

# Assurance Argument

## University of Iowa - IA

### Introduction

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Following the University of Iowa's most recent comprehensive review and site visit in spring 2019, HLC reviewers affirmed that they saw "clear evidence [the university] provides high quality education for its students." Since that time, even while navigating the many disruptions to work and life brought on by an unprecedented global health crisis, University of Iowa faculty and staff have continued to demonstrate their dedication to providing quality education, supporting student success, and working together to carry out the university's mission in ways that are collaborative, inclusive, and strategic.

At the time of the 2019 reaffirmation, reviewers charged the university with making progress in two specific areas: (1) graduate program learning outcomes and (2) assessment of programs that offer degrees which can be earned both on campus and online. Initiatives in both areas were planned and launched in fall 2019. The emergency transition to remote instruction midway through spring 2020 hindered initial implementation of these plans, but faculty and staff continued their work in both areas throughout the pandemic. Significant progress has been made in documenting learning outcomes and assessment plans for graduate programs (described in 4.B) and assuring that systems are in place for assessing the learning and experience of students in online programs (described in 3.A and 4.B).

Beginning in early 2021, a group of nearly 100 campus leaders, faculty, staff, and students began working together to devise a new university strategic plan. Through this collaborative 18-month effort, planning groups met regularly to identify campus needs and gathered campus and community input through dozens of public forums, interviews, and conversations with stakeholders on and off campus. Planning groups worked together with a central Strategy Team to articulate the strategic priorities that will guide the university for the next five years. The plan was finalized and approved by the Board of Regents in June 2022. Development of the plan is described more fully in 1.A and 5.C.

The Strategic Plan Action and Resource Committee (SPARC) is charged with leading implementation of the new strategic plan. SPARC carries out objectives and strategies within each of the plan's five priorities and reports on progress the university is making toward key outcomes. Some of the additional resources needed to implement the strategic plan are provided by the UI Strategic Initiative Fund (UISIF), consisting of proceeds of an endowment funded by the university's public-private partnership (P3, described in 5.C). Initiatives overseen by SPARC and supported by P3 funds are found throughout the Assurance Argument.

The strategic plan promises to enhance the University of Iowa's standing as one of the most distinguished public universities in the country. The plan will guide us as we build on our strengths, honor our traditions of leadership and collaboration, and further our commitment to creativity, community, excellence, inclusion, and integrity.

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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**The university's core missions are teaching, research, and service.**

The University of Iowa is one of the nation's premier public research universities—and one of only a small number of universities nationwide to offer a full range of academic programs on a single campus, including arts, sciences, and humanities; professional programs; and comprehensive health sciences.

The university mission statement is reviewed approximately every five years as part of university strategic planning and is approved by the Board of Regents (see 2.A). The current mission statement as articulated in the university's [strategic plan for 2022 to 2027](#) is:

*Upon its founding in 1847, the University of Iowa was entrusted by the state legislature with a threefold mission of teaching, research, and public service. In pursuing that mission today, the university*

- *provides exceptional teaching and transformative educational experiences that prepare students for success and fulfillment in an increasingly diverse and global environment;*
- *advances scholarly and creative endeavor through leading-edge research and artistic production; and*
- *brings learning and discovery into the service of the people of the state of Iowa, the nation, and the world, improving lives through education, health care, arts and culture, and community and economic vitality.*

This statement aligns with the statutory mission of the university as established by the state of Iowa and defined in the [Iowa Administrative Code](#):

*The University of Iowa is a comprehensive public university with the mission to provide the highest quality undergraduate, professional, graduate, and continuing education and patient care. To fulfill this mission, the university engages in teaching; research; professional, public, and clinical services; and appropriate extension.*

The charge of the university (which is sometimes referred to as the State University of Iowa in historical and legislative documents) is further defined in the [Policy Manual of the Board of Regents, State of Iowa](#):

