25,231,080	12%
Gifts and Scholarships	7,129,774	4%
Other Funds	2,040,506	1%
Total	202,441,933	100%



* Funds expended do not include \$3,429,068 in reimbursements received in FY12 related to the 2008 flood.

General Education Funds derive principally from student tuition, state appropriations, and return of indirect costs from external grants.

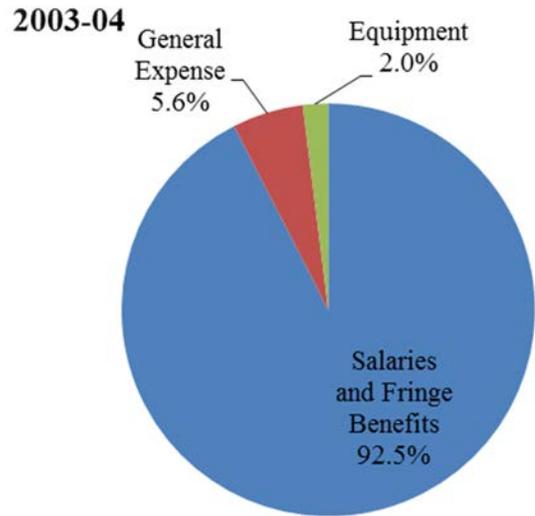
Federal and non-federal restricted funds principally represent external grants and contracts.

Organizational account funds derive from a wide variety of sources, including the Student Technology Fee, partnerships with the Division of Continuing Education, course fees, the Arts and Cultural Events fee, Iowa Intensive English Program funds, and internal research funding.

Gifts and Scholarships derive from accounts in the UI Foundation.

TABLE 7: Uses of General Education Funds Expended by CLAS, 2003-04 and 2011-12

2003-04 Expenditures	Amount	Percent of Total
Salaries and Fringe Benefits	99,456,630	92.5%
General Expense	5,982,199	5.6%
Equipment	2,130,739	2.0%
Total	107,569,567	100.0%



2011-12 Expenditures	Amount	Percent of Total
Salaries and Fringe Benefits	115,298,365	94.5%
General Expense	5,683,735	4.7%
Equipment	1,027,720	0.8%
Total	122,009,820	100.0%

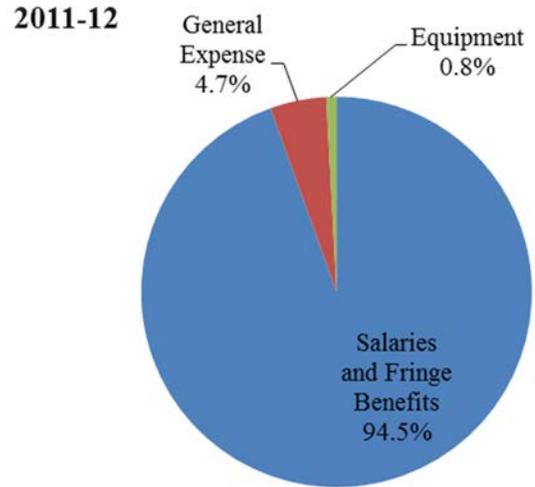


TABLE 8: CLAS Percentage of UI General Education Fund Expenditures, FY2004-FY2012

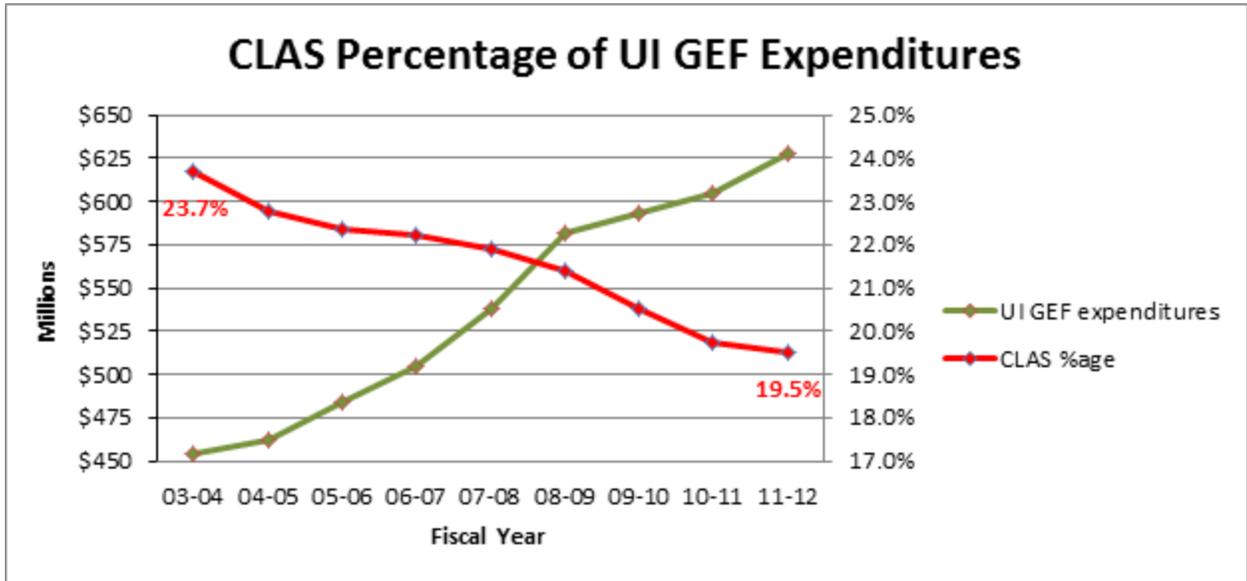
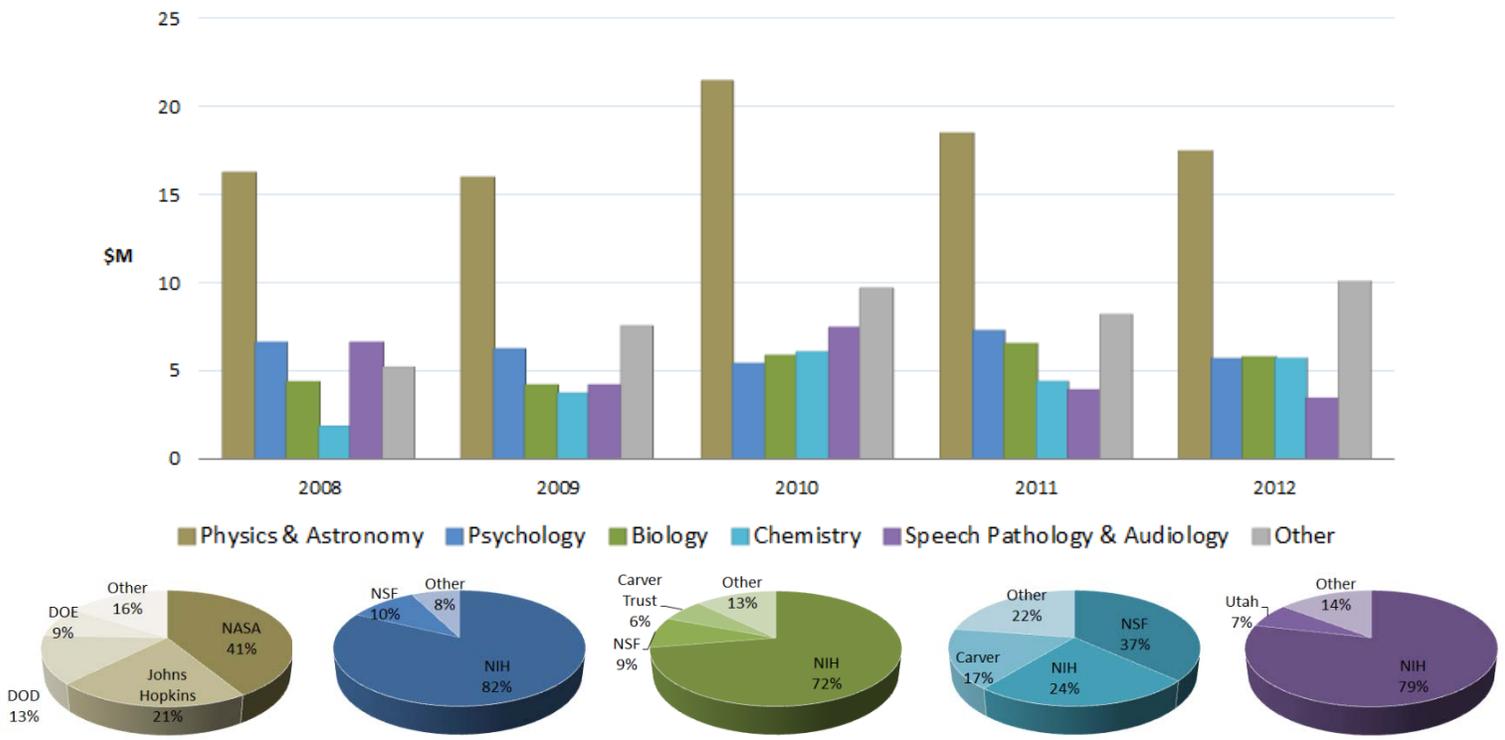


TABLE 9. CLAS Research Funding by Department, FY2008-FY2012

Past 5 Fiscal Years



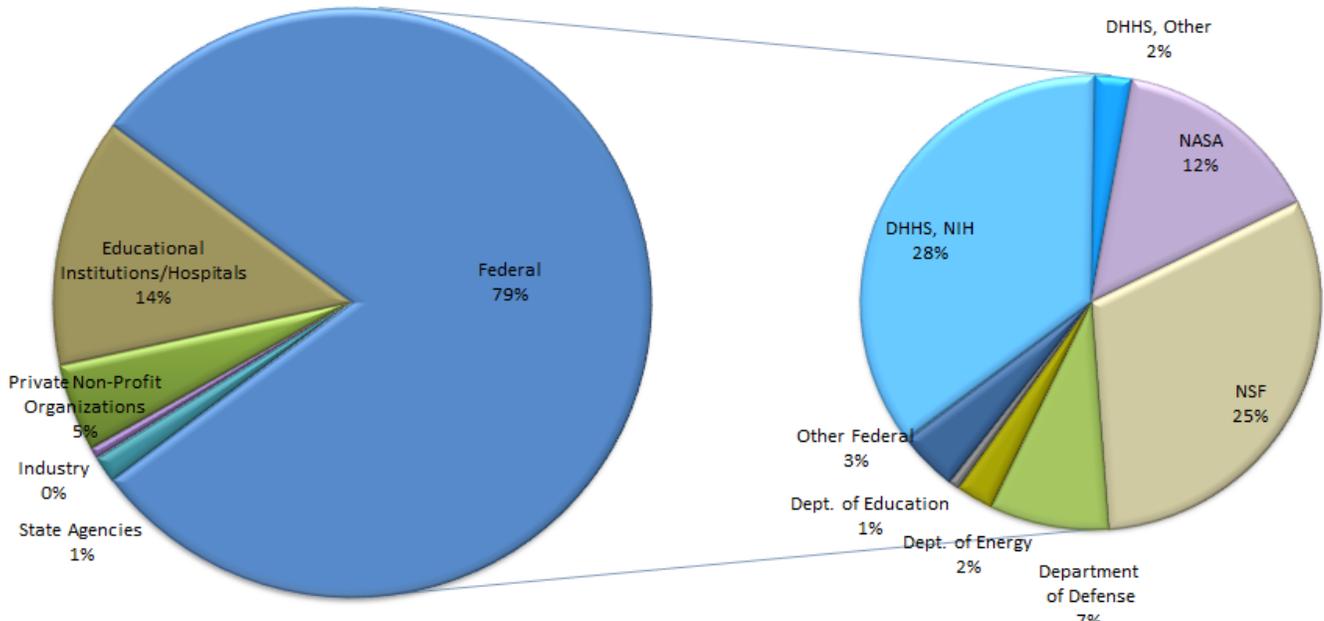
Detail by Department (\$M)

Department	Last 5 Fiscal Years	Fiscal Year 2012	Department	Last 5 Fiscal Years	Fiscal Year 2012
1280 - Physics & Astronomy	89,586,829	17,451,593	1090 - Communication Studies	336,000	
1300 - Psychology	30,997,933	5,656,555	1100 - Cinema & Comparative Literature	267,682	65,807
1070 - Chemistry	27,765,747	5,686,067	1120 - Creative Writing	191,000	100,000
1050 - Biology	26,704,086	5,767,727	1330 - Russian	158,726	
1370 - Speech Pathology & Audiology	19,429,501	3,470,332	1030 - Art & Art History	133,722	25,520
1340 - Social Work	7,647,040	2,286,746	1220 - Linguistics	117,732	34,530
1110 - Computer Science	6,151,951	2,264,532	1010 - American Studies	83,350	
1230 - Mathematics	5,556,917	988,514	1360 - Spanish & Portuguese	73,999	
1380 - Statistics & Actuarial Science	4,174,785	850,385	1375 - Health & Sport Studies	48,788	
1145 - Integrative Physiology	4,153,765	321,970	1260 - Philosophy	44,865	
1170 - Geoscience	3,658,380	1,753,604	1320 - Rhetoric	16,340	
1160 - Geography	1,710,332	339,496	1620 - Honors Program	15,630	
1350 - Sociology	1,539,344	20,296	1130 - Dance	10,000	
1900 - Liberal Arts - Administration	828,360	52,033	1395 - Division of Performing Arts	5,787	
1140 - English	780,958	88,879	1180 - German	4,675	
1190 - History	738,228	176,492	1150 - French & Italian	4,000	4,000
1040 - World Languages	679,074	103,498	1500 - Division of Interdisciplinary Programs	3,500	
1020 - Anthropology	584,094	353,821	1080 - Classics	1,000	1,000
1290 - Political Science	457,209	40,000	1615 - Center for the Book	900	
1200 - Journalism & Mass Communication	384,496	169,416	1240 - Music, School of	500	500
Totals:				235,047,225	48,073,313

1) The total of \$48.1M shown here reflects a negative \$4.7M adjustment to the CLAS total reported at year-end as \$52.75M. The correction was made to avoid double counting monies in the system.

TABLE 10: CLAS Research Funding by Source & Type, FY2008- FY2012

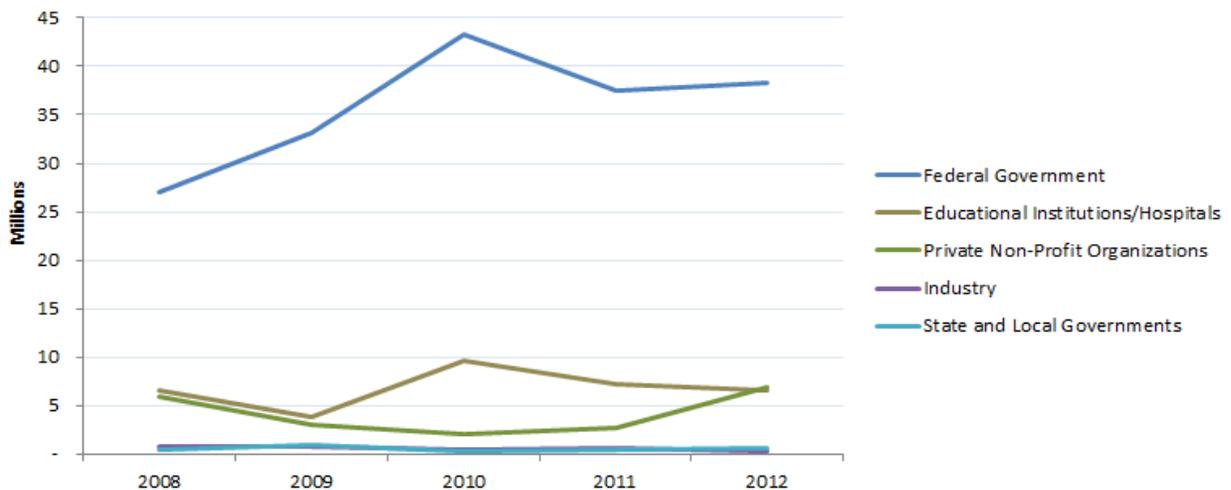
FY2012: \$48.1M¹



Federal	Funds	% of Total
DHHS, NIH	\$13,600,000	28%
DHHS, Other	\$1,000,000	2%
Total DHHS	\$14,500,000	30%
NASA	\$5,700,000	12%
NSF	\$11,900,000	25%
Dept. of Defense	\$3,200,000	7%
Dept. of Energy	\$1,000,000	2%
Dept. of Education	\$300,000	1%
Other Federal	\$1,600,000	3%
Total Federal	\$38,200,000	79%

Non-Federal	Funds	% of Total
Educ. Institutions/Hospitals	\$6,600,000	14%
Private Non-Profit Orgs	\$2,300,000	5%
Industry	\$300,000	1%
State Agencies	\$700,000	1%
Other	\$0	0%
Total Non-Federal	\$9,900,000	21%

Funding Sources over Past 5 Fiscal Years



1) The total of \$48.1M shown here reflects a negative \$4.7M adjustment to the CLAS total reported at year-end as \$52.75M. The correction was made to avoid double counting monies in the system.

TABLE 11. UI Externally Funded Research, Five-year Trends, FY2008- FY2012

Overview of Applications and Awards



Funding Sources

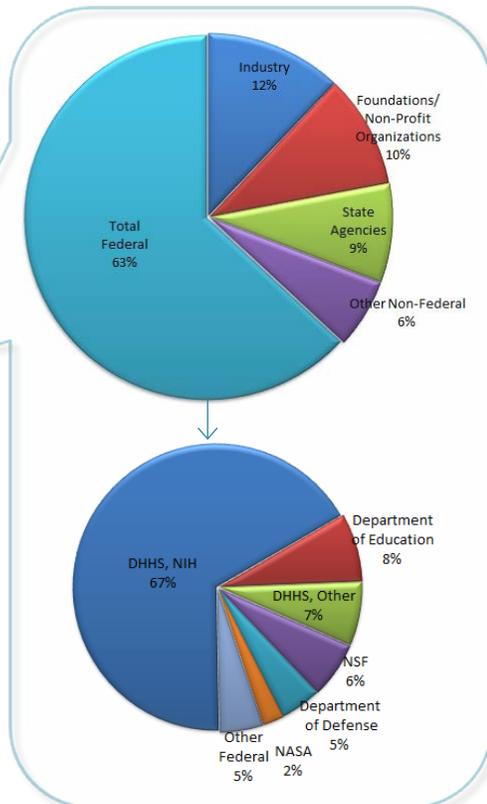
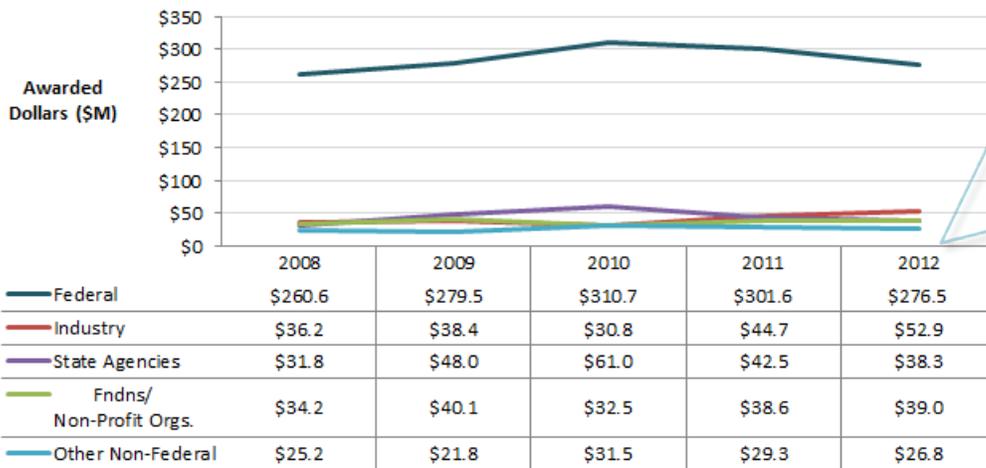
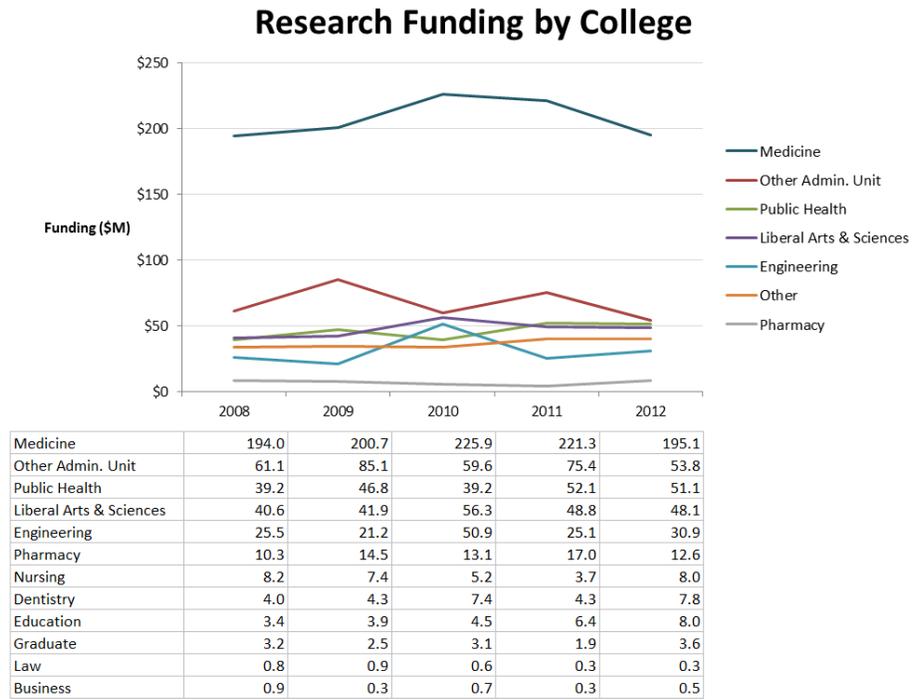


Table 11, continued. UI Externally Funded Research, Five-year Trends, FY2008- FY2012



Appendix C New Academic Programs since the Last Self-study

Over the last five years, the College and its departments have aggressively increased our array of options for undergraduate students by developing new interdisciplinary majors and certificate programs. All interdisciplinary programs draw on the expertise of faculty in three or more departments and serve students' academic interests and career aspirations without requiring a substantial number of new courses.