*As an AAU institution, the State University of Iowa is recognized as having a broad scope of programs, including graduate and professional colleges. As essential components of a distinguished state university, such programs shall include the full complement of undergraduate liberal arts and sciences courses, graduate and professional programs in law, medicine, dentistry, pharmacy, nursing, public health, engineering, and allied fields related to those professional disciplines, as well as social work, business administration, journalism, education, library science, and urban and regional planning .... Graduate programs shall be made available in areas for which there is sufficient demand and resources and shall build on the University's strengths in the arts and humanities, life sciences, law, medicine, and international programs.*

**The university articulates its mission clearly and publicly.**

In addition to being featured in the strategic plan and on the [strategic plan website](#), the mission statement is publicly available on the [university website](#) and in its [Operations Manual](#) (in spring 2023 the Operations Manual is undergoing updates to align with the university's new strategic plan, described below). Beyond the formal mission statement, the institution's teaching, research, and service priorities are communicated, in whole or in part, to diverse constituencies on a daily basis in numerous ways, such as:

- orientation materials and programs for students (see 3.D), [faculty](#), and [staff](#)
- training [resources](#) and [opportunities](#) for departmental administrators
- [guidelines for promotion and tenure](#)
- reports to the [Board of Regents](#)
- [Iowa Now](#) articles published by Strategic Communications
- publications, websites, [annual reports](#), and communications of various university units

**The university prioritizes areas of emphasis within its mission and refines its mission statement as appropriate through periodic, broadly inclusive strategic planning processes.**

As described in 5.C, it is through the strategic planning process (and ongoing review of strategic plan priorities and progress) that the university ensures it is carrying out its core missions in ways that respond to challenges and opportunities that arise over time. Since its 2019 reaffirmation of accreditation, the university has been guided by two strategic plans—both identifying strategies to advance excellence in each area of the mission, and both developed with broad campus participation.

Development of the [strategic plan for 2016 to 2021](#) was led by a Strategic Plan Development Group (SPDG), convened jointly by the provost and the vice president for student life and comprising faculty, staff, and students. The SPDG implemented a “hub and spoke” model to reach out to constituents and interest groups and bring feedback to the larger committee. This process led to participation and input from a broad range of individuals and groups. The plan for 2016 to 2021 reaffirmed the university's mission and prioritized three areas for strategic advancement: student success, knowledge and practice, and better futures for Iowans.

Development of the [strategic plan for 2022 to 2027](#) began in spring 2020, was placed on hiatus due to the COVID-19 pandemic, and was relaunched in January 2021. The process was overseen by a [Strategy Team](#) co-led by the executive vice president and provost and vice president for research. The Strategy Team comprised faculty, staff, and collegiate dean representatives who were nominated by the Faculty Senate, Staff Council, and Council of Deans, respectively. Ex officio members of the team included the presidents of student, faculty, and staff shared governance bodies, as well as leadership from the University of Iowa Center for Advancement.

Four [Development Teams](#) were created in the core areas of student success; faculty and staff success; research and discovery; and diversity, equity, and inclusion. Each team was co-chaired by campus experts in the topic area and comprised broad representation of students, faculty, and staff from across campus and from a variety of disciplines, as well as a representative from the UI Center for Advancement. Membership was decided with input from shared governance leaders. The Strategy Team co-chairs charged the Development Teams to generate preliminary plans for their areas after gathering community input.

From [summer 2021 through spring 2022](#), the Strategy Team and Development Teams held more than 20 listening sessions with student, faculty, and staff groups; more than 30 “key informant” meetings with campus content area experts; more than 10 focus group discussions with content experts and campus stakeholders; and multiple meetings with external stakeholders such as alumni and community leaders. They also invited open-ended feedback from the campus community via an online form. This input informed the development of strategies in five priority areas:

- Excellence in teaching and learning,
- Innovative research and creative discovery,
- Welcoming and inclusive environment,
- Holistic well-being and success, and
- Transformative societal impact.

In developing its institutional strategic plan, the university ensures that its priorities are consistent with the [Regents’ strategic plan](#), which affirms the Regents’ commitment to work in partnership with Iowa’s public universities to “build a better future by creating and supporting services, activities, and programs aimed at Student Success and the Academic Experience, Service to Iowans, Operational Excellence and Effectiveness, and Stakeholder Engagement.”