- The **International Studies** major, first offered in fall 2004, moved to CLAS from the Office of International Programs in Fall 2011. Acting on the recommendations of two faculty committees, the College has implemented a set of required courses to better prepare new majors and has defined a larger number of options for a senior capstone experience. This major, which had 350 first and second students in fall 2012, complements a wide range of other academic programs and is chosen by many students who plan to pursue a double major.

Students in this major learn to appreciate world cultures, focus on themes of global significance, and master varied disciplinary approaches used in the study of international issues. The major prepares students for careers in business, government, international development agencies, nongovernmental organizations, philanthropic agencies, and the arts, as well as for graduate training in the social sciences, the arts, law, business, journalism, international affairs, area studies, and public health.

- The **Informatics** major, which opened to students in 2007 and now has more than 100 majors, is administered in the Department of Computer Science. This major is more applications-oriented than the traditional computer science curriculum, and the core courses emphasize databases, data manipulation, and networking. Students elect a cognate area from options that include art, bioinformatics, economics, geoinformatics, health informatics, human-computer interaction, linguistics, music, and social informatics, as well as individualized cognates. The faculty hiring plan in Computer Science supports this interdisciplinary major.
- The **Ethics and Public Policy major**, which opened to students in spring 2011 and now has nearly 100 majors, is housed in the Department of Philosophy. Courses offer perspectives on intersecting issues that connect the study of philosophy, economics, law, and sociology, all disciplines that address practical questions concerning how individuals ought to behave and how they ought to regulate the behavior of others. The major was developed with pre-law students in mind, and also helps students develop a sophisticated, cross-disciplinary perspective on fields such as government, urban and regional planning, social work, and business. The faculty hiring plan in Philosophy supports this interdisciplinary major.
- The **International Relations major**, which opened to students in fall 2012, is administered in the Department of Political Science. The coursework for the major focuses on economic relations between states, a crucial area of study in today's globalized world. Students in the major are introduced to the politics of foreign countries. They develop an understanding of how countries interact and acquire a deep appreciation for the root causes of problems that transcend national boundaries. The faculty hiring plan in Political Science supports this interdisciplinary major.

- The **Environmental Planning and Policy major**, which opened to students in fall 2012, is administered in the Department of Geography. The major concentrates on the social science and policy dimensions of environmental problems, which often are caused by people and may have significant economic effects. Required coursework is drawn from geography, anthropology, economics, political science, and other disciplines. Since environmental issues are embedded in a complex mesh of economics, politics, culture, and behavior, students in the major study the human dimensions of these factors in order to prepare for careers in policy or planning that address environmental problems. The faculty hiring plan in Geography supports this interdisciplinary major.
- **Other important new majors or tracks in majors.** The majors in Interdepartmental Studies and Health & Human Physiology are described on page 8 of the self-study narrative. The following majors have been newly designed (in some cases redesigned from previously existing majors) since the last review:
 - **African American Studies major** (approved in 2006, reorganized from former major in African American World Studies). The major focuses on the study of people of African descent in the United States and the African diaspora. Because a thorough understanding of the African American experience cannot be achieved through study restricted to the perspective of a single discipline, all students are required to pursue courses in the humanities, social sciences, and performing arts.
 - **Creative Writing track** within English major (approved in 2008). The track maintains the English major's emphasis on training creative and intelligent readers while providing a focus on creative writing, one of the College's and University's traditional areas of strength. Students with junior or senior standing are selectively admitted to this track.
 - **French and Arabic track** within the French major (approved in 2008). The track is designed for students interested in combining study of the French and Arabic languages with history, politics, and religions of Middle Eastern cultures and with a major in another area, such as comparative studies, political science, geography, or history.
 - **Gender, Women's and Sexuality Studies major** (approved in 2010, reorganized from former major in women's studies and former certificate in sexuality studies). The major focuses on the ways in which women and men construct themselves as gendered and sexual beings, analyzes how gender and sexuality shape virtually every aspect of our daily lives, and probes the relationship between biological sex differences and the social and cultural roles of women and men.
 - **Sport Studies major** (approved in 2010, administered by the Department of American Studies, reorganized from former major in Health and Sport Studies). The major examines sport in its historical and contemporary cultural contexts. Course work provides students with the critical skills to understand the cultural significance of sport as it relates to the media, the economy, the political system, and the educational system. A focus on the race, class, and gender differences in the sport experience is central to the major.

Interdisciplinary certificate programs

Since the last review, the College has also focused on expanding and strengthening non-major offerings leading to a certificate or minor. These programs, all interdisciplinary in nature, encourage students to pursue a broader educational path, allowing their transcript to more accurately reflect the range of their interests, while requiring few new resources.

- The **American Sign Language and Deaf Studies Certificate** opened to students in fall 2003, offering students an organized investigation of the language, history, and culture of the American deaf community. Students learn a language that is semantically and grammatically different from their own and that operates in a different sensory channel. They also encounter a rich and complex culture, including a rapidly growing literature recorded on film and videotape since the early 20th century. This certificate is administered through the American Sign Language Program in the Division of World Languages, Literatures & Cultures.
- The **Museum Studies Certificate**, which opened to students in 2003, builds on a long history of coursework in museum collections and management in the College. Museums embrace every aspect of human experience. The Museum Studies Certificate reflects this multiplicity, offering courses related to many fields, with courses taught by instructors from anthropology, art and art history, business, history, law, library and information science, and other related fields. This certificate is administered by the Department of Anthropology
- The **Post-baccalaureate Certificate in Classics**, which opened in 2005, enables students who have earned a bachelor's degree to complete requirements in the Latin and ancient Greek languages that will qualify them for entrance into a graduate program in classics (normally a minimum of three years in one language and two years in the other).
- The **Performing Arts Entrepreneurship Certificate**, which opened to students in fall 2008, is offered collaboratively by the CLAS Division of Performing Arts and the Tippie College of Business. It offers students the opportunity to learn about the business of the performing arts and to develop the entrepreneurial skills necessary for promoting artistic work.
- The **Critical Cultural Competence Certificate**, opened to students in fall 2009, helps students develop an appreciation for their own cultural identities and become critically self-reflective in their orientation to the cultural identities of those with whom they may interact in their professional or personal lives. The certificate is administered in the School of Social Work and includes a service-learning component.
- The **Certificate in Writing**, opened to students in fall 2011, allows students from any UI undergraduate college to focus on writing, a core strength of the College and the University. With its foundational course offered in conjunction with the Iowa Writers Living-Learning Community in the residence halls, the certificate has close ties to student engagement and success. The program uses existing courses and new courses developed by departments that focus on writing across genres and are appropriate for all student levels. The certificate is coordinated from the Frank N. Magid Writing Center, funded by a donor for a five-year period to support this important student opportunity.
- The **Certificate in Fundraising & Philanthropy Communication**, established in Fall 2011, is available to all undergraduates and particularly appeals to students in the humanities and

arts who wish to add career-related skills to their education. The certificate prepares students for careers in non-profit organizations and in public relations and communication positions generally. The certificate is administered in the School of Journalism & Mass Communication.

- The **Certificate in Disability Studies**, established in fall 2011, addresses the important goal of creating a more welcoming and accessible environment for students, faculty, and staff with disabilities. Coursework examines disability as a social, cultural, historical, and political phenomenon rather than focusing on its clinical, medical, or therapeutic aspects. It draws on scholarship from diverse disciplines, including anthropology, the arts, media and communication studies, cultural studies, economics, gender studies, geography, global studies, history, law, literature, medicine, nursing, philosophy, policy studies, political science, religious studies, social work, and sociology. The certificate is administered in the School of Music's music therapy program.
- The **Certificate in Wind Energy**, established in fall 2013, with courses offered through the College of Engineering and the Department of Geographical and Sustainability Studies (formerly Geography).

For a list of all certificates available to CLAS students, see <http://clas.uiowa.edu/departments-and-divisions/certificates>.

New minors

Minors are available in most major programs. The College is encouraging students to earn minors as a way of organizing their elective hours and demonstrating credentials. The College also encourages departments to develop minors as a way of testing student demand for future a major where none yet exists.

New minors have recently been approved in the following areas:

- American Sign Language—minor approved in fall 2008 (complements certificate program in American Sign Language and Deaf Studies)
- Environmental Sciences—minor approved in fall 2009 (complements BA and BS options in the Environmental Sciences major)
- Arabic—minor approved in fall 2009 (complements French and Arabic track in the French major)
- Geographical Information Systems—minor approved for fall 2013 (administered in Geographical & Sustainability Studies).
- Physical Activity and Nutrition—minor approved for fall 2013, designed in conjunction with the Obesity Research and Education Initiative—see self study page 24 (complements other programs in Health & Human Physiology, where it is administered).

For a list of all the College's minor options, see <http://clas.uiowa.edu/departments-and-divisions/minors>.

Appendix D
National Scholarly Awards to CLAS Undergraduate Students since 2004

Award	Year	Recipient	Degree
Beinecke Scholarship ¹	2013	Derek Heckman	English (creative writing) major
Churchill Fellowship ²	2010	Maria Drout	BS, astronomy and physics, 2010
	2012	Suzanne Carter	BS, mathematics and physics, 2012
	2012	Colorado Reed	BS, applied physics, 2012
Critical Language Scholarship ³	2013	Onalee Yousey	International studies, political science major
Fulbright Grant ⁴	2004	Rachel Kunze	BA, Asian languages & literatures, English, and French, 2004
	2004	Jacek Pruski	BA, interdepartmental studies; BS political science, 2004
	2005	Andrew Boyd	BA, international studies, political science, and Spanish, 2005
	2006	Carrie Schuettpelz	BA, political science and anthropology, 2006
	2007	Nicole Guarino	BA, English and mathematics, 2007
	2007	Rebecca F. Miller	BA, German and literature, science, and the arts, 2006
	2007	Drew Soloski	BA, Chinese and psychology, 2007
	2008	Andrew Ketterer	BA, philosophy and German, 2008
	2008	Claire E. Miller	BA, English and history, 2008
	2008	Kevin Owens	BS, sociology and economics, 2007
	2008	Elizabeth Palumbo	BA, international studies and Spanish, 2006
	2009	Andrew Carey	BA, English, 2009
	2009	Sarah Lowen	BA, Japanese and linguistics, 2009
	2010	Sarita Patnaik	BA, international studies and French, 2010
	2010	Lauren K. Reynolds	BA, Spanish and international studies, 2009
2013	Rebecca McCray	BA, English, 2010	

¹ The Beinecke Scholarship encourages and enables highly motivated students to select a graduate course of study in the arts, humanities, or social sciences.

² The Churchill Fellowship enables outstanding students in mathematics, science, and engineering to do post-baccalaureate work at Cambridge University, England.

³ The Critical Language Scholarship, funded by the U.S. Department of State, is a highly selective cultural and educational exchange program for U.S. university students.

⁴ The Fulbright U.S. Student Program provides grants for individually designed study/research projects or English teaching outside the U.S. These students applied in their final year as undergraduates or following graduation for a post-baccalaureate year.

Gates Cambridge Fellowship ⁵	2004	Hans Friedrichsen	BS, exercise science and psychology, 2004
	2008	Emily Alden	BA, interdepartmental studies; BS, biochemistry, 2008
	2008	Garth Strohbehn	BA, chemistry, and BS, biochemistry, 2008
Gilman International Scholarship ⁶	2012	Ashlee Baeten	International studies, geography major
	2013	Jenna Ladd	Sociology major
Goldwater Scholarship ⁷	2005	Evan Sengbusch	BS, mathematics and physics, 2007
	2006	Adam Heiniger	BS, physics and mathematics, 2007
	2006	Craig Kilburg	BS, psychology and microbiology, BA, biochemistry, 2007
	2007	Garth Strohbehn	BA, chemistry; BS, biochemistry, 2008
	2007	Catherine Whiting	BS, physics, astronomy, and mathematics, 2008
	2008	Thomas Heineman	BA, chemistry, 2010
	2008	Rachel Levine	BA, music; BS, engineering, 2009
	2008	Mark L. Tucker	BS, computer science and mathematics, 2010
	2009	Maria Drout	BS, astronomy and physics, 2010
	2010	Jeffrey Nirschl	BS, biology, 2011
	2010	Renugan Raidoo	BA, anthropology; BS, chemistry, 2011
	2010	Colorado Reed	BS, applied physics, 2012
	2011	Suzanne Carter	BS, applied physics, 2012
	2012	Nicholas Rolston	Mathematics and physics major
Mellon Fellowship in Humanistic Studies ⁸	2004	Brian Valentyn	BA, English and philosophy, 2003
NSF Graduate Research Fellowships	2007	Evan Sengbusch	BS, mathematics and physics, 2007
	2010	Maria Drout	BS, astronomy and physics, 2010
	2012	Suzanne Carter	BS, mathematics and physics, 2012
	2012	Colorado Reed	BS, applied physics, 2012
	2013	Kathleen White	BS, chemistry, biochemistry, 2013
Pickering Foreign Affairs Fellowship ⁹	2005	Thomas Niblock	BA, religious studies; BBA, economics, 2007

⁵ The Gates Cambridge Fellowship is an international award providing support for study at Cambridge University, England.

⁶ The Gilman International Scholarship Program, sponsored by the U.S. Department of State, offers grants to U.S. undergraduate students for academic study abroad, in preparation for roles in an increasingly global economy and interdependent world.

⁷ The Goldwater Scholarship is the premier national award for undergraduates in math, natural science, and engineering.

⁸ The Andrew W. Mellon Fellowship in Humanistic Studies is the only national award for students planning to study the humanities in graduate school.

Rhodes Scholar ¹⁰	2011	Renugan Raidoo	BA, anthropology; BS, chemistry, 2011
Scoville Peace Fellowship ¹¹	2013	Audrey Williams	BA, political science, French, 2013
Truman Scholarship ¹²	2008	Meredith DeBoom	BA, political science and international studies, 2009
	2009	Rachel Nathanson	BA, geography; BBA, economics, 2010
	2010	Christopher Page	BA, political science; BS, geography, 2011
	2011	Veena Patel	BA, geography, 2012
	2012	Conner Spinks	Gender, women's, and sexuality studies major
	2013	Zacharia Wahls	Interdisciplinary studies (sustainability studies) major
Udall Scholarship ¹³	2007	Jacqueline Leonard	BA, political science, 2008
	2008	Meredith DeBoom	BA, political science and international studies, 2009
	2010	Christopher Page	BA, political science; BS, geography, 2011

⁹ The Thomas R Pickering Foreign Affairs Fellowship, administered by the Woodrow Wilson Foundation, provides support for students preparing academically and professionally to enter the United States Department of State Foreign Service.

¹⁰ The Rhodes Scholarship is an international award for post-baccalaureate student at the University of Oxford, England.

¹¹ The Scoville Peace Fellowship is a highly-competitive national fellowship program that provides recent graduates the opportunity to gain a Washington perspective on key issues of peace and security.

¹² The Truman Scholarship recognizes leadership potential, academic excellence, and a commitment to public service.

¹³ The Morris K. Udall Scholarships are designated for students committed to careers related to the environment, tribal public policy, or Native American health care.

Appendix E

CLAS Participation in the University's Living-Learning Communities

By fall 2013, all first-year students will live in a Living-Learning Community (LLC). Research has shown that dormitory-based student interest groups help connect and engage students, contributing to their successful adjustment to college.

The CLAS Office of Academic Programs and Student Development is the sponsor to two LLCs that will serve a total of about 175 students by fall 2013:

- **Explore. Dream. Discover. Experience.** (EDDE), the community for “open” (undecided) majors, is led by a CLAS staff member who also teaches the course “Life Design: Building Your Future,” aimed at open majors. The LLC promotes activities to build community, to help students identify their passions, and to determine how these can be applied to academic and career goals. In fall 2012, more than 7% of CLAS students (1,187) declared the open major. This LLC is vital to help students find a major and make progress toward the degree.
- **Iowa Writers**, the community for students interested in all forms of writing, is led by a CLAS staff member who also heads the College's Frank N. Magid Undergraduate Writing Center. This staff member provides leadership for activities that include workshops, readings, and publishing a literary magazine. This LLC serves students who come to UI because of its reputation as the Writing University, helping them become part of the Iowa City writing community and giving them opportunities to meet and work with other writers.

CLAS academic departments currently sponsor five other LLCs, which will serve a total of about 600 students by fall 2013:

- The **Arts LLC** is sponsored by the Division of Performing Arts. Five faculty teach a first-year seminar, “Works of Art,” which promotes appreciation of all forms of performing arts.
- The **Health Sciences LLC** and the **Pre-Med LLC** are sponsored by the Department of Health & Human Physiology. Students co-enroll in a new behavioral science course for pre-med students, as well as in either a psychology or sociology General Education-approved course.
- The **LLC “Honors: Research Opportunities in Biology and Chemistry”** is co-sponsored by Biology and Chemistry. Students in this community enroll in the honors section of Principles of Chemistry and take a 1-credit-hour course, “Ways of Knowing Science,” that introduces them to doing research. The goal is to match each first-year student with a faculty member in the spring and give the student an early start with undergraduate research.
- The **Journalism and Mass Communication LLC** is sponsored by the School of Journalism and Mass Communication. Students co-enroll in two prerequisite courses for the major (Media Uses and Effects; Media History and Culture) and participate in co-curricular experiences to supplement their courses.

CLAS departments are also sponsoring five new LLCs for fall 2013:

- “Between Takes,” an LLC for students interested in film, will be sponsored by the Department of Cinema and Comparative Literature.

- Two new LLC's—"Just About Music" and "Standing Ovation"—will be sponsored by the Division of Performing Arts.
- "Justice for All," an LLC for students interested in social action and community involvement, will be sponsored by the School of Social Work.
- "Spoken Here," an LLC for students interested in language learning, will be sponsored by the Division of World Languages, Literatures, and Cultures.

Appendix F

Research Centers and Institutes in CLAS Departments

The CLAS Self-study narrative describes the mission of four collaborative, interdisciplinary centers jointly supported by CLAS, the Office of the Vice President for Research, and departments (cf. pages 25-26). The CLAS departments of Biology, Chemistry, Social Work, and Sociology have important research centers, most of which support interdisciplinary collaborations with other departments in the College and University, or partnerships outside the University, as described below.

Biology Department

- **Carver Center for Genomics (CCG)** tackles unexplored questions in molecular, cellular and population level processes through the integrated analysis of genes and genomes, of expression profiles, and of functional and structural cellular properties. CCG supports research and training of graduate and undergraduate students and is closely integrated into the curriculum in Biology. CCG has cooperative interdisciplinary interactions across campus, including a P30 grant with Physiology and Otolaryngology.
- **The Developmental Studies Hybridoma Bank**, funded as a National Resource by the National Institutes of Health, distributes to research laboratories worldwide hybridomas and the monoclonal antibodies they produce.
- **The Monoclonal Antibody Research Institute** develops and applies monoclonal antibody research technologies pioneered in the Developmental Studies Hybridoma Bank to establish the subgroups of major cancers and identify new cancer stem cell targets. This institute involves the UI's Holden Cancer Center and Mercy Hospital System, Des Moines.
- **The W. M. Keck Dynamic Image Analysis Facility** develops advanced, dynamic 3D image analysis systems and applies these technologies to problems of cell motility and cancer metastasis. The facility has been in existence for fourteen years and involves Mercy Medical Center of Des Moines.

Chemistry

The **Nanoscience and Nanotechnology Institute at UI (NNI@UI)** supports grant activities of its members, acquires instrumentation that benefits researcher in nanoscience and nanotechnology, sponsors seminars and symposia, runs an NSF-supported Research Experiences for Undergraduates program on the environmental and health aspects of nanoscience and nanotechnology, and performs STEM outreach to the state.

NNI@UI partners with the Institute of Clinical and Translational Sciences in the Carver College of Medicine on a grant-funded project to develop novel therapeutic methodologies. It also partners with the Environmental Health Science Research Center based in the College of Public Health, in the area of nanotoxicology.

School of Social Work

The **National Resource Center for Family Centered Practice (NRC)** promotes family-centered, culturally responsive practice across human service systems, interests which are

central to the teaching and research of the School of Social Work. Its work is funded by research grants and contracts for program evaluation. Faculty in the College of Public Health, as well as many external organizations and other universities, are affiliated with the NRC.

Sociology Department

- **The Center for Criminology and Socio-Legal Studies** sponsors a colloquium series and a criminal justice internship for undergraduate sociology majors. **Its Graduate Training Program** provides graduate students with funding for research-related travel and for research projects on which they collaborate with faculty.
- The **Center for the Study of Group Processes** supports experimental research projects conducted by faculty and by graduate students completing thesis requirements. It serves as a teaching facility for an independent study course on research for undergraduates in Sociology. The Center also publishes the on-line journal *Current Research in Social Psychology* (CRISP), a peer-reviewed scholarly journal for research into group processes.

Appendix G

Better Futures for Iowans: Outreach and Public Engagement across the College

The University's Strategic Plan makes a commitment to extend the reach of our missions throughout the state and to forge partnerships with local communities and the state in a variety of ways:

- Expanding the access of place-bound students to our courses and programs
- Sustaining and increasing the economic and cultural vitality of Iowans
- Sustaining the health and quality of life of Iowans.

Departments' and faculty members' participation in these activities arises directly out of their passionate commitment to teaching and research in their disciplines. This appendix attempts to indicate the range of these initiatives, although it cannot catalog every instance in which faculty, staff, students, and departments contribute to better futures for citizens of the state, region, and nation.

1. Expanding access to our educational programs and expertise

Collaborations with Iowa community colleges

CLAS has collaborated with the Registrar, the Office of Admissions, and the other Regents institutions in developing a "reverse credit" arrangement for Associate of Arts (AA) degrees. Under this arrangement, Iowa community college students can enroll at UI before completing their AA degree, usually to begin a special program of study. They can then transfer UI credits back to the community college to fulfill requirements for the AA.

Students thus preserve the financial advantages of beginning their university education in their home area and the academic advantages of completing the AA (which automatically satisfies all General Education requirements except the world language requirement). Since these students are typically entering a program of study that would require more than four post-AA semesters to complete, they also are more likely to graduate in a timely way.

In addition, CLAS faculty in a number of disciplines meet with faculty in the same discipline at other Regents universities and at community college to share information on student needs and on the challenges of articulating between institutions. The goal of these meetings is to smooth the transition from community college to university for those students who wish to pursue baccalaureate training after earning the AA.

CLAS is partnering with the Division of Continuing Education and Iowa Community Colleges to provide educational programs in western Iowa and make it easier for students completing courses at community colleges to :

- The Southwest Iowa Regional Partnership located on the campus of Iowa Western Community College will be staffed by a mathematics faculty member appointed by the Department of Mathematics.
- The Northwest Iowa Educational Partnership similarly partners CLAS with DCE, ISU, UNI and Western Iowa Tech Community College and Northwest Iowa Community College. Staffing will involve lecturers in Sociology, CLAS, and the Tippie College of Business.

Distance education

See the discussions of the growth of on-line and distance education in CLAS, pages 16-17, above.

Educational outreach

Across the College, faculty and departments bring special opportunities to Iowa communities and cooperate with high schools and community colleges to enrich their curricula.

STEM outreach

The College has strong outreach programs offered through individual science departments. In addition, a “Better Future for Iowans” grant in 2012-13 provided funds to develop more hands-on activities and increase the impact of the STEM outreach programs in the Biology Department, the DeLTA Center, the Optical Science and Technology Center, and the Nanoscience and Nanotechnology Institute.

- Physics & Astronomy’s “Hawk-Eyes on Science” <http://faraday.physics.uiowa.edu/hes/> maintains an extensive schedule of hands-on physics and chemistry demonstrations for K-12 audiences. The program offers more than 40-60 demonstrations each year both at off campus sites and to groups visiting campus. In 2008 the program received funding from the Office of the Provost to purchase an outreach van that transports presenters and their equipment. The program coordinators work with schools, scout organizations, and other groups to bring the demonstrations to sites up to 100 miles from campus (and occasionally farther away).
- The Geology Department offers outreach through tours of the Devonian Fossil Gorge in Coralville and by developing “Geo-to-Go” teaching trunks in collaboration with the UI Museum of Natural History.
- The Chemistry Department works with the State Hygienic Laboratory on iExploreSTEM activities and. The Department’s Nanoscience and Nanotechnology Center has developed a “Nano-to-Go” demonstration and activities kit for its outreach activities at such events as the NanoDay activities at the Science Center of Iowa in Des Moines.
- The Biology Department offers outreach activities through its participation in the Iowa Bioscience Advantage program, and in conjunction with the Belin-Blank Center and Upward Bound summer camps.

Other K-12 and community college educational outreach

Many departments have strong interactions with and offer enrichment activities to schools across the state, including the following.

- **Art Share** (<http://artshare.uiowa.edu/>), the College’s longstanding and highly successful arts outreach program, brings more than 200 residencies, workshops, master classes, and interactive performances in the performing arts, creative writing, and visual arts to Iowa schools and community colleges each year. Expansion of Art Share is being funded as a “Better Future for Iowans” initiative.

- **Computer Science**'s annual Hawkeye Programming Challenge, brings teams of high school programmers to campus and includes a teacher's program on student advising and instructional issues in computer science in the high schools.
- **Mathematics**' annual Sonia Kovalevsky Day, which is offered for high-school aged women with a passion for mathematics, includes mathematics activities, problem solving sessions, and career panels. There are also sessions for teachers and parents or guardians. In spring 2013, the theme of Sonia Kovalevsky Day was how mathematics is used in the visual and performing arts. **Mathematics** also offers an NSF-funded summer institute to high-school students from low-income families, based on nominations by teachers.
- **Music** has offered the annual [Iowa Summer Music Camps](#) for over 60 years, attracting high-school students from across the state and region. Students receive musical training and experience beyond what may available in their home schools, including group instruction, masterclasses, and classroom instruction in most phases of instrumental music. This annual event has been enlarged to include separate week-long sessions for band and orchestra, for percussion and piano, and for jazz. In addition, Music faculty serve as clinicians, adjudicators, and guest artists in K-12 schools across the state, and are active in the Iowa Music Educators Association.
- **Physics & Astronomy**'s QuarkNet Project, funded by the Department of Energy, Fermilab, and the National Science Foundation, brings several high school teaches and their teachers to campus for eight weeks of research each summer and sponsors a bi-annual Summer Institute as continuing education for a larger group of high school teachers.
- Departments in the **Division of World Languages, Literatures & Cultures** are actively engaged with high school and college teachers of language across the state. The Chinese program holds an annual language competition for high school students studying Chinese. The Chinese, German, and Russian language programs offer distance-learning courses that may be taken by students whose high schools do not offer these languages. A "Better Futures of Iowans" grant is funding the development of high school advanced placement instruction in Japanese and Chinese.

Philosophy for high school students

The Department of Philosophy has two new initiatives to provide a basis for bringing philosophical education into the public school curriculum.

- **An Introduction to Philosophy through Film** is a free course to be offered on-line in 2013-14 through which students at participating high school students can earn UI credit. The course combines several modes of teaching and learning. Students read classical texts in philosophy, watch assigned video-recorded lectures, view films that vividly raise philosophical issues and discuss them as a class group, and participate in synchronous on-line Skype discussion with one of the course instructors. Students will also debate the issues raised in the course on-line.
- **Iowa Lyceum**, a philosophy summer camp, will be offered at no cost to high-school age students in 2013 on the UI campus, following a model originating at the University of Illinois. Over a period of five days, the Lyceum schedule introduces central ideas in the philosophy and history of science, epistemology, theories of mind and personal identity,

moral and political philosophy, and aesthetics—all with the object of helping students distinguish between intuitive responses on the one hand and, on the other, critical reflection and perspective taking that leads to reasoned life decisions. The Lyceum also tests the effect of these sessions on students' scores on questions used in standardized tests.

2. Sustaining and increasing the economic and cultural vitality of Iowa

Contributions to economic vitality

Our academic programs educate students who serve Iowa and the nation in professions that include social work, speech pathology, audiology, music therapy, recreation therapy, and communications. All students earning secondary teaching certificates through the College of Education also earn a bachelors degree in a content discipline in CLAS, and the importance of this relationship is recognized through joint faculty appointments between Education and our departments of English, Mathematics, and Music. The College of Education also has a close relationship with many other CLAS departments, including the School of Social Work and departments in the Division of World Languages, Literatures & Cultures.

CLAS also contributes to economic vitality through consulting with business and industry, creation of intellectual property, and development of start-up companies. Examples include the following:

- Two companies in the BioVentures Center of the UI Research Park originated from research programs within the Department of Chemistry. One company is establishing the clinical utility of small molecule drugs in cancer therapy, and another is commercializing non-invasive chemical sensing technology for various applications in the biotechnology and biomedical industries.
- Faculty in Computer Science and in Statistics & Actuarial Science create and publish open-source software for a variety of purposes, including software that supports public health initiatives and software designed to enhance the social skills of children with autism spectrum disorders.

The Hawkeye Poll, conducted by faculty, graduate students, and undergraduates in the Department of Political Science, brings national attention to the state by publishing Iowan's views—as measured in public opinion polls—on a variety of subjects of political interest. In presidential election years, the results of the polls are released in Washington, DC, providing the first evidence of trends in opinion in a crucial early-primary and swing state.

Contributions to cultural vitality

Performing Arts

- The Division of Performing Arts offers the regional community an ambitious production schedule every year, with more than 400 recitals, concerts, and performance of plays and operas featuring its students and faculty. The UI website's Arts Portal <http://arts.uiowa.edu/>, launched in fall 2012 following a year-long collaboration between CLAS, ITS, Hancher, and other UI offices, is a directory to all upcoming UI arts events.

- The Division also brings its presentations to communities outside of campus. In summer 2012, the UI Opera Theatre production of Gilbert & Sullivan's "HMS Pinafore" was presented both on campus and in Des Moines. In summer 2013, the Iowa Summer Repertory Theatre will tour its production of "No Fish in the House" by Tom Willmorth to Cedar Rapids, Spencer, Sioux City, and Okoboji. This tour is supported by the Office of the Vice President for Research with additional funding from a Better Futures for Iowans grant.
- The Division video-streams dance recitals to make them available to off-campus audiences.

Visual Arts

- The School of Art & Art History's Donate Design student organization has benefitted dozens of local and regional non-profits by designing logos and identity designs and assisting with public relations efforts.
- Faculty and student work is presented regularly at the Figge Art Museum, Davenport, and at the Des Moines Art Museum.
- See also the discussion of the Grant Wood Artist Colony (page 30, above).

Publicly engaged scholarship

The Obermann Center, in the Office of the Vice President for Research, is a powerful locus of scholarship and public engagement for the campus as a whole, including CLAS faculty and graduate students. The Obermann Center partners with other organizations on campus, in the community, and on the national level to connect scholars and artists with one another and to engage them with the public discourse on societal and cultural issues.

Recent examples include the following:

- The 2011 Obermann Humanities Symposium on [Comics, Culture, and Creativity: International and Interdisciplinary Perspectives](#) was organized by faculty members whose joint appointments cut across English, Cinema and Comparative Literature, Spanish and Portuguese, Art & Art History, and Gender, Women's & Sexuality Studies. In addition to linking scholars, publishers, and practicing artists, the symposium included comics workshops for hundreds of area middle school students.
- The 2012 Obermann Summer Seminar, [Get Ready, Iowa](#), organized by faculty in the DeLTA Center, was built on the concept of "civic science." This seminar on school readiness integrated the expertise of researchers who study cognitive development in children with the expertise of teachers, parents, and community partners.
- In March 2013, the Obermann Center organized the first [Iowa Humanities Festival](#) around the theme "Collectors, Collections and Collecting." The Festival, a collaboration with Humanities Iowa and the Salisbury House in Des Moines, included speakers from the CLAS departments of American Studies; Art & Art History; English; Gender, Women's & Sexuality Studies; History; and Theatre Arts, as well as faculty and staff from other UI departments, from Salisbury House, and from art museums across the state. National Endowment for the Humanities chair James Leach was a keynote speaker. See also these [reflections on the event](#).

- At the 2013 Obermann Summer Seminar, [Teaching the Latino Midwest](#), organized by faculty members from the CLAS departments of History, English, and Spanish & Portuguese. The faculty organizers will work with thirteen leaders in the field of Latino Studies who work in or on the Latino Midwest to produce a textbook that will be used as a resource for college teachers.

The summer seminar will build on the national conference on the [Latino Midwest](#) held on campus in October 2012. The conference included collaborative events with the 14th annual [Iowa Latino Conference](#), concurrently hosted by the School of Social Work. Exhibitions and performances featuring Latino artists scheduled in conjunction with these two conferences drew audiences from surrounding communities.

- Dozens of CLAS graduate students have been Fellows in the [Obermann Graduate Institute for Engagement and the Academy](#). Their publicly engaged projects cover an enormous range—examples include an NSF award-winning dissertation that engaged citizens of Iowa in mapping cancer in their communities, working with teachers in Mozambique to collect oral histories of the effects of war, and creating an arts ensemble between women at an Iowa correctional facility and local community partners.

Public digital projects

The Digital Studio and the Public Humanities in a Digital World initiative (see the main self-study narrative, pages 23 and 25) bring a range of fascinating projects to the public through digital resources.

- [IOWA Literaria](#), an online journal launched in March 2013, hosts the works of Spanish-language writers in the U.S. and around the world and connects the growing Hispanic audience in the state of Iowa to these writers. It is edited by faculty in the new MFA program in Spanish Creative Writing and contributes to the significance of Iowa City as a UNESCO City of Literature.
- The [Qumran Visualization Project](#) is a research tool that models the famous archaeological site associated with the Dead Sea Scrolls, allowing archaeologists to test new ideas and create virtual re-constructions. It is also an exciting way of making the Qumran site available to public audiences.
- The [AIDS Quilt Touch Project](#) is a mobile web application that makes it possible to locate a panel of the AIDS Memorial Quilt, search for a specific name, and contribute comments on the quilt, a work of public art that has been growing for the past 25 years. The web app project is a collaboration of the UI Digital Studio for Public Humanities, the University of Southern California, and the [NAMES Project](#).

Publicly engaged writing

Faculty and students in two MFA writing programs have created initiatives that share the strengths of our campus writing programs with the regional community, offering workshops that focus on literacy and creative thinking for young audiences, including at-risk and bilingual youth.

- **The Spanish Creative Literacy Project (SCLP)**, founded in 2009 by faculty in the Spanish Creative Writing program of the Department of Spanish & Portuguese, helps members of the

Hispanic community appreciate the multiple literacy dimension of their linguistic heritage. Its creative workshops and activities are open also to non-Hispanic children and teens with an interest on Spanish creative writing. At the same time SCLP trains UI students in creative service with a Hispanic component. In 2011-12, the Project sponsored or participated in 8 events in Iowa City, Muscatine, West Liberty, and Toledo, Iowa, as well as events via teleconferencing.

- **The [Iowa Youth Writing Project](#)** (IYWP), founded in 2010 by faculty, students, and alumni of the Iowa Writers' Workshop, provides writing, tutoring, and publishing opportunities to youth across the state of Iowa, focusing on educating, empowering, and inspiring at-risk and marginalized youth. In 2011-12, over 400 children and teens participated in IYWP programs, organized and led by more than 80 volunteers who offer after-school/in-school support and mentorship, as well as a range of extracurricular writing workshops (creative, academic, and interdisciplinary).

In 2012-13, a "Better Futures for Iowans" grant is funding a partnership between IYWP and the CLAS Certificate in Writing Program to extend and develop this community outreach through the CLAS Frank N. Magid Undergraduate Writing Center. In just the first semester of this partnership, fall 2012, IYWP volunteers dedicated over 700 hours of service to Iowa's youth through implementation of more than 20 programs and events (many of them semester-long and weekly or bi-weekly). In addition to serving youth in Iowa City and Cedar Rapids, the IYWP served communities as far away as Okoboji, Des Moines, Ottumwa, Toledo and Fayette. The IYWP continues to collaborate within the University and beyond through partnerships with the Iowa Juvenile Home, Four Oaks, Neighborhood Centers of Johnson County, Working Group Theatre, the International Writing Program, Monsoon United Asian Women of Iowa, and the Spanish Creative Literacy Project, among other departments and institutions.

In addition to the many contributions to cultural initiatives described above, faculty from across CLAS departments give free public lectures around the state at schools, in public libraries, and to civic groups.

3. Contributions to the health and quality of life of the people of Iowa

Clinical services. Two CLAS departments offer clinical services to the public.

- **Seashore Clinic.** The Department of Psychology operates the Seashore Clinic, which offers a range of psychological services, is a setting for clinical research, and is training center for doctoral students in clinical psychology. Graduate students conduct most of the clinical work under the close supervision of the clinical psychology faculty and clinic staff psychologists.
- **Speech & Hearing Clinic.** The Department of Communication Sciences and Disorders operates the Wendell Johnson Speech & Hearing Clinic on campus. In addition, the Department offers a wide range of clinics, preschool experiences, camps, and mobile services to those with speech, language and hearing problems and their families. Below are examples:

Clinical outreach. The Department of Communication Sciences and Disorders provides clinical outreach in the areas of speech, literacy, and hearing.

- **The UI SPEAKS Stuttering Camp** attracts children aged 6-12 and their families from across the state and region to participate in a one-week intensive program aimed at creating a safe and supportive environment in which the children can examine their speech patterns and learn strategies to increase their speech fluency.
- **The Summer Speech, Language, Reading, Hearing Impaired Program** (now in its 22nd year) hosts children in preschool and primary grades. The 6-week summer clinic helps young clients acquire the skills to be successful in school and in life, preparing them for or supplementing programs in their local schools.
- **FOCUS** (Facilitation of Communication and Understanding Services) is a biannual day-long program for families of children with hearing impairments that offers assessment of children with hearing loss in the areas of auditory skills, emerging speech, language and literacy. FOCUS also offers seminars for parents and professional service providers relative to those same communication areas.
- **The Columbus Junction Project** is an early language-literacy program offered daily to the four preschool programs at Roundy Elementary in Columbus Junction, Iowa, a city with a high population of Spanish-speaking residents. This evidence-based program uses group story-time to enhance children's emerging knowledge about the forms and functions of written language, which are crucial pre-literacy skills. This project is the foundation of a service learning course for undergraduate speech and hearing majors. The project received funding under a "Better Future for Iowans" initiative, co-operatively submitted with Spanish & Portuguese, entitled "Dual Language Future for Iowans: Schools and Radio in Support of Balanced Bilingualism."

Public leadership and public service

CLAS faculty serve on a wide range of public task forces related to their scholarly expertise. Examples include the following:

- School of Social Work faculty serve on the Iowa Child Welfare Advisory Committee (appointed by the Governor), the Sixth Judicial District of Iowa Department of Correctional Services Research Oversight Committee, the Iowa Organization for Victim Assistance, and the Steering Committee for the Early Childhood Education Iowa Stakeholders Alliance, among other groups.
- A Computer Science faculty member has served on the Iowa Board of Examiners for Voting Machines and Electronic Voting Systems, and reviewed federal voting system standards.
- Students in a number of CLAS undergraduate majors and graduate programs—including those in health and human physiology, leisure studies, athletic training, music therapy, and social work—contribute thousands of hours every year to human service agencies in the area and across the state through their practicum placements supervised by CLAS faculty.
- Geoscience faculty members assist local governments in addressing hydrological and environmental issues.
- Students in Political Science partner with the Department of Urban & Regional Planning in the Graduate College to assist small Iowa towns with planning issues.