The university’s strategic plans are approved by the Board of Regents (the last two in [December 2016](#) and [June 2022](#), respectively), in accordance with the Regents’ responsibility to oversee Iowa’s public universities (as noted in Chapter 4.1.A.iv of the [Board Policy Manual](#)).

In accordance with their [responsibilities](#) for monitoring progress toward strategic goals, implementation of university policies, and approval of academic programs, the Regents receive governance reports from the university on a broad range of topics throughout the year (many mentioned elsewhere in this Assurance Argument). Through this reporting the Regents ensure the university is performing in accordance with its mission and progressing appropriately toward its stated goals.

The university’s 12 colleges submitted their latest five-year strategic plans to the president and provost in spring 2021, and the strategic plan Development Teams analyzed themes and priorities in the collegiate and other units plans as part of their development work. As of spring 2023, some colleges are revising their plans to fully align with the completed university plan. Collegiate strategic plans that illustrate ways in which colleges articulate their distinctive missions and goals within the context of the university’s larger mission include those from the Colleges of [Liberal Arts and Sciences](#), [Education](#), [Engineering](#), and [Law](#). The colleges will continue to report to the provost annually on progress within their units related to the university’s planning goals.

**Implementation of the university’s mission is guided by its strategic plan and refined through regular shared governance review.**

The strategic plan provides a framework for the university and its units to build and maintain excellence across all aspects of the mission. The plan identifies strategies to accelerate advancement in strategically targeted areas and to take advantage of emerging opportunities, while maintaining and contributing to the high quality of core

programs. As noted above, the [current strategic plan](#) (2022-2027) identifies five strategic priority areas that derive from the university's mission.

As required by the Regents, the university reports annually on progress toward its strategic planning goals. The Regents did not, however, require reports in fall 2020 (because of disruptions caused by the pandemic) or in fall 2021 (because the new plan was nearing completion). The first report on the 2022 to 2027 plan will be submitted in fall 2023. Past [reports](#) are available on the website of the Board of Regents.

#### *Implementing the strategic plan*

Implementation of the 2022-2027 plan is led by the [Strategic Plan Action and Resource Committee](#) (SPARC), a group of campus leaders with oversight over areas related to strategic priorities. This team's charge is to create and oversee a "living" implementation plan. To that end, the team will

- Further develop, prioritize, and add to critical tactics that were identified during the plan's development
- Identify the individuals accountable for each tactic
- Identify resources needed to carry out the tactics
- Develop a timeline and indicators of progress
- Review the implementation plan to reflect new challenges and opportunities, and revise as needed

SPARC members are assigned accountability in specific areas and will convene working groups and engage with subject-matter experts to move the plan forward. The SPARC team also acts as the institutional manager of the UI Strategic Initiative Fund ([UISIF](#)), generated through the Public-Private-Partnership ([P3](#)) Program described in 5.C, which will be a major source of [funding for strategic initiatives](#).

The team met in summer and fall 2022 and will continue to meet at least quarterly to report progress on tactics. Updates, highlights, and success stories will be published on the [strategic plan website](#). An annual progress report, including updates to identified metrics and indicators of progress, will be submitted to the Board of Regents and made available on the website.

#### **Academic programs, student support services, and enrollment profile align with the university's mission.**

##### *Academic Programs*

In accordance with its statutory mission as "a comprehensive public university with the mission to provide the highest quality undergraduate, professional, graduate, and continuing education and patient care," the university offers undergraduate, graduate, and professional degree programs, as well as certificates and licensure/endorsement programs, through 12 colleges: Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health, as well as the Graduate College and University College (see 3.A). All degree and certificate programs are described in detail in the [General Catalog](#).

Academic departments and colleges submit proposed program additions or changes to the executive vice president and provost; recommendations then go to the Regents for review and final approval. [Proposals must identify](#) the new program's "relationship to the institutional mission and how the program fits into the institution's and college's strategic plan." The Board of Regents [requires review of all academic programs](#) on a seven-year cycle, and an [annual report](#) on programs reviewed (see 4.A).