Service learning courses

Across the College, faculty engage their students with the community and state through courses that include service-learning components. The following are examples.

- **Rhetoric courses.** All first-year undergraduates take Rhetoric courses that develop their abilities in writing and speaking. Faculty and graduate students in the Rhetoric Department have been particularly active in designing service learning components for their courses. The projects that students undertake depend on the focus of their Rhetoric class and serve as the basis for most of their writing and speaking assignments. Examples of service projects include delivering intervention training at the UI's Women's Resource and Action Center, child life programming at the UI Children's Hospital, facilitating a creative writing project in an after-school program organized by the Iowa Youth Writing Project; or working with an area non-profit or public agency to create a public relations initiative that will raise funds or create more awareness of that organization.
- **Gender, Women's and Sexuality Studies Practicum.** Students in this course participate in the Women's Collective program, a 12-week curriculum that helps women who are incarcerated explore ways to have productive, non-violent, and egalitarian relationships. Working at the Iowa Correctional Institution for Women, students act as facilitators in women's circles focused on healthy relationships between people and issues of power and control. Students also discuss and reflect on this experience in light of scholarly texts on incarceration in North America and the intersection of race, sexuality, class and gender. This course has served more than 150 incarcerated women, helping them create change in challenging situations.
- **Music Foundations in Therapy.** Students in this course build skills that they will use in a clinical setting through their involvement with the SoundReach Choir, a community-based, recreational singing experience for adults with developmental disabilities. The UI students sing with the group, accompany songs, arrange music, support the music therapists who lead the group, and sometimes direct. They help the participants develop music skills, behavioral skills, and social skills.
- **Exercise for Persons with Disabilities,** a first-year seminar, pairs first-year UI students with students in REACH (Realizing Educational and Career Hopes), a two-year UI program for young adults with multiple learning and intellectual disabilities aimed at helping them become engaged and contributing members of their communities. The pairs then learned how to teach and deliver an exercise program for older adults at the Iowa City Senior Center.

Appendix H

CLAS Faculty and Staff Surveys: Results and Discussion

The Self-study Committee composed three survey instruments to solicit opinions and perceptions on issues related to the review of the College: a survey of all faculty (tenure-line, clinical-line, and Lecturer), a survey of staff in CLAS departments, and a survey of Dean's Office staff. Response rates to all surveys were high (70% for the faculty and Dean's Office surveys, 59% for departmental staff survey).

Each survey began with scaled items (with some overlap between the faculty and departmental staff surveys). The surveys asked respondents to give demographic information that was used to compare the responses for different subsets of respondents. Each survey concluded with open-ended questions, asking about positive developments in the College over the past five years and about changes that would most improve the College.

This appendix is organized in the following way:

- A. A summary of responses to open-ended questions in the faculty and staff surveys and in interviews with groups of faculty and staff (pages 87-89).
- B. A summary of responses on scaled items in the faculty survey, with comparisons among groups of faculty where there were significant differences and comparisons with staff responses if the same question was used in the staff survey (pages 90–108).
- C. The response frequencies on each scaled item in the faculty survey (pages 109–125).
- D. The response frequencies on each scaled item in the departmental staff survey (pages 126–133).
- E. Responses to Dean's Office staff survey questions, including a summary of responses to open-ended questions and response frequencies on scaled items (pages 134–137).

A. Responses to open-ended questions in surveys and in faculty and staff interviews:

Responses to the open-ended questions were read only by the appointed faculty and staff members of the Self-study Committee and were discussed confidentially. The Committee then followed up on the questions concerning positive developments and needed changes in meetings with the following administrators, faculty governance groups, and staff:

- Raúl Curto, Executive Associate Dean (February 8, 2013)
- Helena Dettmer, Associate Dean for Academic Programs and Student Development (February 8, 2013)
- Joe Kearney, Associate Dean for Research and Development (February 7, 2013)
- Karna Wieck, CLAS Budget Officer (March 13, 2013)
- CLAS Executive Committee (February 5, 2013)
- CLAS Administrative Staff Group (February 5, 2013)
- CLAS Educational Policy Committee (February 14, 2013)
- CLAS DEOs (February 18, 2013)
- Senior Dean's Office staff members (February 25, 2013)
- CLAS Faculty Assembly (February 27, 2013), an open meeting to which all faculty were invited

Based on these interviews and the responses to the open-ended survey questions, the Self-study committee developed the discussion and analysis in the “General Assessment” below. The responses to the various scaled items (pages 109 and following) are consistent with the points made below.

Question 1: Over the past five years, what has the CLAS done or changed that has had particularly good effects?

Survey respondents and interview participants consistently noted the positive effects of the following:

- CLAS response to the flood and Dean’s Office leadership in collaborating with departments and central UI offices on the flood recovery process;
- the College’s actions to support students’ academic success, retention, and graduation rate, with a particular emphasis on support for student advising and participation in the Office of the Provost’s first-year seminar program;
- significant improvements in information technology resources across the College, particularly in support for teaching;
- support for junior faculty, including the College’s new faculty orientation program;
- other forms of developmental support, including new DEO workshops, workshops on grant writing, on hiring procedures, and on P&T guidelines;
- the streamlined processes for reporting academic fraud, an example of how the workload of DEOs might be reduced;
- the policy and procedural information published on the College web site, and Collegiate communications through the on-line DEO mailing (<http://clas.uiowa.edu/deos/mailling>);
- the College’s efforts to advertise accomplishments by faculty and students and to recognize faculty achievements with named chairs and other honors.

There was acknowledgement that the College had managed to do more with less during the difficult financial situation, which has persisted in varying degrees of severity since state appropriations to the University began to be reduced in 2002-03.

Question 2: What changes would most improve CLAS?

Faculty and staff raised the following intertwined concerns, directly related to centralization and to management under conditions of resource reduction:

- the level of resources for crucial aspects of departments’ functioning, specifically the need to grow the faculty (including authorizing senior hires); to retain faculty (particularly mid-career faculty); and to further support faculty development (including better research support for post-tenure faculty, better travel funding for all faculty, and reinstatement of Faculty Scholar and Global Scholar awards);
- the degree of autonomy given to departments, with calls for streamlining processes, giving more flexibility and financial discretion to departments, and giving departments a longer-term sense of their funding;
- the minimum course enrollment policy, particularly for graduate courses, with a general feeling that departmental targets should allow for variation across faculty and that enrollment cannot grow in all departments;
- the need for CLAS to foster greater cooperation between units and to diminish the sense that units must compete for scarce resources, including course enrollments;

- the need for clearer communication of the College's priorities for resource allocation, its rationale for major policy changes, and its expectations for faculty effort.

Overall, respondents and discussants encouraged the College to build more trust with the faculty, to communicate appreciation for the work they do, and to demonstrate a better understanding of the differences between departments. Faculty and staff saw a need for a greater sense of community in CLAS despite its size and for more opportunities for direct contact with the dean.

Faculty and staff also raised the following issues that relate broadly to Collegiate administration:

- the need for the Dean's Office to devote time and energy to vision, intellectual leadership, and long-term planning;
- the need for a more sustainable structure for the Dean's Office, which might be achieved through more delegation from the associate deans to senior staff or to additional associate deans and through decentralizing some decisions to departments;
- a general concern about succession planning for the associate deans, given that all are long-serving and highly knowledgeable, while a successor would find it very difficult to acquire similar expertise quickly;
- the need to discuss potential benefits and drawbacks of the introduction of new divisions, and the nature of the consultation that occurs before such far-reaching changes are made;
- more effective use of DEO meetings for creative problem-solving and two-way exchange of ideas between the deans and DEOs;
- the need for CLAS to gain more recognition from central administration for its centrality to the University and to obtain more resources to support its mission, particularly in light of the role CLAS teaching and student tuition play in the University;
- better support for lecturer positions, including a career advancement track and professional development, given the increasingly important role of lecturers in the College's undergraduate teaching mission.

Faculty and staff raised the following specific needs:

- more support for the teaching of international students (the perceived needs ranged from English language instruction to counseling on academic fraud);
- systematic evaluation of cluster hire initiatives and their impact on CLAS faculty hiring broadly;
- improved orientation for new CLAS staff members, and an orientation for new DEOs and ASG members on their joint responsibilities.

Looking to the future, respondents and discussants expressed support for development of distance education, online courses, and STEM curricula.

B. Summary and comparison of responses on scaled items:

This section summarizes the responses to scaled items in the faculty surveys and notes significant differences by faculty rank, gender, or disciplinary area. (Faculty respondents were asked to self-identify by these categories, with “disciplinary area” options being arts, humanities, social sciences, and natural / mathematical sciences.)

For the questions which were also posed in the survey of departmental staff, the responses from the two surveys are compared. Responses of “Don’t know / No opinion” were excluded when summarizing the results. In some cases, there are comparisons with responses to items on the faculty survey conducted as part of the last review of the College, in 2003.

Where possible, the Self-study Committee offered a discussion of these results and comparisons.

I: Departmental Resources (questions addressed to tenure-line and clinical-line faculty, and Lecturers; also addressed in the staff survey, with those responses summarized separately)

1. **Resources for teaching and other needs.** The first question presented a matrix asking, “Over the last five years, how well have your department’s needs been met” for a variety of resources:
 - 1.1. for permanent faculty positions (tenure-track, tenured, and where applicable clinical-track);
 - 1.2. for fixed-term faculty positions (lecturers, visitors, adjuncts);
 - 1.3. for teaching assistants;
 - 1.4. for staff; and
 - 1.5. for general operating expenses.

Overall, faculty respondents expressed most satisfaction with the extent to which needs for fixed-term faculty positions had been met (83% chose “acceptably,” “well,” or “very well”).

Responses expressed least satisfaction with the extent to which their departments’ needs had been met for permanent faculty positions (65% chose “acceptably” or better) and for general operating funds (67% chose “acceptably” or better).

In other categories, 73% responded that their departments’ needs for teaching assistants had been met “acceptably” or better, and 75% responded that needs for staff had been met “acceptably” or better.

Differences across groups of faculty respondents:

- Across the areas of need that this question inquires about, there is a pattern of faculty in the arts indicating higher levels of satisfaction than faculty overall and of faculty in the humanities indicating lower levels of satisfaction than faculty overall:
 - Regarding needs for permanent faculty positions, arts faculty satisfaction level is 82%; humanities faculty, 55%; faculty overall, 65%.
 - Regarding needs for fixed-term faculty positions, arts faculty satisfaction level is 88%; humanities faculty, 77%; faculty overall, 83%.
 - Regarding needs for staff positions, arts faculty satisfaction level is 85%, humanities faculty, 64%; faculty overall, 75%.

—Regarding needs for general operating, arts faculty satisfaction level is 77%; humanities faculty did not differ significantly from faculty overall (67%).

Comparison with results of departmental staff survey: The same matrix question was included in the survey of departmental staff.

Overall, staff respondents were least satisfied with the extent to which their departments' needs had been met for general operating funds, and their level of satisfaction was similar to that in the faculty survey (68% chose "acceptably" or better on this item, compared to 67% for faculty).

Staff respondents expressed the same level of satisfaction as faculty with the extent to which needs for fixed-term faculty had been met (83% of respondents chose "acceptably" or better in both the faculty and staff surveys).

Staff respondents expressed the same level of satisfaction as faculty on the extent to which needs for staff had been met (75% of respondents chose "acceptably" or better in both the faculty and staff surveys).

Faculty and staff differed in their levels of satisfaction with the extent to which other needs had been met on two items:

- 78% of staff responded that needs for permanent faculty positions had been met "acceptably" or better (vs. 65% of faculty respondents), and
- 82% of staff responded that their departments' needs for teaching assistants had been met "acceptably" or better (vs. 77% of faculty respondents).

Discussion: In the open-ended comments on the fall 2012 faculty and staff surveys, and in the self-study committee's meetings with various faculty and staff groups, there was widespread appreciation for the College's creative survival of budget cuts over the past four years. Faculty acknowledged that the College has had to do more with less in response to a very difficult financial situation that has persisted for over a decade.

The responses described above, indicating faculty are as satisfied as at the time of the last review (and possibly more satisfied) with the extent to which CLAS is supplying their departments with the major resources needed to perform their missions, appear to be another way of acknowledging the College's success in doing more with less in response to a very difficult financial situation that has persisted for over a decade.

At the time of the last review, the College was dealing with reductions in state funds that totaled \$7 million in FY2002 through FY2004. At the time of the current review, the College is feeling the effects of an additional reduction of \$8 million in FY2009 and FY2010. These cuts were in the College's recurring budget, which funds faculty and staff lines and departmental operating budgets.

The Office of the Provost protected CLAS from both sets of budget reduction to the extent possible and has made new allocations to the College that have partially offset the losses in recurring funds in FY2002-2004 and in FY2009 and FY 2010. In recognition of the increased number of undergraduate students taught in CLAS, the Office of the Provost has twice increased the College's recurring budget. The Office of the Provost also secured to the

College a continuing, non-recurring allocation for equipment and renovation, which is used primarily for start-up in support of new faculty hires.

Faculty are concerned about the extent to which their departments' needs have been met for permanent faculty positions (about the same proportion chose "well" or "very well" [37%] as chose "poorly" or "very poorly" [35%], 28% chose "acceptably"). The College has sought new ways to fund its very large teaching mission in collaboration with the Division of Continuing Education, and has had support from the Office of the Provost (as described in the self-study). The funds acquired in these ways can support additional Lecturer, visitor, paid adjunct, and TA lines, but cannot fund the permanent commitments made to tenure-track hires.

Faculty also feel that their departments general operating budgets are inadequate. And, in fact, this is an area in which CLAS has had to reduce departmental budgets to cope with budget reductions. (Appendix B, Table 4, shows that the percentage of CLAS from the General Education Fund expenditures devoted to general expenses shrank between FY2004 and FY2013.) Partnerships with DCE and summer session teaching have given departments the means to become entrepreneurial in acquiring general operating funds. Through these means, departments have acquired much-needed flexible resources to support their teaching and scholarly missions.

2. **Staff resources.** The second question presented a matrix asking, "Over the last five years, how well have your department's needs been met" for various types of staff:
 - 2.1. staff to support information technology needs;
 - 2.2. staff to support web needs;
 - 2.3. staff to support undergraduate program administration;
 - 2.4. to support graduate program administration;
 - 2.5. staff to support general administrative needs;
 - 2.6. staff to support research/creative work; and
 - 2.7. staff to support grant acquisition processes.

Overall, faculty respondents were most satisfied with the extent to which needs for staff to support information technology needs have been met (87% chose "acceptably" or better).

Respondents were least satisfied with the extent to which their departments' needs had been met for staff to support research and creative work (66% chose "acceptably" or better) and to support grant acquisition processes (65% chose "acceptably" or better).

On other items, 74% of faculty respondents chose "acceptably" or better to describe the extent to which needs for staff to support web needs had been met, 79% for the extent to which undergraduate program administration needs had been met, 83% for the extent to which graduate program administration needs had been met, and 81% in regard to the extent to which staff for general administrative needs had been met.

Differences across groups of faculty respondents:

- A higher proportion of men than women on the faculty chose "acceptably" or better when asked the extent to which needs had been met for staff to support information technology (89%, vs. 82% for women), for staff to support web needs (79%, vs. 66% for women), for

staff to support undergraduate program administration (81%, vs. 76% for women), and for staff to support research and creative work (70%, vs. 54% for women).

- Regarding the extent to which needs for staff to support research and creative work had been met, a higher proportion of arts faculty (78%) and a lower proportion of humanities faculty (54%) chose “acceptably” or better than did faculty overall.
- Regarding the extent to which needs for staff to support research and creative work had been met, a higher proportion of assistant professors than faculty overall chose “acceptably” or better (72%).
- Regarding the extent to which needs for staff to support grant acquisition processes had been met, a higher proportion of arts faculty (79%) and a lower proportion of humanities faculty (58%) chose “acceptably” or better than did faculty overall.
- Regarding the extent to which needs for staff to support general administrative needs had been met, a higher proportion of arts faculty (90%) and a lower proportion of humanities faculty (73%) chose “acceptably” or better than did faculty overall.

Comparison with results of departmental staff survey: The same matrix question was included in the survey of departmental staff.

Like faculty respondents, staff respondents were most satisfied with the extent to which needs for IT staff had been met (91% chose “acceptably” or better).

Like faculty respondents, staff were least satisfied with the extent to which needs had been met for staffing to support grant acquisition processes, although overall staff responses were more positive than faculty respondents on this item (77% of staff chose “acceptably” or better, compared to 65% of faculty).

Staff were more positive than faculty concerning the extent to which other staffing needs had been met:

- Regarding support for web needs, 84% of staff chose “acceptably” or better (compared to 74% of faculty respondents).
- Regarding support for undergraduate program administration, 88% of staff chose “acceptably” or better (compared to 79% of faculty respondents overall).
- Regarding support for graduate program administration, 94% of staff chose “acceptably” or better (compared to 83% of faculty respondents overall).
- Regarding support for general administrative needs, 87% of staff chose “acceptably” or better (compared to 81% of faculty respondents overall).
- Regarding staff to support research and creative work, 82% of staff chose “acceptably” or better (compared to 66% of faculty respondents overall).

Discussion: Overall, the responses indicate satisfaction among both faculty and departmental staff with the extent to which most staffing needs have been met.

The area of greatest satisfaction in staffing, among both faculty and staff respondents, is in support of information technology. The Student Technology Fee provides dedicated funding to meet one area of these needs, for staff to support instructional technology.

Overall faculty are less satisfied with levels of staffing for research and creative work and for grant acquisition processes than they are with levels of staffing to meet other needs.

Among humanities faculty, where most departments participate in Shared Service Centers (see page 35 of the self-study narrative), there is a pattern of less satisfaction with staffing levels than among faculty overall. There is a pattern of greater satisfaction in arts departments than among faculty overall with the extent to which staff needs have been met, although several of these departments participate in a divisional staffing arrangement.

Following the conclusion of the review of the College, CLAS will work with the University's Office of Organizational Effectiveness to review the Shared Service Centers.

3. **Equipment.** The third question presented a matrix asking, "Over the last five years, how well have your department's needs been met" for a variety of types of equipment and technology:
 - 3.1. equipment and technology for teaching;
 - 3.2. equipment and technology for research /creative work; and
 - 3.3. equipment and technology for administration.

Faculty respondents were most satisfied with how well departmental needs had been met with respect to equipment and technology for teaching (92% chose "acceptably" or better) and equipment and technology for administration (94% chose "acceptably or better). With respect to the extent to which needs for equipment and technology for research and creative work had been met, 86% of respondents chose "acceptably" or better.

Comparison with results of departmental staff survey: The same matrix question was included in the survey of departmental staff.

Staff responses showed a pattern similar to faculty responses: 91% of staff chose "acceptably" or better when asked how well departmental needs had been met with respect to equipment and technology for teaching, 91% when asked about equipment and technology for administration, and 85% when asked about equipment and technology for research and creative work.

Discussion: The CLAS Student Technology Fee is an important new dedicated funding stream since the last review that helps the College meet one aspect of its technology needs—that is, the need for instructional technology.

However, needs for instructional equipment other than technology are becoming more difficult to meet, since there is no longer a dedicated budget line for instructional equipment. Until 2009, the College's budget from the Provost's Office included a non-recurring allocation for instructional equipment. Since then, instructional equipment funding has disappeared from the University's and College's budgets. The College is attempting to set aside funds for instructional equipment to ensure these needs are met.

4. **Space.** The fourth question presented a matrix asking, "Please rate the space your department has available" for a variety of purposes:
 - 4.1. instructional space;
 - 4.2. space for research /creative work;
 - 4.3. faculty office space; and
 - 4.4. administrative office space.

Overall, faculty respondents expressed more satisfaction with the quality of their departments' administrative office space (83% responded "acceptable" or better) than with the quality of space available to them for other purposes.

In response to other items, 70% of faculty chose "acceptable" or better to describe the quality of space available for research and creative work, 73% to describe the quality of space for instructional purposes, and 75% to describe the quality of faculty office space.

Differences across groups of faculty respondents:

- Higher proportions of faculty in the humanities and in the natural and mathematical sciences rated the quality of instructional space available to them "acceptable" or better (77% for both groups) than did faculty overall. 62% of social science faculty and 63% of arts faculty rated their instructional spaces "acceptable" or better.
- Higher proportions of faculty in the humanities and in the natural and mathematical sciences rated the quality of their space for research and creative work "acceptable" or better (77% of science faculty and 72% of humanities faculty) than did faculty overall. 62% of social science faculty and 63% of arts faculty rated their spaces for research and creative work "acceptable" or better.
- Higher proportions of faculty in the humanities and in the natural and mathematical sciences rated the quality of their office space "acceptable" or better (83% of science faculty and 78% of humanities faculty) than did faculty overall. 66% of social science faculty and 65% of arts faculty rated their office space "acceptable" or better.
- A lower proportion of faculty in the social sciences than faculty overall rated their departments' administrative office space "acceptable" or better in quality (76%).

Comparison with results of departmental staff survey: The same matrix question was included in the survey of departmental staff.

Staff responses were similar to faculty responses concerning quality of their departments' administrative office space (83% of staff responded "acceptable" or better, the same proportion as faculty overall).

Staff responses were also similar to faculty responses overall in rating the quality of faculty office space (78% of staff and 75% of faculty responded "acceptable" or better).

Staff were more positive than faculty in rating the quality of their instructional space (80% of staff responded "acceptable" or better, compared to 73% of faculty) and the quality of space available for research and creative work (80% of staff responded "acceptable" or better, compared to 70% of faculty).

Discussion: With regard to teaching and research space, the completion of construction and renovation projects over the past ten years (Adler Building, Art Building West, Chemistry Building, Dey House addition, and Stuit Hall) has improved space overall for a number of departments. Simultaneously, the flood has been an enormous setback for the fine and performing arts departments, and this is reflected in the lower ratings for space in nearly every category by faculty in the arts. However, with groundbreaking about to begin on a new visual arts building and a new music building, we are making progress on resolving this issue. Social sciences faculty are also less satisfied with the space available to them than are faculty overall, perhaps reflecting the fact that several departments in the social sciences are

housed in older buildings with long-standing needs for renovation (Jessup, Macbride, and Seashore halls).

With regard to instructional space, the Registrar's Office and the UI Learning Spaces Executive Committee have devoted resources to bringing all general-assignment classrooms to a standard level of comfort and equipment. The Office of the Provost sets aside \$400,000 in recurring funds each year for classroom renovations. Departments submit requests for classroom renovations to CLAS, which prioritizes them and takes them to the UI Learning Spaces Executive Committee for review and possible approval. The classroom spaces used by CLAS departments have been very well-served by this process. Classroom spaces used by CLAS departments have also benefitted from improvements made possible by the CLAS Student Technology Fee.

With regard to administrative office space, the College has allocated resources to ensure that these spaces, like other spaces where students are served, are attractive and well-equipped.

II: Teaching Mission (addressed to tenure-line and clinical-line faculty and Lecturers)

5.1 "How satisfied are you with the current General Education Program?"

Overall, 49% of faculty respondents were satisfied or very satisfied; 35% selected "neither satisfied nor dissatisfied"; 16% were dissatisfied or very dissatisfied.

5.2 "What is the impact of the General Education Program on your department?"

Overall, 56% of respondents chose "very positive" or "positive"; 33% selected "neither positive nor negative"; 10% chose "negative" or "very negative."

5.3 "How well can your department meet the curricular needs of its undergraduate majors?"

Overall, 87% of faculty respondents chose "acceptably" or better; 14% chose "poorly" or "very poorly."

5.4 "How well can your department meet the curricular needs of its graduate students?"

Overall, 77% selected "acceptably" or better; 24% chose "poorly" or "very poorly."

Differences across groups of faculty respondents:

- A higher proportion of arts faculty (89%) and a lower proportion of humanities faculty (71%) than faculty overall responded that their departments could meet the curricular needs of graduate students "acceptably" or better.

6. **Teaching/curricular support from CLAS.** This question presented a matrix asking, "If you have sought any of the following forms of teaching or curricular support from the College of Liberal Arts & Sciences (CLAS), please indicate how satisfied you were with the support or process:"

- 6.1. help with student advising questions;
- 6.2. advice on handling plagiarism/cheating;
- 6.3. advice on classroom policies;

- 6.4. proposal for new GER course;
- 6.5. proposal for funds from CLAS instructional technology fees;
- 6.6. proposal for other forms of instructional equipment; and
- 6.7. development of new major, minor, or certificate program.

Respondents were asked to indicate whether they had sought each form of support; those who had could choose to reply “no opinion” as well as “satisfied,” “very satisfied,” “dissatisfied,” or “very dissatisfied” with the support they had sought. Response frequencies were calculated only for those who indicated they had sought a particular form of support.

- Regarding help with student advising questions, 86% of 306 respondents chose “satisfied” or “very satisfied,” 4% chose “dissatisfied” or “very dissatisfied,” and 10% chose “no opinion.”
- Regarding advice on handling plagiarism or cheating, 77% of 287 respondents chose “satisfied” or “very satisfied,” 10% chose “dissatisfied” or “very dissatisfied,” and 13% chose “no opinion.”
- Regarding advice on classroom policies, 76% of 196 respondents chose “satisfied” or “very satisfied,” 6% chose “dissatisfied” or “very dissatisfied,” and 18% chose “no opinion.”
 - A lower proportion of associate professors than respondents overall chose “satisfied” or “very satisfied” regarding advice on classroom policies (64%, vs. 76% overall) .
- Regarding proposals for new GER courses, 56% of 196 respondents chose “satisfied” or “very satisfied,” 32% chose “dissatisfied” or “very dissatisfied,” and 12% chose “no opinion.”
- Regarding proposals for funds for CLAS instructional technology, 64% of 216 respondents chose “satisfied” or “very satisfied,” 9% chose “dissatisfied” or “very dissatisfied,” and 27% chose “no opinion.”
 - A lower proportion of humanities faculty than respondents overall chose “satisfied” or “very satisfied” on this item (51%).
 - Regarding proposals for other forms of instructional equipment, 60% of 207 respondents chose “satisfied” or “very satisfied,” 11 % chose “dissatisfied” or “very dissatisfied,” and 29% chose “no opinion.”
 - A lower proportion of humanities faculty than respondents overall chose “satisfied” or “very satisfied” on this item (48%).
 - Regarding the development of new major, minor, or certificate programs, 57 % of 204 respondents chose “satisfied” or “very satisfied,” 13% chose “dissatisfied” or “very dissatisfied,” and 30% chose “no opinion.”
 - A higher proportion of social science faculty (71%, with 21% having “no opinion”) and a lower proportion of arts faculty (41%, with 45% having “no opinion”) than respondents overall chose “satisfied” or “very satisfied” on this item.
 - A higher proportion of men than women on the faculty chose “satisfied” or “very satisfied” on this item (63% for men vs. 44% for women).

Discussion: Responses indicated higher levels of faculty satisfaction with support which comes in the form of a service (advice on student advising, handling plagiarism or cheating, and classroom policies) than on support which comes through an approval process (GER course status, a new academic program) or a competitive award process (instructional technology awards, instructional equipment awards).

III: Interdisciplinarity (addressed to tenure-line and clinical-line faculty)

7. **Support for interdisciplinarity.** This question presented a matrix asking, “Over the past five years, how well has CLAS supported interdisciplinarity” in the following ways:
- 7.1. through jointly appointed faculty positions;
 - 7.2. through support for interdisciplinary teaching collaborations;
 - 7.3. through support for interdisciplinary research collaborations;
 - 7.4. through support for interdisciplinary centers and institutes.
- Regarding jointly appointed faculty positions, 60% of respondents found CLAS “supportive” or “strongly supportive,” 22% found CLAS “unsupportive” or “very unsupportive,” and 17% found CLAS “neither supportive nor unsupportive.”
 - Regarding interdisciplinary teaching collaborations, 43% of respondents found CLAS “supportive” or “strongly supportive,” 33% found CLAS “unsupportive” or “very unsupportive,” and 24% found CLAS “neither supportive nor unsupportive.”
 - A higher proportion of arts faculty (66%) than faculty overall responded that CLAS was supportive or strongly supportive of interdisciplinary teaching collaborations.
 - Regarding interdisciplinary research collaborations, 52% of respondents found CLAS “supportive” or “strongly supportive,” 20% found CLAS “unsupportive” or “very unsupportive,” and 27% found CLAS “neither supportive nor unsupportive.”
 - A higher proportion of arts faculty (68%) than faculty overall responded that CLAS was supportive or strongly supportive of interdisciplinary research collaborations.
 - Regarding interdisciplinary centers and institutes, 50% of respondents found CLAS “supportive” or “strongly supportive,” 39 % found CLAS “unsupportive” or “very unsupportive,” and 20% found CLAS “neither supportive nor unsupportive.”
 - A higher proportion of arts faculty (63%) than faculty overall responded that CLAS was supportive or strongly supportive of interdisciplinary centers and institutes.
 - A higher proportion of assistant professors (69%) than faculty overall responded that CLAS was supportive or strongly supportive of interdisciplinary centers and institutes.
8. **Respondents’ interdisciplinary collaborative projects.** Respondents were asked how many interdisciplinary collaborative projects they were engaged in, in four categories. Below are the proportion of faculty respondents who had at least one interdisciplinary collaboration in each category.
- 8.1. 28% of respondents were engaged in at least one collaborative instructional project outside of their own department but within CLAS.
 - 8.2. 24% of respondents were engaged in at least one collaborative instructional project outside of their own department but within the University
 - 8.3. 32% of respondents were engaged in at least one collaborative research project outside of their own department but within CLAS
 - 8.4. 38% of respondents were engaged in at least one collaborative research project outside of their own department but within the University.

IV: Faculty Development (addressed to tenure-line and clinical-line faculty)

9. **Support for research/creative work.** This question presented a matrix asking, “If you have sought any of the following forms of support for your research/creative work from CLAS, please indicate how satisfied you were with the support.”

9.1. A publishing subvention.

9.2. Bridging funds for research staff.

9.3. Additional travel funds for a special purpose.

9.4. Renovation of space for research/creative work.

9.5. Acquisition of new space for research/creative work.

9.6. Proposal for CLAS funding for on-campus conference or symposium.

9.7. Attendance at a grant development workshop or seminar.

Respondents were asked to indicate whether they had sought each form of support; those who had sought a particular form of support could choose to reply “no opinion” as well as “satisfied,” “very satisfied,” “dissatisfied,” or “very dissatisfied” with the support they had sought. Response frequencies were calculated only for those who indicated they had sought a particular form of support.

- Regarding attendance at a grant development workshop or seminar, 66% of the 173 respondents who had sought this form of support chose “satisfied” or “very satisfied,” 11% chose “dissatisfied” or “very dissatisfied,” and 22% chose “no opinion.”
- Regarding additional travel funds for a special purpose, 62% of the 265 respondents who had sought this form of support chose “satisfied” or “very satisfied,” 27% chose “dissatisfied” or “very dissatisfied,” and 11% chose “no opinion.”
- Regarding a proposal for CLAS funding for on-campus conference or symposium, 57% of the 135 respondents who had sought this form of support chose “satisfied” or “very satisfied,” 16% chose “dissatisfied” or “very dissatisfied,” and 28% chose “no opinion.”
- Regarding publishing subventions, 56% of the 93 respondents who had sought this form of support chose “satisfied” or “very satisfied,” 19% chose “dissatisfied” or “very dissatisfied,” and 25% chose “no opinion.”
 - Higher proportions of faculty in the arts (71%) and in the humanities (74%) chose “satisfied” or “very satisfied” with this form of support than faculty overall. In these disciplines such subventions are more common than in other disciplines.
- Regarding renovation of space for research or creative work, 40% of the 137 respondents chose “satisfied” or “very satisfied,” 32% chose “dissatisfied” or “very dissatisfied,” and 28% chose “no opinion.”
- Regarding bridging funds, 33% of the 80 respondents who had sought this form of support chose “satisfied” or “very satisfied,” 26% chose “dissatisfied” or “very dissatisfied,” and 41% chose “no opinion.”
- Regarding acquisition of new space for research or creative work, 28% of the 112 respondents who had sought this form of support chose “satisfied” or “very satisfied,” 28% chose “dissatisfied” or “very dissatisfied,” and 34% chose “no opinion.”

10. Importance of various faculty development resources. This question presented a list of faculty development resources and asked respondents to choose which was first, second, and third most important to them. The resources in the initial list were:

- 10.1. Maintaining one-semester Career Development Awards (CDAs), for which faculty are eligible to apply after 10 semesters of teaching;
- 10.2. Re-instating competitive multi-semester awards (i.e., Faculty Scholar, Global Scholar);
- 10.3. Increasing internal research funding to pre-tenure faculty;
- 10.4. Increasing internal research funding to post-tenure faculty;
- 10.5. Increasing funding to departments for research-related travel by faculty members;
- 10.6. Supporting stipend supplements for prestigious fellowships without considering these supplements “early CDAs”; and
- 10.7. Other (respondent could fill in a blank)

Below are the percentages of respondents who selected each item as one of the three most important faculty development resources to them:¹

- 88% of respondents selected maintaining CDAs for which faculty are eligible to apply after 10 semesters of teaching;
- 55% selected increasing funding for research-related travel;
- 48% selected increasing internal research funding to post-tenure faculty;
- 37% selected re-instating competitive multi-semester awards;
- 35% selected increasing internal research funding to pre-tenure faculty; and
- 23% selected supporting stipend supplements for prestigious fellowships without considering these supplements “early CDAs,” and
- 6% named other resources by filling in the blank.

Differences across groups of faculty respondents:

- A lower proportion of assistant professors than faculty at other ranks selected CDAs as one of the three resources most important to them (73% of assistant professors vs. 92% of associate professors and 94% of professors).
- A higher proportion of faculty in the arts and in the social sciences selected increasing funding for research-related travel than did faculty in other disciplinary groups (75% of arts faculty and 63% of social science faculty, vs. 48% of humanities faculty and 45% of faculty in the natural and mathematical sciences).
- A lower proportion of assistant professors than faculty at other ranks selected increased research funding for post-tenure faculty as one of the three most important resources to them (36% of assistant professors vs. 54% of associate professors and 50% of professors).
- A higher proportion of associate professors than faculty at other ranks chose re-instatement of multi-semester awards as one of the three most important resources to them (47% of associate professors vs. 34% of assistant professors, and 32% of professors).
- A higher proportion of assistant professors than faculty at other ranks chose increasing support for pre-tenure faculty as one of the three most important resources to them (73% of assistant professors vs. 21% of associate professors and 26% of professors).
- A higher proportion of humanities faculty than faculty overall selected supporting stipend supplements for prestigious fellowships without considering these supplements “early CDAs” as one of the three most important resources to them (41% of humanities faculty vs. 23% of faculty overall).

¹ Weighting the responses by first, second, and third priority yielded essentially the same rank ordering of the importance of the various faculty development resources.

V: Faculty Recruitment and Retention (addressed to tenure-line and clinical-line faculty)

11. Faculty hiring, development, and retention. This question presented a matrix asking, “Over the past five years, how well has CLAS supported” faculty hiring initiatives and faculty appointments in the following ways:

- 11.1. Support for your department’s hiring plan.
- 11.2. Support for competitive offers to faculty candidates in your department’s searches.
- 11.3. Support for spousal employment as part of offers to faculty candidates.
- 11.4. Support for the careers of pre-tenure faculty in your department.
- 11.5. Support for the careers of post-tenure faculty in your department.
- 11.6. Support for your department’s efforts to retain faculty.

- A higher proportion of faculty respondents felt that CLAS is successful at supporting the careers of pre-tenure faculty in their departments than at other forms of support for faculty appointments: 89% of respondents responded “acceptably” or better in response to this item.
 - Higher proportions of faculty in the social sciences (97%) and of faculty at the rank of professor (93%) than faculty overall felt that CLAS supported the careers of pre-tenure faculty “acceptably” or better.
- Regarding support for the careers of post-tenure faculty, 72% of respondents felt CLAS had supported their department “acceptably” or better.
 - Lower proportions of women, associate professors, and humanities faculty were satisfied than were faculty overall with CLAS support for post-tenure faculty careers: 65% of women, 64% of associate professors, and 56% of humanities faculty chose “acceptably” or better in response to this question.
- Regarding competitive offers to faculty candidates in departmental searches, 72% of respondents felt CLAS had offered support “acceptably” or better.
 - A higher proportion of faculty in the natural and mathematical sciences (85%) and a lower proportion of humanities faculty (58%) than faculty overall responded that CLAS supported competitive offers “acceptably” or better.
- Regarding spousal employment as part of offers to faculty candidates, 69% of respondents felt CLAS had supported their department “acceptably” or better.
 - A higher proportion of professors felt that CLAS had supported spousal employment “acceptably” or better than did faculty overall: 79% of professors vs. 59% of associate professors and 63% of assistant professors.
- Regarding support for the department’s hiring plan, 64% of respondents felt CLAS had supported their department “acceptably” or better.
 - A higher proportion of arts faculty (75%) and a lower proportion of humanities faculty (50%) felt that CLAS had supported their department’s hiring plan “acceptably” or better.
- Regarding the department’s efforts to retain faculty, 57% of respondents felt CLAS had supported their department “acceptably” or better.
 - Higher proportions of arts faculty (77%) and of natural and mathematical sciences faculty (72%) chose “acceptably” or better than did faculty overall. A much lower proportion of humanities faculty chose “acceptably” or better (36%) than did faculty overall.

- A lower proportion of associate professors than faculty at other ranks chose “acceptably” or better on this item: 50% of associate professors vs. 56% of assistant professors and 61% of professors.

Discussion: Faculty indicated concern about the competitiveness of CLAS offers to faculty candidates and about the extent to which CLAS has supported departments’ efforts to retain faculty (57% chose “acceptably” or better, and only 26% chose “well” or “very well”) or has supported departmental hiring plans (64% “acceptably” or better, and only 38% chose “well” or “very well”).

These results may reflect dissatisfaction with specific decisions at the College level, but they also clearly indicate the negative consequences of the budget issues facing the College. If the College is unable to hire and retain competitively, we cannot continue to “do more with less” or maintain a faculty of distinction.

12. Individual support for faculty appointments. This question presented a matrix asking, “If you have sought any of the following forms of support for your faculty appointment from CLAS, please indicate how satisfied you were with the support or process.”

- 12.1. An extension of the tenure clock.
- 12.2. A leave without pay.
- 12.3. A stipend supplement in conjunction with a research fellowship.
- 12.4. Advice on faculty review processes.
- 12.5. Advice on other policies affect your faculty position.
- 12.6. Advice on conflict resolution.
- 12.7. Advice on CV preparation.
- 12.8. A change in your home department or in your joint appointment.
- 12.9. A memorandum of understanding concerning your joint appointment.

Respondents were asked to indicate whether they had sought each form of support; those who had sought a particular form of support could choose to reply “no opinion” as well as “satisfied,” “very satisfied,” “dissatisfied,” or “very dissatisfied” with that support. Response frequencies were calculated only for those who indicated they had sought a particular form of support.

- Regarding advice on CV preparation, 80% of 207 respondents chose “satisfied” or “very satisfied,” 7% “dissatisfied” or “very dissatisfied,” and 13% “no opinion.”
- Regarding an extension of the tenure clock, 72% of 94 respondents chose “satisfied” or “very satisfied,” 4% “dissatisfied” or “very dissatisfied,” and 23% “no opinion.”
- Regarding advice on faculty review processes, 71% of 223 respondents chose “satisfied” or “very satisfied,” 14% “dissatisfied” or “very dissatisfied,” and 14% “no opinion.”
- Regarding advice on policies other than reviews affecting the individual’s faculty position, 66% of 191 respondents chose “satisfied” or “very satisfied,” 21% “dissatisfied” or “very dissatisfied,” and 12% “no opinion.”
 - A higher proportion of men on the faculty than women were satisfied with advice on policies other than review policies. Among men, 72% chose “satisfied” or “very satisfied” and 14% “dissatisfied” or “very dissatisfied.” Among women, 57% chose “satisfied” or “very satisfied” and 33% “dissatisfied” or “very dissatisfied.”
 - A lower proportion of associate professors than faculty at other ranks were satisfied with advice on policies other than review policies: 56% of associate professors chose “satisfied” or “very satisfied” vs. 73% of assistant professors and 69% of professors.