##### *Student Success*

Student support services are vital to promoting student success, which has long been a strategic priority. The university has invested in personnel and infrastructure by establishing a number of units in support of student

success, including the [Office of Assessment](#); the [Office of Academic Support and Retention](#); the [Division of Student Life Office of Assessment, Improvement, & Research](#); and [professional advisors in College of Liberal Arts and Sciences departments](#). The [Academic Advising Center](#), which serves most incoming undergraduate students who have earned fewer than 30 credit hours as well as all open majors and pre-professional students, also works to bring together representatives from advising offices in all undergraduate colleges. Working together, these offices have provided leadership and expertise for numerous initiatives to advance university support for student success, examples of which are described in 3.D, 4.B, and 4.C.

The Graduate College [Grad Success Center](#) supports graduate students' professional, academic, and personal success during graduate school and beyond. The office offers a series of graduate success workshops, provides help in applying for external grants and fellowships, and assists with career exploration and planning. The UI [Center for the Integration of Research, Teaching, and Learning](#) (CIRTL) supports graduate students in improving their teaching through research-based best practices. In addition, the Office of Teaching, Learning, and Technology (OTLT) [Center for Teaching](#) supports graduate student teaching and learning excellence and the UI [Speaking Center](#) supports the development of any aspect of graduate student oral communication skills. The [Office of Academic Affairs](#) oversees degree progress and completion, in coordination with departments and other campus student support offices. Sections 3.C and 4.B further describe efforts to enhance graduate student success.

Over the past several years the university has made significant investments in state-of-the-art learning spaces to support student success, including several technology-enriched [active learning classrooms](#) (described in 3.D). The [Main Library Learning Commons](#) is a 37,000-square-foot, 24-hour, technology-rich study space and academic help center. In fall 2021, a major renovation of the Lindquist Center incorporated new high-tech, collaborative learning and teaching spaces, including the [Al Hieronymus Student Learning Center](#).

The university's continued focus on undergraduate success during the last decade has yielded positive outcomes in the form of [increased retention and graduation rates](#), with 57.9% of the 2018 cohort graduating in four years (*i.e.*, with the 2022 graduating class), an increase from the 44.2% of the 2004 cohort graduating in four years (*i.e.*, with the 2008 graduating class).

See 4.B for more about increasing efforts in recent years to assess and improve student academic engagement and success.

### *Enrollment Profile*

The university's enrollment reflects its mission as a public, research-intensive university with high-quality programs that attract undergraduate, graduate, and professional students from Iowa and far beyond. It also reflects ongoing commitment to increasing student diversity.

In fall 2022, the university enrolled 31,317 students, 70.2% of them undergraduate. The university draws 60.7% of its current undergraduate population from Iowa and an additional 30.6% from adjoining states. Students come from all 99 Iowa counties, all 50 states, 3 U.S. territories, and 104 foreign countries.

Fall 2022 Student Profile:

#### *Undergraduate: 21,973*

- 55.6% women
- 20.7% racial/ethnic minority
- 1.9% international
- 21.7% first-generation
- 15.7% transfer

*Graduate students: 6,156*

- 54.0% women
- 15.6% racial/ethnic minority
- 16.1% international

*Professional: 1,886*

- 52.5% women
- 26.9% racial/ethnic minority
- 2.8% international

*Postgraduate: 1,302*

- 43.0% women
- 6.9% racial/ethnic minority
- 21.3% international

Additional information about enrollment can be found in the [Data Digest](#) and in the [fall 2022 Student Profile](#) report.

In 2014, the university created the position of associate vice president to oversee the Office of Enrollment Management, which includes university recruitment. The office has expanded the strategic use of data collection and analysis in strategies for recruitment and enrollment and continues to lead the evaluation of financial aid strategies.