- Regarding a leave without pay, 64% of 91 respondents chose “satisfied” or “very satisfied,” 9% “dissatisfied” or “very dissatisfied,” and 27% “no opinion.”
- Regarding memoranda of understanding concerning the faculty member’s joint appointment, 54% of 82 respondents chose “satisfied” or “very satisfied,” 10% “dissatisfied” or “very dissatisfied,” and 36% “no opinion.”
- Regarding a stipend supplement in conjunction with a research fellowship, 53% of 97 respondents chose “satisfied” or “very satisfied,” 19% “dissatisfied” or “very dissatisfied,” and 29% “no opinion.”
- Regarding advice on conflict resolution, 47% of 137 respondents chose “satisfied” or “very satisfied,” 37% “dissatisfied” or “very dissatisfied,” and 16% “no opinion.”
 - A lower proportion of associate professors than faculty at other ranks were satisfied with advice on conflict resolution. 27% of associate professors chose “satisfied” or “very satisfied” and 57% “dissatisfied” or “very dissatisfied.” 59% of assistant professors and 57% of professors chose “satisfied” or “very satisfied,” while 29% of assistant professors and 26% of professors chose “dissatisfied” or “very dissatisfied.”
- Regarding the process for change in the faculty member’s home department or his/her joint appointment, 39% of 72 respondents chose “satisfied” or “very satisfied,” 26% “dissatisfied” or “very dissatisfied,” and 35% “no opinion.”

13. **CLAS expectations for faculty performance.** This question presented a matrix asking, “Please rate how clear the College’s expectations are for faculty performance at various career stages.”

13.1. Expectations for pre-tenure faculty in teaching.

13.2. Expectations for pre-tenure faculty in research/creative work.

13.3. Expectations for pre-tenure faculty in professional service.

13.4. Expectations for post-tenure faculty in teaching.

13.5. Expectations for post-tenure faculty in research/creative work.

13.6. Expectations for post-tenure faculty in professional service.

13.7. Expectations for post-tenure faculty in Collegiate and University service.

There were three options: “very clear,” “acceptably clear,” and “unclear.”

Expectations for faculty who are on the tenure-track but not yet tenured were evaluated as follows:

- Regarding expectations for pre-tenure faculty in teaching, 90% of respondents chose “acceptably clear” or “very clear.”
 - A higher proportion of faculty in the natural and mathematical sciences chose “unclear” than did faculty in other disciplinary groups (20%).
 - A higher proportion of assistant professors chose “unclear” (19%) than did faculty at the rank of associate professors(12%) or professor (5%).
- Regarding expectations for pre-tenure faculty in research/creative work, 88% of respondents chose “acceptably clear” or “very clear.”
 - A higher proportion of arts faculty (14%) and faculty in the natural and mathematical sciences (16%) chose “unclear” than did faculty in other disciplines.
 - A higher proportion of assistant professors chose “unclear” (17%) than did faculty at the ranks of associate professor (11%) or professor (7%).

- Regarding expectations or pre-tenure faculty in professional service, 83% of respondents chose “acceptably clear” or “very clear.”
 - A higher proportion of faculty at the rank of professor chose “unclear” (24%) than did faculty at the ranks of associate professor (20%) or professor (11%).

Expectations for faculty who have achieved tenure were evaluated as follows:

- Regarding expectations for post-tenure faculty in teaching, 86% of respondents chose “acceptably clear” or “very clear.”
 - A higher proportion of faculty at the rank of professor chose “acceptably clear” or “very clear” (91%) than did faculty at the rank of associate professor or assistant professor (both 83%).
- Regarding expectations for post-tenure faculty in research/creative work, 82% of respondents chose “acceptably clear” or “very clear.”
 - A higher proportion of faculty at the rank of associate professor chose “unclear” (24%) than did faculty at the rank of assistant professor or professor (both 15%).
- Regarding expectations for post-tenure faculty in professional service, 76% of respondents chose “acceptably clear” or “very clear.”
- Regarding expectations for post-tenure faculty in Collegiate and University service, 73% of respondents chose “acceptably clear” or “very clear.”

VI: CLAS–Department Interactions

14. **DEO authority and autonomy.** DEOs, ASG staff members, and non-DEO faculty were each asked the following question: “Do DEOs in the College of Liberal Arts and Sciences have sufficient authority and autonomy to provide vision and leadership for their departments?”

Slightly over half of DEOs (52%) felt they had sufficient authority and autonomy to provide vision and leadership for their departments.

A larger proportion of non-DEO faculty (72%) and of ASG members (80%) felt that their DEOs had sufficient authority and autonomy to provide vision and leadership for their departments.

15. **Dean’s Office advocacy.** All faculty were asked “How effectively does the Dean’s Office represent CLAS interests to the Provost?”

Of the 529 faculty who responded to this question, 217 chose “don’t know.” Of the remaining 312 faculty, 72% chose “acceptably,” “effectively,” or “very effectively” and 28% responded “ineffectively” or “very ineffectively.”

Differences across groups of faculty respondents:

- Higher proportions of faculty in the arts (85%) in the natural and mathematical sciences (76%) chose “acceptably” or better than did faculty in the humanities (64%) or in the social sciences (68%).
- Higher proportions of faculty at the rank of assistant professor (85%) and Lecturer (80%) chose “acceptably” or better in response to this question than did faculty at the ranks of associate professor (65%) or professor (62%).

16. Functions assigned to Associate Deans. DEOs were asked, “How effective is the current functional assignment of responsibilities to the CLAS associate deans (i.e., executive associate dean/associate dean for faculty; associate dean for academic programs and curriculum; associate dean for research and development)?

Overall, 76% of DEOs responding to this question chose “acceptable,” “effective,” or “very effective” and 24% chose “ineffective” or “very ineffective.”

Differences across groups of faculty respondents:

- Higher proportions of DEOs in the arts and of DEOs in the natural and mathematical sciences (100% for both groups) responded “acceptable” or better than did DEOs in the humanities (67%) or DEOs in the social sciences (43%).

17. Effectiveness of CLAS processes. In the faculty survey, DEOs were presented with a matrix asking how effective three processes within the Dean’s Office are: accounting and budgeting processes, faculty recruitment processes, and human resources processes. In the staff survey, ASG members were presented with a matrix asking how effective for serving their department the same three processes are.

Responses to each option are summarized below:

17.1. Accounting and budgeting processes.

- 56% of DEOs chose “acceptable,” “effective,” or “very effective.”
- 86% of ASG members chose “adequate,” “effective,” or “very effective.”

17.2. Faculty recruitment processes.

- 80% of DEOs chose “acceptable,” “effective,” or “very effective.”
- 91% of ASG members chose “adequate,” “effective,” or “very effective.”

17.3. Human resources processes.

- 84% of DEOs chose “acceptable,” “effective,” or “very effective.”
- 96% of ASG members chose “adequate,” “effective,” or “very effective.”

18. Faculty information about CLAS policies and processes.

Faculty were asked “How well informed do you feel about CLAS policies?” The response options were “very well informed,” “adequately informed,” “not well informed,” and “no opinion.”

Overall, 84% of faculty chose “very well informed” or “adequately informed” and 16% chose “not well informed.”

Differences across groups of faculty respondents: Faculty at the rank of professor feel better informed about CLAS policies and procedures (94% selected “very well informed” or “adequately informed” vs. 84% for faculty overall).

19. Faculty sources of information about CLAS policies and processes. This question presented a list of list of possible sources of information and asked faculty to choose which was first, second, and third most important to them. The resources in the list for faculty were

19.1. Asking questions of my DEO,

19.2. Asking questions of staff in my department,

- 19.3. Asking questions of other faculty,
- 19.4. Periodic department meetings,
- 19.5. The CLAS website,
- 19.6. Items forwarded to me from the weekly DEO mailing, and
- 19.7. Addressing questions to Dean's Office staff members.

Below are the percentages of faculty respondents who selected each item as one of their three most important sources of information about CLAS policies and procedures:

- 64% of faculty selected the CLAS website.
- 62% of faculty selected questions addressed to their DEO.
- 45% of faculty selected the weekly DEO mailing.
- 39% of faculty selected questions addressed to staff in their department.
- 35% of faculty selected periodic department meetings.
- 32% of faculty selected questions addressed to other faculty.
- 13% of faculty selected questions addressed to Dean's Office staff.

20. **DEO sources of information about CLAS policies and processes.** This question presented DEOs with a list of possible sources of information and asked them to choose which was first, second, and third most important to them. The resources in the list for DEOs were

- 20.1. Addressing questions to the Deans,
- 20.2. Periodic DEO meetings,
- 20.3. The weekly DEO mailing,
- 20.4. The CLAS website,
- 20.5. Asking questions of staff in my department,
- 20.6. Asking questions of Dean's Office staff, and
- 20.7. Asking questions of other DEOs/previous DEOs.

Below are the percentages of DEO respondents who selected each item as one of their three most important sources of information about CLAS policies and procedures:

- 74% of DEOs selected addressing questions to the deans.
- 68% of DEOs selected the CLAS website.
- 45% of DEOs selected the weekly DEO mailing.
- 42% of DEOs selected periodic DEO meetings.
- 29% of DEOs selected asking questions of staff in their department.
- 29% of DEOs selected asking questions of Dean's Office staff.
- 10% of DEOs selected asking other DEOs or previous DEOs.

Staff information about CLAS policies and processes. Staff were asked "How well informed do you feel about CLAS policies?" The response options were "very well informed," "adequately informed," "not well informed," and "no opinion."

Overall, 76% of staff chose "very well informed" or "adequately informed" and 24% chose "not well informed."

Staff were also asked "Where do the policies and decisions that affect your job primarily arise?" Responses included central University offices, CLAS, the individual's department, and other (a fill-in the blank option). Overall, 56% of staff selected "my department" and 16% selected CLAS.

Staff (non-ASG-members') sources of information about CLAS policies and processes.

This question presented staff other than ASG members with a list of possible sources of information and asked them to choose which was first, second, and third most important to them. The resources in the list for staff other than ASG members were

1. Addressing questions to my DEO,
2. Addressing questions to other staff in my department,
3. Periodic staff meetings within my unit,
4. The CLAS website,
5. Items forwarded to me from the weekly DEO mailing,
6. Addressing questions to Dean's Office staff, and
7. Other (respondent could fill in a blank).

Below are the percentages of staff respondents (other than ASG staff members) who selected each item as one of their three most important sources of information about CLAS policies and procedures:

- 61% of staff selected periodic staff meetings within the unit,
- 60% of staff selected questions addressed to the DEO.
- 49% of staff selected items forwarded from the weekly DEO mailing.
- 37% of staff selected questions addressed to other staff in the department.
- 35% of staff selected the CLAS website.
- 28% of staff selected questions addressed to Dean's Office staff.
- 11% of staff specified other resources by filling in the blank.

Differences across groups of staff respondents:

- A higher proportion of staff in the arts (69%) and a lower proportion of humanities staff (52%) than staff overall (61%) selected periodic staff meetings within their units as one of their three most important sources of information on CLAS policies and procedures.
- A lower proportion of staff in the arts (50%) than staff overall (60%) selected questions addressed to the DEO.
- A higher proportion of staff in the humanities (59%) than staff overall (49%) selected items forwarded from the weekly DEO mailing.
- A higher proportion of staff in social sciences (33%) than staff overall (28%) selected "questions addressed to Dean's Office staff."
- There was significant variation by disciplinary area in proportions of staff for whom questions addressed to other staff in the unit was one of their three most important sources of information about CLAS policies and procedures (humanities staff, 48%; arts staff, 47%; staff in the natural and mathematical sciences, 36%, and social sciences staff, 24%; vs. staff overall, 37%).

VIII: General Assessment (addressed to tenure-line and clinical-line faculty, Lecturers, and staff)

Satisfaction with faculty position. All faculty were asked "How satisfied are you with your faculty position?"

Overall, 75% of faculty chose "satisfied" or "very satisfied," 13% chose "dissatisfied" or "very dissatisfied," and 12% chose "neither satisfied nor dissatisfied."

Differences across groups of faculty respondents:

- A higher proportion of men (79%) than of women (71%) reported being “satisfied” or “very satisfied” with their faculty position. A lower proportion of men (9%) than women (17%) reported being “dissatisfied” or “very dissatisfied” with their faculty position.
- Higher proportions of arts faculty and faculty in the natural and mathematical sciences reported being “satisfied” or “very satisfied” with their faculty position (83% for both groups). Lower proportions of humanities faculty (67%) and social science faculty (78%) reported being “satisfied” or “very satisfied” with their faculty position.
- Lower proportions of associate professors (67%) and Lecturers (68%) reported being “satisfied” or “very satisfied” with their faculty position than did assistant professors (79%) or professors (81%).

Satisfaction with staff position. All staff were asked “How satisfied are you with your position as a staff member in CLAS?”

Overall, 68% of staff responded “satisfied” or “very satisfied,” 12% responded “dissatisfied” or “very dissatisfied,” and 20% chose “neutral.”

C. Response Frequencies for Scaled Items in the Faculty Survey

The faculty survey was organized into seven sections that called for scaled responses and that are also used to organize this section of the appendix:

- i. Departmental Resources (addressed to tenure-line faculty, clinical-line faculty, and lecturers)
- ii. Teaching Mission (addressed to tenure-line faculty, clinical-line faculty, and lecturers)
- iii. Interdisciplinarity (addressed to tenure-line and clinical-line faculty)
- iv. Faculty Development (addressed to tenure-line and clinical-line faculty)
- v. Faculty Recruitment and Retention (addressed to tenure-line and clinical-line faculty)
- vi. CLAS–Departmental Interactions (addressed to tenure-line faculty, clinical-line faculty, and lecturers, with some questions addressed only to DEOs)
- vii. General Assessment (addressed to tenure-line faculty, clinical-line faculty, and lecturers, with one question addressed only to DEOs)

The survey was administered on-line with Qualtrics survey software to all tenure-line, clinical-line, and lecturer faculty on the budget of the College (a total of 770 individuals) between November 21 and December 21, 2012. The response rate was 72% (556 individuals completed at least one survey item). 354 faculty members (46% of those who received the survey and 64% of those who responded to the survey) completed at least one of the open-ended survey questions.

I: Departmental Resources

1.1 Over the last five years, how well have your department's needs been met for permanent faculty positions (tenure-track, tenured, and where applicable clinical-track)?

a) Very well	64	12.60 %
b) Well	125	24.61
c) Acceptably	140	27.56
d) Poorly	110	21.65
e) Very poorly	69	13.58
<u>Don't know / No opinion</u>	<u>41</u>	
Total	549	100%

1.2 Over the last five years, how well have your department's needs been met for fixed-term faculty positions (lecturers, visitors, adjuncts)?

a) Very well	57	12.26%
b) Well	145	31.18
c) Acceptably	185	39.78
d) Poorly	54	11.61
e) Very poorly	24	5.16
<u>Don't know / No opinion</u>	<u>76</u>	
Total	541	100%

1.3 Over the last five years, how well have your department's needs been met for teaching assistants?

a) Very well	30	6.13%
b) Well	122	24.95
c) Acceptably	206	42.13
d) Poorly	101	20.65
e) Very poorly	30	6.13
<u>Don't know / No opinion</u>	<u>51</u>	
Total	540	100%

1.4 Over the last five years, how well have your department's needs been met for staff?

a) Very well	44	9.21%
b) Well	137	28.66
c) Acceptably	176	36.82
d) Poorly	83	17.36
e) Very poorly	38	7.95
<u>Don't know / No opinion</u>	<u>60</u>	
Total	538	100%

1.5 Over the last five years, how well have your department's needs been met for general operating expenses?

a) Very well	14	3.53%
b) Well	62	15.62
c) Acceptably	149	37.53
d) Poorly	120	30.23
e) Very poorly	52	13.10
<u>Don't know / No opinion</u>	<u>144</u>	
Total	541	100%

2.1. Over the last five years, how well have your department's needs been met for staff to support information technology needs?

a) Very well	101	20.04%
b) Well	165	32.74
c) Acceptably	172	34.13
d) Poorly	53	10.52
e) Very poorly	13	2.58
<u>Don't know/Doesn't apply</u>	<u>43</u>	
Total	547	100%

2.2 Over the last five years, how well have your department's needs been met for staff to support web needs?

a) Very well	61	12.58%
b) Well	137	28.25
c) Acceptably	162	33.40
d) Poorly	104	21.44
e) Very poorly	21	4.33
<u>Don't know/Doesn't apply</u>	<u>60</u>	
Total	545	100%

2.3 Over the last five years, how well have your department's needs been met for staff to support undergraduate program administration?

a) Very well	48	10.71%
b) Well	137	30.58
c) Acceptably	169	37.72
d) Poorly	81	18.08
e) Very poorly	13	2.90
<u>Don't know/Doesn't apply</u>	<u>96</u>	
Total	544	100%

2.4 Over the last five years, how well have your department's needs been met for staff to support graduate program administration?

a) Very well	51	11.26%
b) Well	152	33.55
c) Acceptably	172	37.97
d) Poorly	66	14.57
e) Very poorly	12	2.65
<u>Don't know/Doesn't apply</u>	<u>91</u>	
Total	544	100%

2.5 Over the last five years, how well have your department's needs been met for staff to support general administrative needs?

a) Very well	61	12.63%
b) Well	141	29.19
c) Acceptably	189	39.13
d) Poorly	75	15.53
e) Very poorly	17	3.52
<u>Don't know/Doesn't apply</u>	<u>60</u>	
Total	543	100%

2.6 Over the last five years, how well have your department's needs been met for staff to support research/creative work?

a) Very well	37	8.08%
b) Well	114	24.89
c) Acceptably	153	33.41
d) Poorly	102	22.27
e) Very poorly	52	11.35
<u>Don't know / Doesn't apply</u>	<u>85</u>	
Total	543	100%

2.7 Over the last five years, how well have your department's needs been met for staff to support grant acquisition processes?

a) Very well	36	8.72
b) Well	98	23.73
c) Acceptably	136	32.93
d) Poorly	95	23.00
e) Very poorly	48	11.62
<u>Don't know / Doesn't apply</u>	<u>128</u>	
Total	541	100%

3.1. Over the last five years, how well have your department's needs been met with respect to equipment and technology for teaching?

a) Very well	106	20.58%
b) Well	200	38.83
c) Acceptably	168	32.62
d) Poorly	33	6.41
e) Very poorly	8	1.55
<u>Don't know / No opinion</u>	<u>28</u>	
Total	543	100%

3.2 Over the last five years, how well have your department's needs been met with respect to equipment and technology for research/creative work?

a) Very well	65	13.83%
b) Well	153	32.55
c) Acceptably	185	39.36
d) Poorly	54	11.49
e) Very poorly	13	2.77
<u>Don't know / No opinion</u>	<u>74</u>	
Total	544	100%

3.3 Over the last five years, how well have your department's needs been met with respect to equipment and technology for administration?

a) Very well	48	13.95%
b) Well	122	35.47
c) Acceptably	154	44.77
d) Poorly	18	5.23
e) Very poorly	2	0.58
<u>Don't know / No opinion</u>	<u>196</u>	
Total	540	100%

4.1 Please rate the space your department has available for instructional purposes.

a) High quality	55	10.20%
b) Good quality	140	25.97
c) Acceptable	192	35.62
d) Poor quality	89	16.51
e) Very poor quality	63	11.69
<u>Don't know / No opinion</u>	<u>5</u>	
Total	544	100%

4.2 Please rate the space your department has available for research/creative work.

a) High quality	44	8.94%
b) Good quality	106	21.54
c) Acceptable	195	39.63
d) Poor quality	84	17.07
e) Very poor quality	63	12.80
<u>Don't know / No opinion</u>	<u>52</u>	
Total	544	100%

4.3 Please rate the space your department has available for faculty offices.

a) High quality	71	13.12%
b) Good quality	134	24.77
c) Acceptable	201	37.15
d) Poor quality	83	15.34
e) Very poor quality	52	9.61
<u>Don't know / No opinion</u>	<u>3</u>	
Total	544	100%

4.4 Please rate the space your department has available for administrative offices.

a) High quality	56	11.24%
b) Good quality	137	27.51
c) Acceptable	227	45.58
d) Poor quality	57	11.45
e) Very poor quality	21	4.22
<u>Don't know / No opinion</u>	<u>45</u>	
Total	543	100%

II: Teaching Mission

5.1. How satisfied are you with the current General Education Program?

a) Very satisfied	32	6.93%
b) Satisfied	195	42.21
c) Neither satisfied nor dissatisfied	161	34.85
d) Dissatisfied	57	12.34
e) Very dissatisfied	17	3.68
<u>Don't know</u>	<u>77</u>	
Total	539	100%

5.2. What is the impact of the General Education Program on your department?

a) Very positive	47	10.44%
b) Positive	207	46.00
c) Neither positive nor negative	149	33.11
d) Negative	37	8.22
e) Very negative	10	2.22
<u>Don't know</u>	<u>88</u>	
Total	538	100%

5.3. How well can your department meet the curricular needs of its undergraduate majors?

a) Very well	76	14.48%
b) Well	180	34.29
c) Acceptably	197	37.52
d) Poorly	62	11.81
e) Very poorly	10	1.90
<u>Don't know</u>	<u>17</u>	
Total	542	100%

5.4. How well can your department meet the curricular needs of its graduate students?

a) Very well	55	10.83%
b) Well	156	30.71
c) Acceptably	179	35.24
d) Poorly	99	19.49
e) Very poorly	19	3.74
<u>Don't know</u>	<u>34</u>	
Total	542	100%

6.0 If you have sought any of the following forms of teaching or curricular support from the College of Liberal Arts & Sciences (CLAS), please indicate how satisfied you were with the support or process.

6.1 Help with student advising questions. (*Note*: Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	119	38.89%
b) Satisfied	143	46.73
c) No opinion	32	10.46
d) Dissatisfied	11	3.59
e) <u>Very Dissatisfied</u>	<u>1</u>	<u>0.33</u>
Total	306	100%

6.2 Advice on handling plagiarism/cheating. (*Note*: Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	104	36.24%
b) Satisfied	118	41.11
c) No opinion	37	12.89
d) Dissatisfied	22	7.67
e) <u>Very Dissatisfied</u>	<u>6</u>	<u>2.09</u>
Total	287	100

6.3 Advice on classroom policies. (*Note*: Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	81	30.57%
b) Satisfied	121	45.66
c) No opinion	48	18.11
d) Dissatisfied	13	4.91
e) <u>Very Dissatisfied</u>	<u>2</u>	<u>0.75</u>
Total	265	100%

6.4 Proposal for new GER course. (*Note*: Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	53	27.04%
b) Satisfied	57	29.08
c) No opinion	62	31.63
d) Dissatisfied	17	8.67
e) <u>Very Dissatisfied</u>	<u>7</u>	<u>3.57</u>
Total	196	100%

6.5 Proposal for funds from CLAS instructional technology fees. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	56	25.93%
b) Satisfied	83	38.43
c) No opinion	58	26.85
d) Dissatisfied	12	5.56
e) <u>Very Dissatisfied</u>	<u>7</u>	<u>3.24</u>
Total	216	100%

6.6 Proposal for other forms of instructional equipment. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	43	20.77%
b) Satisfied	82	39.61
c) No opinion	60	28.99
d) Dissatisfied	15	7.25
e) <u>Very Dissatisfied</u>	<u>7</u>	<u>3.38</u>
Total	207	100%

6.7 Development of new major, minor, or certificate program. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	55	26.96%
b) Satisfied	61	29.90
c) No opinion	61	29.90
d) Dissatisfied	21	10.29
e) <u>Very Dissatisfied</u>	<u>6</u>	<u>2.94</u>
Total	204	100%

III: Interdisciplinarity

7.1. Over the past five years, how well has CLAS supported interdisciplinarity through jointly appointed faculty positions?

a) CLAS is strongly supportive	55	16.82%
b) CLAS is supportive	142	43.43
c) CLAS is neither supportive nor unsupportive	56	17.13
d) CLAS is unsupportive	54	16.51
e) CLAS is very unsupportive	20	6.12
<u>Don't know / No opinion</u>	<u>136</u>	
Total	463	100%

7.2 Over the past five years, how well has CLAS supported interdisciplinarity through support for interdisciplinary teaching collaborations?

a) CLAS is strongly supportive	30	10.10%
b) CLAS is supportive	100	33.67
c) CLAS is neither supportive nor unsupportive	70	23.57
d) CLAS is unsupportive	64	21.55
e) CLAS is very unsupportive	33	11.11
<u>Don't know / No opinion</u>	<u>162</u>	
Total	459	100%

7.3 Over the past five years, how well has CLAS supported interdisciplinarity through support for interdisciplinary research collaborations?

a) CLAS is strongly supportive	39	12.15%
b) CLAS is supportive	128	39.88
c) CLAS is neither supportive nor unsupportive	88	27.41
d) CLAS is unsupportive	42	13.08
e) CLAS is very unsupportive	24	7.48
<u>Don't know / No opinion</u>	<u>141</u>	
Total	462	100%

7.4 Over the past five years, how well has CLAS supported interdisciplinarity through support for interdisciplinary centers and institutes?

a) CLAS is strongly supportive	33	11.15%
b) CLAS is supportive	116	39.19
c) CLAS is neither supportive nor unsupportive	60	20.27
d) CLAS is unsupportive	54	18.24
e) CLAS is very Unsupportive	33	11.15
<u>Don't know / No opinion</u>	<u>164</u>	
Total	460	100%

8.0 Please estimate the number of on-campus interdisciplinary collaborative projects in which you are currently engaged.

8.1 Collaborative instructional projects outside of my department but within CLAS.

a) None	334	72.14%
b) 1-2	116	25.05
c) 3-4	8	1.73
d) <u>5 or more</u>	<u>5</u>	<u>1.08</u>
Total	463	100%

8.2 Collaborative instructional projects outside of my department but within the University.

a) None	351	75.65%
b) 1-2	96	20.69
c) 3-4	12	2.59
d) <u>5 or more</u>	<u>5</u>	<u>1.08</u>
Total	464	100%

8.3 Collaborative research projects outside of my department but within CLAS.

a) None	317	68.47%
b) 1-2	124	26.78
c) 3-4	16	3.46
d) <u>5 or more</u>	<u>6</u>	<u>1.30</u>
Total	463	100%

8.4 Collaborative research projects outside of my department but within the University.

a) None	287	62.39%
b) 1-2	128	27.83
c) 3-4	35	7.61
d) <u>5 or more</u>	<u>10</u>	<u>2.17</u>
Total	460	100%

IV: Faculty Development

9.0. If you have sought any of the following forms of support for your research/creative work from CLAS, please indicate how satisfied you were with the support.

9.1 A publishing subvention. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	31	33.33%
b) Satisfied	21	22.58
c) No opinion	23	24.73
d) Dissatisfied	15	16.13
e) <u>Very Dissatisfied</u>	<u>3</u>	<u>3.23</u>
Total	93	100%

9.2 Bridging funds for research staff. (*Note:* Responses are only those who had sought this help.)

a) Very Satisfied	9	11.25%
b) Satisfied	17	21.25
c) No opinion	33	41.25
d) Dissatisfied	14	17.50
e) <u>Very Dissatisfied</u>	<u>7</u>	<u>8.75</u>
Total	80	100%

9.3 Additional travel funds for a special purpose. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	60	22.64%
b) Satisfied	105	39.62
c) No opinion	28	10.57
d) Dissatisfied	57	21.51
e) <u>Very Dissatisfied</u>	<u>15</u>	<u>5.66</u>
Total	265	100%

9.4 Renovation of space for research/creative work. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	19	13.87%
b) Satisfied	36	26.28
c) No opinion	38	27.74
d) Dissatisfied	30	21.90
e) <u>Very Dissatisfied</u>	<u>14</u>	<u>10.22</u>
Total	137	100%

9.5 Acquisition of new space for research/creative work. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	10	8.93%
b) Satisfied	21	18.75
c) No opinion	38	33.93
d) Dissatisfied	28	25.00
e) <u>Very Dissatisfied</u>	<u>15</u>	<u>13.39</u>
Total	112	100%

9.6 Proposal for CLAS funding for on-campus conference or symposium. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	32	23.70%
b) Satisfied	44	32.59
c) No opinion	38	28.15
d) Dissatisfied	13	9.63
e) <u>Very Dissatisfied</u>	<u>8</u>	<u>5.93</u>
Total	135	100%

9.7 Attendance at a grant development workshop or seminar. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very Satisfied	55	31.79%
b) Satisfied	59	34.10
c) No opinion	38	21.97
d) Dissatisfied	17	9.83
e) <u>Very Dissatisfied</u>	<u>4</u>	<u>2.31</u>
Total	173	100%

10.1 Which of the following faculty development resources is **most** important to you?

	#	%
Maintaining one-semester Career Development Awards (CDAs)	278	60.04
Re-instating competitive multi-semester awards	33	7.13
Increasing internal research funding to pre-tenure faculty	53	11.45
Increasing research funding to post-tenure faculty	34	7.34
Increasing funding to departments for research-related travel by faculty	43	9.29
Supporting stipend supplements for prestigious fellowships without considering these supplements "early CDAs"	14	3.02
Other	<u>8</u>	<u>1.73</u>
Total	463	100

10.2 Which of the following faculty development resources is **second** most important to you?

	#	%
Maintaining one-semester Career Development Awards (CDAs)	81	18.04
Re-instating competitive multi-semester awards	75	16.7
Increasing internal research funding to pre-tenure faculty	52	11.58
Increasing research funding to post-tenure faculty	76	16.93
Increasing funding to departments for research-related travel by faculty	122	27.17
Supporting stipend supplements for prestigious fellowships without considering these supplements "early CDAs"	36	8.02
Other	<u>7</u>	<u>1.56</u>
Total	449	100

10.3 Which of the following faculty development resources is **third** most important to you?

	<u>#</u>	<u>%</u>
Maintaining one-semester Career Development Awards (CDAs)	49	11.32
Re-instating competitive multi-semester awards	62	14.32
Increasing internal research funding to pre-tenure faculty	55	12.7
Increasing research funding to post-tenure faculty	110	25.4
Increasing funding to departments for research-related travel by faculty	89	20.55
Supporting stipend supplements for prestigious fellowships without considering these supplements "early CDAs"	56	12.93
Other	12	2.77
Total	433	100

V: Faculty Recruitment and Retention

11.1 Over the past five years, how well has the College of Liberal Arts & Sciences (CLAS) supported your department's hiring plan / hiring needs?

a) Very well	74	16.74%
b) Well	93	21.04
c) Acceptably	117	26.47
d) Poorly	84	19.00
e) Very poorly	74	16.74
No opinion / Don't know	22	
Total	464	100%

11.2 Over the past five years, how well has the College of Liberal Arts & Sciences (CLAS) supported competitive offers to faculty candidates in your department's searches?

a) Very well	52	14.61%
b) Well	89	25.00
c) Acceptably	117	32.87
d) Poorly	60	16.85
e) Very poorly	38	10.67
No opinion / Don't know	104	
Total	460	100%

11.3 Over the past five years, how well has the College of Liberal Arts & Sciences (CLAS) supported spousal employment as part of offers to faculty candidates?

a) Very well	58	18.41%
b) Well	70	22.22
c) Acceptably	88	27.94
d) Poorly	44	13.97
e) Very poorly	55	17.46
No opinion / Don't know	145	
Total	460	100%

11.4 Over the past five years, how well has the College of Liberal Arts & Sciences (CLAS) supported the careers of pre-tenure faculty in your department?

a) Very well	84	20.59%
b) Well	140	34.31
c) Acceptably	139	34.07
d) Poorly	26	6.37
e) Very poorly	19	4.66
<u>No opinion / Don't know</u>	<u>52</u>	
Total	460	100%

11.5 Over the past five years, how well has the College of Liberal Arts & Sciences (CLAS) supported the careers of post-tenure faculty in your department?

a) Very well	20	5.19%
b) Well	93	24.16
c) Acceptably	164	42.60
d) Poorly	77	20.00
e) Very poorly	31	8.05
<u>No opinion / Don't know</u>	<u>75</u>	
Total	460	100%

11.6 Over the past five years, how well has the College of Liberal Arts & Sciences (CLAS) supported your department's efforts to retain faculty?

a) Very well	29	8.53%
b) Well	60	17.65
c) Acceptably	105	30.88
d) Poorly	71	20.88
e) Very poorly	75	22.06
<u>No opinion / Don't know</u>	<u>119</u>	
Total	459	100%

12.0 If you have sought any of the following forms of support for your faculty appointment from CLAS, please indicate how satisfied you were with the support or process.

12.1 An extension of the tenure-clock. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	40	42.55%
b) Satisfied	28	29.79
c) No opinion	22	23.40
d) Dissatisfied	2	2.13
e) <u>Very dissatisfied</u>	<u>2</u>	<u>2.13</u>
Total	94	100%

12.2 A leave without pay. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	34	37.36%
b) Satisfied	24	26.37
c) No opinion	25	27.47
d) Dissatisfied	5	5.49
e) <u>Very dissatisfied</u>	<u>3</u>	<u>3.30</u>
Total	91	100%

12.3 A stipend supplement in conjunction with a research fellowship. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	29	29.90%
b) Satisfied	22	22.68
c) No opinion	28	28.87
d) Dissatisfied	12	12.37
e) <u>Very dissatisfied</u>	<u>6</u>	<u>6.19</u>
Total	97	100%

12.4 Advice on faculty review processes. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	71	31.84%
b) Satisfied	88	39.46
c) No opinion	32	14.35
d) Dissatisfied	18	8.07
e) <u>Very dissatisfied</u>	<u>14</u>	<u>6.28</u>
Total	223	100%

12.5 Advice on other policies affecting your faculty position. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	61	31.94%
b) Satisfied	66	34.55
c) No opinion	23	12.04
d) Dissatisfied	28	14.66
e) <u>Very dissatisfied</u>	<u>13</u>	<u>6.81</u>
Total	191	100%

12.6 Advice on conflict resolution. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	37	27.01%
b) Satisfied	27	19.71
c) No opinion	22	16.06
d) Dissatisfied	30	21.90
e) <u>Very dissatisfied</u>	<u>21</u>	<u>15.33</u>
Total	137	100%

12.7 Advice on CV preparation. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	83	40.10%
b) Satisfied	83	40.10
c) No opinion	26	12.56
d) Dissatisfied	12	5.80
e) <u>Very dissatisfied</u>	<u>3</u>	<u>1.45</u>
Total	207	100%

12.8 A change in your home department or in your joint appointment. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	9	12.50%
b) Satisfied	19	26.39
c) No opinion	25	34.72
d) Dissatisfied	13	18.06
e) <u>Very dissatisfied</u>	<u>6</u>	<u>8.33</u>
Total	72	100%

12.9 A memorandum of understanding concerning your joint appointment. (*Note:* Responses are only for those who indicated they had sought this help.)

a) Very satisfied	17	23.61%
b) Satisfied	22	30.56
c) No opinion	26	36.11
d) Dissatisfied	3	4.17
e) <u>Very dissatisfied</u>	<u>4</u>	<u>5.56</u>
Total	82	100%

13.0 Please rate how clear the College's expectations are for faculty at various career stages.

13.1 Expectations for pre-tenure faculty in teaching.

a) Very clear	153	34.23%
b) Acceptably clear	248	55.48
c) Unclear	46	10.29
<u>Don't know</u>	<u>14</u>	
Total	461	100%

13.2 Expectations for pre-tenure faculty in research/creative work.

a) Very clear	161	36.18%
b) Acceptably clear	236	53.03
c) Unclear	48	10.79
<u>Don't know</u>	<u>14</u>	
Total	459	100%

13.3 Expectations for pre-tenure faculty for professional service.

a) Very clear	117	26.29%
b) Acceptably clear	253	56.85
c) Unclear	75	16.85
<u>Don't know</u>	<u>15</u>	
Total	460	100%

13.4 Expectations for post-tenure faculty in teaching.

a) Very clear	103	26.89%
b) Acceptably clear	227	59.27
c) Unclear	53	13.84
<u>Don't know</u>	<u>74</u>	
Total	457	100%

13.5 Expectations for post-tenure faculty in research/creative work.

a) Very clear	98	25.32%
b) Acceptably clear	219	56.59
c) Unclear	70	18.09
<u>Don't know</u>	<u>73</u>	
Total	460	100%

13.6 Expectations for post-tenure faculty for professional service.

a) Very clear	84	21.99%
b) Acceptably clear	208	54.45
c) Unclear	90	23.56
<u>Don't know</u>	<u>75</u>	
Total	457	100%

13.7 Expectations for post-tenure faculty for Collegiate and University service.

a) Very clear	77	20.75%
b) Acceptably clear	194	52.29
c) Unclear	100	26.95
<u>Don't know</u>	<u>83</u>	
Total	454	100%

VI: CLAS-Department Interactions

14.1 (addressed to DEOs) Do DEOs in the College of Liberal Arts & Sciences (CLAS) have sufficient authority and autonomy to provide vision and leadership for their departments?

Yes	16	51.6%
No	15	48.4

14.2 (addressed to non-DEO Faculty) Does your DEO have sufficient authority and autonomy to provide vision and leadership for your department?

Yes	357	72.1%
No	138	27.9

15. How effectively does the Dean's Office represent CLAS interests to the Provost?

a) Very effectively	30	9.62%
b) Effectively	98	31.41
c) Acceptably	95	30.45
d) Ineffectively	63	20.19
e) Very ineffectively	26	8.33
<u>Don't know</u>	<u>217</u>	
Total	529	100%

16. (addressed to DEOs) How effective is the current functional assignment of responsibilities to the CLAS associate deans (i.e., executive associate dean/associate dean for faculty; associate dean for academic programs and curriculum; associate dean for research and development)?

a) Very effective	4	13.79%
b) Effective	12	41.38
c) Acceptable	6	20.69
d) Ineffective	3	10.34
e) Very ineffective	4	13.79
<u>Don't know</u>	<u>1</u>	
Total	30	100%

17.1 (addressed to DEOs) How effective are CLAS's accounting and budgeting processes?

a) Very effective	1	3.33%
b) Effective	6	20.00
c) Acceptable	10	33.33
d) Ineffective	8	26.67
e) Very ineffective	5	16.67
<u>Don't know</u>	<u>1</u>	
Total	31	100%

17.2 (addressed to DEOs) How effective are CLAS’s faculty recruitment processes?

a) Very effective	0	
b) Effective	15	50.00%
c) Acceptable	9	30.00
d) Ineffective	5	16.67
e) Very ineffective	1	3.33
<u>Don’t know</u>	<u>1</u>	
Total	31	100%

17.3 (addressed to DEOs) How effective are CLAS’s human resources processes?

a) Very effective	0	
b) Effective	8	32%
c) Acceptable	13	52
d) Ineffective	2	8
e) Very ineffective	2	8
<u>Don’t know</u>	<u>4</u>	
Total	29	100%

18. How well informed do you feel about CLAS policies and processes?

a) Very well informed	97	18.90
b) Adequately informed	334	65.11
c) Not well informed	82	16.00
<u>No opinion</u>	<u>17</u>	
Total	530	100%

19.1 (addressed to DEOs) What is your most important source of information about CLAS policies and processes?

	<u>Most Important</u>		<u>Second Most</u>		<u>Third Most</u>	
Addressing questions to the deans	7	22.58%	7	22.58%	9	30.00%
Periodic DEO meetings	4	12.90	4	12.90	5	16.67
The weekly DEO mailing	3	9.68	6	19.35	5	16.67
The CLAS website	13	41.94	6	19.35	2	6.67
Asking questions of staff in my department	3	9.68	1	3.23	5	16.67
Asking questions of Dean’s Office staff	1	3.23	4	12.90	4	13.33
Asking questions of other DEOs/previous DEOs	0		3	9.68		
Total	31	100	31	100	30	100

19.2 (addressed to non-DEO Faculty) What is your most important source of information about CLAS policies and processes?

	<u>Most Important</u>		<u>Second Most</u>		<u>Third Most</u>	
Asking questions of my DEO	109	21.84%	107	21.88%	94	20.04%
Asking questions of staff in my dept.	53	10.62	81	16.56	60	12.79
Asking questions of other faculty	40	8.02	51	10.43	71	15.14
Periodic departmental meetings	50	10.02	59	12.07	68	14.50
The CLAS website	167	33.47	80	16.36	74	15.78
Items forwarded from the DEO Mailing	73	14.63	85	17.38	69	14.71
Address questions to Dean’s Office staff	7	1.40	26	5.32	33	7.04
Total	499	100	489	100	469	100

VII: General Assessment

Some questions in this section were open-ended questions, and results are summarized on pages 87-89 of this appendix.

20. How satisfied are you with your faculty position?

a) Very Satisfied	138	26.24%
b) Satisfied	256	48.67
c) Neither satisfied nor dissatisfied	66	12.55
d) Dissatisfied	46	8.75
e) <u>Very dissatisfied</u>	<u>20</u>	<u>3.80</u>
Total	526	100%

VIII: Demographics

Gender: 56.5% male, 43.5% female, out of 513 who completed this question.

(Lecturers only) How long have you held a Lecturer position in a College of Liberal Arts & Sciences department?

Three years or less	36	52.94%
More than three years but less than six	11	16.18
<u>Six years or more</u>	<u>21</u>	<u>30.88</u>
Total	68	100%

Faculty Rank (Non-DEO, non-Lecturer)

Assistant Professor	95	22.62%
Associate Professor	150	35.71
Professor	165	39.29
<u>Clinical-track faculty member</u>	<u>10</u>	<u>2.38</u>
Total	420	100

What broad disciplinary area of the College do you work in?

Fine or performing arts	77	14.84%
Humanities	184	35.45
Social sciences	115	22.16
<u>Natural/mathematical sciences</u>	<u>143</u>	<u>27.55</u>
Total	519	100%

Do you identify yourself as a member of an underrepresented racial or ethnic minority?

Yes	38	7.39%
No	404	78.60
<u>I do not choose to answer</u>	<u>72</u>	<u>14.01</u>
Total	514	100%

D. Responses Frequencies for Items in the Departmental Staff Survey

The faculty survey was organized into five sections that called for scaled responses and that are also used to organize this section of the appendix:

- i. departmental resources (with nearly all questions identical to same section in faculty survey)
- ii. CLAS–Departmental Interactions (with some questions addressed only to ASG members that were identical to questions addressed only to DEOs in the faculty survey)
- iii. communications within the College
- iv. work expectations and satisfaction
- v. General Assessment (addressed to tenure-line faculty, clinical-line faculty, and lecturers, with one question addressed only to DEOs)

The survey was administered on-line with Qualtrics survey software to departmental staff members (a total of 355 individuals) between November 21 and December 21, 2012. The response rate was 59% (208 individuals answered at least one question). 93 individuals (26% of those to whom the survey was sent and 45% of respondents) completed at least one of the open-ended survey questions.

I: Departmental Resources

1.1 Over the last five years, how well have your department's needs been met for permanent faculty positions (tenure-track, tenured, and where applicable clinical-track)?

a) Very well	18	14.75%
b) Well	33	27.05
c) Acceptably	44	36.07
d) Poorly	23	18.85
e) Very poorly	4	3.28
<u>Don't know / No opinion</u>	<u>83</u>	
Total	205	100%

1.2 Over the last five years, how well have your department's needs been met for fixed-term faculty positions (lecturers, visitors, adjuncts)?

a) Very well	12	10.08%
b) Well	32	26.89
c) Acceptably	55	46.22
d) Poorly	17	14.29
e) Very poorly	3	2.52
<u>Don't know / No opinion</u>	<u>84</u>	
Total	203	100%

1.3 Over the last five years, how well have your department's needs been met for teaching assistants?

a) Very well	11	9.02%
b) Well	37	30.33
c) Acceptably	52	42.62
d) Poorly	20	16.39
e) Very poorly	2	1.64
<u>Don't know / No opinion</u>	<u>81</u>	
Total	203	100%

1.4 Over the last five years, how well have your department's needs been met for staff?

a) Well	46	26.90%
b) Acceptably	76	44.44
c) Poorly	26	15.20
d) Very poorly	10	5.85
<u>Don't know / No opinion</u>	<u>34</u>	
Total	205	100%

1.5 Over the last five years, how well have your department's needs been met for general operating expenses?

a) Very well	6	4.62%
b) Well	28	21.54
c) Acceptably	55	42.31
d) Poorly	33	25.38
e) Very poorly	8	6.15
<u>Don't know / No opinion</u>	<u>73</u>	
Total	203	100%

2.1 Over the last five years, how well have your department's needs been met for staff to support information technology needs?

a) Very well	36	19.67%
b) Well	66	36.07
c) Acceptably	65	35.52
d) Poorly	14	7.65
e) Very poorly	2	1.09
<u>Don't know/Doesn't apply</u>	<u>21</u>	
Total	204	100%

2.2 Over the last five years, how well have your department's needs been met for staff to support web needs?

a) Very well	20	11.36%
b) Well	63	35.80
c) Acceptably	64	36.36
d) Poorly	26	14.77
e) Very poorly	3	1.70
<u>Don't know / Doesn't apply</u>	<u>26</u>	
Total	202	100%

2.3 Over the last five years, how well have your department's needs been met for staff to support undergraduate program administration?

a) Very well	16	13.79%
b) Well	43	37.07
c) Acceptably	43	37.07
d) Poorly	12	10.34
e) Very poorly	2	1.72
<u>Don't know / Doesn't apply</u>	<u>87</u>	
Total	203	100%

2.4 Over the last five years, how well have your department's needs been met for staff to support graduate program administration?

a) Very well	14	12.39%
b) Well	45	39.82
c) Acceptably	47	41.59
d) Poorly	7	6.19
<u>Don't know / Doesn't apply</u>	<u>91</u>	
Total	204	100%

2.5 Over the last five years, how well have your department's needs been met for staff to support general administrative needs?

a) Very well	24	13.71%
b) Well	58	33.14
c) Acceptably	71	40.57
d) Poorly	21	12.00
e) Very poorly	1	00.57
<u>Don't know / Doesn't apply</u>	<u>29</u>	
Total	204	100%

2.6 Over the last five years, how well have your department's needs been met for staff to support research/creative work?

a) Very well	12	9.68%
b) Well	46	37.10
c) Acceptably	44	35.48
d) Poorly	18	14.52
e) Very poorly	4	3.23
<u>Don't know / Doesn't apply</u>	<u>77</u>	
Total	201	100%

2.7 Over the last five years, how well have your department's needs been met for staff to support grant acquisition processes?

a) Very well	10	9.17%
b) Well	32	29.36
c) Acceptably	42	38.53
d) Poorly	19	17.43
e) Very poorly	6	5.50
<u>Don't know / Doesn't apply</u>	<u>94</u>	
Total	203	100%

3.1 Over the last five years, how well have your department's needs been met for equipment and technology for administration?

a) Very well	23	14.47%
b) Well	59	37.11
c) Acceptably	63	39.62
d) Poorly	13	8.18
e) Very poorly	1	0.63
<u>Don't know/No opinion</u>	<u>43</u>	
Total	202	100%

3.2 Over the last five years, how well have your department's needs been met for equipment and technology for teaching?

a) Very well	22	16.30%
b) Well	58	42.96
c) Acceptably	43	31.85
d) Poorly	9	6.67
e) Very poorly	3	2.22
<u>Don't know/No opinion</u>	<u>67</u>	
Total	202	100%

3.3 Over the last five years, how well have your department's needs been met for equipment and technology for research/creative work?

a) Very well	12	9.23%
b) Well	49	37.69
c) Acceptably	50	38.46
d) Poorly	18	13.85
e) Very poorly	1	0.77
<u>Don't know/No opinion</u>	<u>71</u>	
Total	201	100%

4.1 Please rate the space your department has available for instructional uses:

a) High quality	17	10.49%
b) Good quality	45	27.78
c) Acceptable	67	41.36
d) Poor quality	21	12.96
e) Very poor quality	12	7.41
<u>No opinion</u>	<u>40</u>	
Total	202	100%

4.2 Please rate the space your department has available for research/creative work:

a) High quality	11	7.19%
b) Good quality	49	32.03
c) Acceptable	62	40.52
d) Poor quality	22	14.38
e) Very poor quality	9	5.88
<u>No opinion</u>	<u>48</u>	
Total	201	100%

4.3 Please rate the space your department has available for faculty offices:

a) High quality	11	7.10%
b) Good quality	46	29.68
c) Acceptable	64	41.29
d) Poor quality	21	13.55
e) Very poor quality	13	8.39
<u>No opinion</u>	<u>47</u>	
Total	202	100%

4.4 Please rate the space your department has available for administrative offices:

a) High quality	21	12.14%
b) Good quality	52	30.06
c) Acceptable	70	40.46
d) Poor quality	22	12.72
e) Very poor quality	8	4.62
<u>No opinion</u>	<u>29</u>	
Total	202	100%

II: CLAS-Department Interactions

5.1. How supportive is CLAS of your department's initiatives in teaching?

a) Very supportive	37	32.46%
b) Moderately supportive	41	35.96
c) Acceptable	24	21.05
d) Somewhat nonsupportive	11	9.65
e) Highly nonsupportive	1	0.88
<u>Don't know</u>	<u>86</u>	
Total	200	100%

5.2. How supportive is CLAS of your department's initiatives in research/creative work?

a) Very supportive	29	23.39%
b) Moderately supportive	40	32.26
c) Acceptable	32	25.81
d) Somewhat nonsupportive	18	14.52
e) Highly nonsupportive	5	4.03
<u>Don't know</u>	<u>75</u>	
Total	199	100%

5.3. **(ASG only)** Does your DEO have sufficient authority and autonomy to provide vision and leadership for the department?

Yes	16	80%
No	4	20
<u>Don't Know</u>	<u>3</u>	
Total	23	100%

5.4. **(ASG only)** How effective for serving your department are CLAS's accounting and budgeting processes?

a) Very effective	2	8.70%
b) Effective	9	39.13
c) Adequate	11	47.83
d) Ineffective	1	4.35
e) <u>Very ineffective</u>	<u>1</u>	
Total	23	100%

5.5. **(ASG only)** How effective for serving your department are CLAS's faculty recruitment processes?

a) Very effective	2	8.70%
b) Effective	12	52.17
c) Adequate	7	30.43
d) Ineffective	2	8.70
e) <u>Very ineffective</u>		
Total	23	100%

5.6. **(ASG only)** How effective for serving your department are CLAS's human resources processes?

a) Very effective	6	26.09%
b) Effective	8	34.78
c) Adequate	8	34.78
d) Ineffective	1	4.35
e) <u>Very ineffective</u>		
Total	23	100%

III: Communications within the College

6.1. How would you describe the level of communication from the College of Liberal Arts & Sciences (CLAS) or information about CLAS that you currently receive?

a) Excessive	3	1.79%
b) Sufficient	117	69.64
c) Insufficient	48	28.57
<u>No opinion</u>	29	
Total	197	100%

6.2. How would you describe the opportunities for or channels of communications to the CLAS Dean's Office?

a) Sufficient	85	64.89%
b) Insufficient	46	35.11
<u>No opinion</u>	66	
Total	197	100%

6.3. Where do the policies and decisions that affect your job primarily arise?

a) Central University offices	26	14.13%
b) CLAS Dean's Office	30	16.30
c) My department	103	55.98
d) Other (please specify)	25	13.59
<u>Don't know</u>	12	
Total	196	100%

6.4. How well informed are you about CLAS policies and processes?

a) Very well informed	31	16.67%
b) Adequately informed	111	59.68
c) Not well informed	44	23.66
<u>No opinion</u>	10	
Total	196	100%

6.5.1. What is your **most** important source of information about CLAS policies and processes?

a) Addressing questions to my DEO	51	26.15
b) Addressing questions of other staff in my Department	26	13.33
c) Periodic staff meetings within my unit	50	25.64
d) The CLAS website	13	6.67
e) Items forwarded me from the weekly DEO mailing	33	16.92
f) Addressing questions of Dean's Office staff members	15	7.69
g) <u>Other</u>	7	3.59
Total	195	100%

6.5.2. What is your **second** most important source of information about CLAS policies and processes?

a) Addressing questions to my DEO	30	15.87%
b) Addressing questions of other staff in my Department	24	12.70
c) Periodic staff meetings within my unit	44	23.28
d) The CLAS website	16	8.47
e) Items forwarded me from the weekly DEO mailing	41	21.69
f) Addressing questions of Dean's Office staff members	24	12.70
g) <u>Other</u>	10	5.29
Total	189	100%

6.5.3. What is your **third** most important source of information about CLAS policies and processes?

a) Addressing questions to my DEO	34	20.00%
b) Addressing questions of other staff in my Department	21	12.35
c) Periodic staff meetings within my unit	27	15.88
d) The CLAS website	39	22.94
e) Items forwarded me from the weekly DEO mailing	21	12.35
f) Addressing questions of Dean's Office staff members	19	11.18
g) <u>Other</u>	9	5.29%
Total	170	100%

IV: Work Expectations and Satisfaction

7.1. Do you feel your job expectations are commensurate with the time available to perform them?

Yes	133	68.91%
No	60	31.09
Total	193	100%

7.2. How satisfied are you with the procedures for job reclassification?

a) Very satisfied	6	3.49%
b) Satisfied	35	20.35
c) Neutral	73	42.44
d) Dissatisfied	31	18.02
e) Very Dissatisfied	27	15.70
<u>Don't know/No opinion</u>	24	
Total	196	100%

7.3. How satisfied are you with your position as a staff member in CLAS?

a) Very satisfied	48	24.62%
b) Satisfied	85	43.59
c) Neutral	38	19.49
d) Dissatisfied	19	9.74
e) <u>Very dissatisfied</u>	<u>5</u>	<u>2.56</u>
Total	195	100%

7.4. How important do you feel your staff position is to the mission of CLAS?

a) Very important	64	34.41%
b) Important	88	47.31
c) Neither important nor unimportant	26	13.98
d) Not important	8	4.30
<u>Don't know</u>	<u>9</u>	
Total	195	100%

V: Demographics

8.1 Gender: 30.2% male, 69.8% female out of 192 respondents who completed this question.

8.2. Current position

a) Administrative staff	105	54.97%
b) Technical staff	26	13.61
c) Research staff	37	19.37
d) Student services staff	8	4.19
e) <u>Other (please describe)</u>	<u>15</u>	<u>7.85</u>
Total	191	100%

8.3. Years of work in the CLAS

a) 3 years or less	40	20.62%
b) > 3 years but < 10 years	59	30.41
c) <u>10 years or more</u>	<u>95</u>	<u>48.97</u>
Total	194	100%

8.4. Broad disciplinary area of the College

a) Fine and performing arts	37	19.58%
b) Humanities	29	15.34
c) Social sciences	45	23.81
d) Natural/ <u>mathematical sciences</u>	<u>78</u>	<u>41.27</u>
Total	189	100%

8.5. Are you part of a Shared Service Center that serves more than one department?

a) Yes	39	20.53%
b) <u>No</u>	<u>151</u>	<u>79.47</u>
Total	190	100%

E. Responses to the Dean's Office Staff Survey

The survey was administered on-line with Qualtrics survey software between February 20 and March 3, 2013 to all staff on the Dean's Office organizational chart (Appendix A) and to staff assigned to departments but integrated into a functional group in the Dean's Office. The response rate was 72% (42 of 58 individuals).

Twenty eight individuals (48% of those to whom the survey was sent and 67% of respondents) completed at least one of the open-ended survey questions. The open-ended responses, most of which were reinforced in the Self-study Committee's meeting with Dean's Office senior staff, are summarized below. The response frequencies for scaled items in the survey begin on page 135.

Responses to open-ended questions in surveys and in interview with senior Dean's Office staff

Question 1: Over the past five years, what has CLAS done or changed that has had particularly good effects? Responses to this question frequently cited the following:

- successful response to 2008 flood and management of post-flood recovery and rebuilding,
- emphasis on human capital during a period of severe budget cuts,
- putting students and their success at the center of CLAS efforts,
- the CLAS-DCE partnership,
- changes and growth in the IT and Finance groups, integrating staff that serve many departments,
- increased staff support for Collegiate and departmental web needs,
- web-based reporting tools and the adaptation to new technology generally.

Question 2: What do you see as the top two or three issues facing the Dean's Office over the next few years? Responses to this question cited the following:

- developing a vision for the future under the leadership of the new dean,
- adequately funding needs across the College and distributing resources effectively to departments,
- supporting and serving students, including integrating international students into the majority student population and continuing to add academic advising staff,
- continuing to meet the challenge of changing technology, including technology for remote classroom instruction, and
- openness, transparency, and malleability in dealings with departments.

Question 3: What resources/opportunities would help the Dean's Office better serve departments' needs? Responses to this question cited the following:

- financial resources to address teaching needs, particularly Lecturer compensation,
- better understanding within the Dean's Office of how Dean's Office demands impact the work of departmental staff,
- continued evaluation of departmental staffing structure, particularly in Shared Service Centers,
- CLAS orientation for staff in all categories, and focused orientation for department administrators,
- leadership development for faculty and staff, to ensure succession in the roles of DEO and departmental administration,

- staff development and continuing education across the College, including the Dean’s Office,
- space for classrooms, offices, and research,
- better, more open communication between departments and Dean’s Office, including discussion of the issues involved in perceived “micromanagement” (e.g., issues related compliance with legal requirements, Regents’ rules) and of how to ensure consistency across the College while affirming trust in DEOs and administrators.

Question 4: Is the current structure of the Dean’s Office effective? Are there changes in structure or operation that would improve the function of the Dean’s Office? Overall, Dean’s Office staff felt the current structure is effective, but responses to this question repeatedly cited the following as desirable changes:

- re-evaluating the workload of the associate deans; refining the descriptions of their responsibilities in view of the new, more “external” nature of Dean’s role; more effectively delegating some duties; and adding an associate dean position or positions,
- examining the reasons for the extensive turnover among Dean’s Office staff,
- creating a better structure for communicating and sharing information across different areas of the Dean’s Office, and
- ensuring that the new Dean has contact with each of the areas within the Dean’s Office (e.g., holding general staff meetings once a semester and/or having the Dean occasionally come to staff meetings held by groups within Dean’s Office).

Responses to scaled items in the Dean’s Office staff survey

1.1 I have confidence as a Dean’s Office staff member that I give helpful advice to departments.

Strongly Agree	28	66.67%
Agree	12	28.57
Neither agree nor disagree	2	4.76
Disagree	0	
<u>Strongly disagree</u>	<u>0</u>	
Total	42	100%

1.2 I have confidence as a Dean’s Office staff member that I give timely responses to departments.

Strongly Agree	25	59.52%
Agree	16	38.10
Neither agree nor disagree	0	
Disagree	1	2.38
<u>Strongly disagree</u>	<u>0</u>	
Total	42	100%

1.3 I have confidence as a Dean’s Office staff member that I understand the needs of departments with which I interact.

Strongly Agree	12	28.57%
Agree	26	61.90
Neither agree nor disagree	4	9.52
Disagree	0	
<u>Strongly disagree</u>	<u>0</u>	
Total	42	100%

1.4 I have confidence as a Dean's Office staff member that I have a cooperative relationship with departments with which I interact.

Strongly Agree	22	52.38%
Agree	18	42.86
Neither agree nor disagree	1	2.38
Disagree	0	
<u>Strongly Disagree</u>	<u>1</u>	<u>2.38</u>
Total	42	100%

1.5 I have confidence as a Dean's Office staff member that my communication with departments is effective.

Strongly Agree	19	45.24%
Agree	19	45.24
Neither agree nor disagree	3	7.14
Disagree	0	
<u>Strongly Disagree</u>	<u>1</u>	<u>2.38</u>
Total	42	100%

1.6 I have confidence as a Dean's Office staff member that I actively support the work of departments with which I interact.

Strongly Agree	25	59.52%
Agree	15	35.71
Neither agree nor disagree	2	4.76
Disagree	0	
<u>Strongly disagree</u>	<u>0</u>	
Total	42	100

1.7 I have confidence as a Dean's Office staff member that my staff position is important to the success of CLAS departments.

Strongly Agree	28	66.67%
Agree	12	28.57
Neither agree nor disagree	1	2.38
Disagree	0	
Strongly Disagree	1	2.38
<u>Don't know / no opinion</u>	<u>0</u>	
Total	42	100%

2.1 As a member of the Dean's Office staff, I am encouraged to raise issues that need to be resolved on behalf of CLAS departments.

Strongly Agree	16	41.03%
Agree	15	38.46
Sometimes agree	7	17.95
Disagree	1	2.56
Strongly disagree	0	
<u>Don't know / no opinion</u>	<u>3</u>	
Total	42	100%

2.2 As a member of the Dean's Office staff, I am kept well-informed of issues and changes in the Dean's Office.

Strongly Agree	7	16.67%
Agree	14	33.33
Sometimes agree	19	45.24
Disagree	1	2.38
Strongly Disagree	1	2.38
<u>Don't know / no opinion</u>	<u>0</u>	
Total	42	100%

2.3 As a member of the Dean's Office staff, I am encouraged to contribute creatively to resolving issues/problems on behalf of CLAS departments.

Strongly Agree	13	31.71%
Agree	16	39.02
Sometimes agree	12	29.27
Disagree	0	
Strongly disagree	0	
<u>Don't know / no opinion</u>	<u>1</u>	
Total	42	100%

3.0 The CLAS administration understands the needs and concerns of departments.

Very well	10	25.64%
Adequately	25	64.10
Inadequately	4	10.26
<u>Don't know/no opinion</u>	<u>3</u>	
Total	42	100%

4.0 Years of working for the Dean's Office:

Less than 2 years.	12	28.57%
2 -5 years	11	26.19
<u>More than five years</u>	<u>19</u>	<u>45.24</u>
Total	42	100%