The Office of Enrollment Management has also developed and put into operation—starting with fall 2022—a five-year [Strategic Enrollment Management \(SEM\) Plan](#) that contains core strategies for undergraduate, first-year student, and transfer enrollment. The SEM centers on institutional engagement at the collegiate level, looking at the individual needs, limitations, and opportunities of each college. Enrollment Management is working with collegiate units to develop tactics that will advance the SEM strategies. Success of tactics will be evaluated and considered in the development of admission budget priorities. SEM discussions are being expanded to include graduate and professional enrollment targets.

## Sources

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- Success\_Provost\_DEO



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## 1.B - Core Component 1.B

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The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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**The University of Iowa is a public, non-profit, state university with a mission to pursue teaching, research, and service for the benefit of the people of Iowa, the nation, and the world.**

The university does not have any fiduciary responsibility to generate returns for investors. The Board of Regents ensures accountability for the university's use of state and other financial resources.

The university's commitment to the public good is reflected in the [2022-2027 strategic plan](#), which incorporates community engagement throughout all five broad priority areas. The fifth goal of the new strategic plan places a particular emphasis on the university's partnership with communities:

Expand the university's transformative impact on local and regional communities, the state of Iowa, and the world by leveraging its areas of distinction, the resources entrusted to it, and the collective talent of its people.

[Objectives outlined](#) in the plan to advance this goal include expanding opportunities for students, faculty, and staff to engage in mutually beneficial partnerships with communities, including underserved populations; providing excellent patient care across Iowa; continuing to exercise responsible and effective stewardship of resources; prioritizing sustainability; and enhancing communication to better understand emerging needs of stakeholders.

As described in 5.B, strategic planning and budgeting processes ensure that resources are invested in the university's core missions and strategic focus areas.

**The university's public engagement mission is advanced through academic units, UI Health Care, entrepreneurship and business development activities, technology transfer, museums and performance venues, and a wide range of other units and activities across campus.**

#### *Health Care*

For many Iowans, the most visible and important way in which the university touches their lives is through health care. During [FY 2022](#) the enterprise admitted more than 32,600 acutely ill patients and recorded more than 1.3 million total clinic visits at UI Hospitals and Clinics.

The College of Dentistry's [dental clinics](#), an essential resource to the state, see more than 170,000 patient visits each year. The college offers 26 community programs focused on children, patients with special needs, and

seniors, including an award-winning Geriatrics Mobile Dental Unit. Among Iowa dentists, 78% are graduates of the college.

As an integral part of the Nursing curriculum, College of Nursing faculty members provide clinical services at the UI Hospital and Clinics and also through consultation services developed as part of the [faculty practice plan](#). Faculty members in the College of Pharmacy's Division of Applied Clinical Sciences oversee and provide clinical services at residency sites across eastern Iowa. Faculty in the Carver College of Medicine and College of Public Health staff the [Occupational Medicine Clinic](#), which provides diagnostic testing services and care for patients with work-related health problems.

During the pandemic, the university played a critical role in COVID-19 vaccine distribution and contact tracing. [UI Hospitals and Clinics](#) administered over 63,000 vaccinations, completed 155,370 clinic visits related to influenza-like illnesses, and conducted nearly 43,000 telehealth screenings related to COVID-19. Students in the [College of Public Health](#) assisted with contact tracing, while students in the [College of Pharmacy](#) assisted with the administration of vaccinations.

#### *Economic Development and Technology Transfer*

Another way in which the university touches the lives of Iowans on a large scale is through economic development and technology transfer. As stated in the summary of the most recent annual governance report to the Board of Regents on [economic development and technology transfer](#) (November 2022), Iowa's public universities collectively impact economic development in three primary ways:

1. Offering research-based expertise and business assistance directly to Iowa's people, industry and communities in all 99 counties.
2. Conducting academic research that results in intellectual property, discoveries, and innovations available to business, industry, and the marketplace.
3. Educating Iowa's workforce.

[Highlights](#) of economic development activity in FY 2022 included:

- 103 new intellectual property disclosures, 188 patent applications and 80 new patents, and \$3.65 million in royalty and license fee income.
- 32 companies housed in the UI Research Park (UIRP), a world-class business incubator program that has nurtured more than 100 start-ups and other new ventures since its founding.
- 47 companies supported by UI Ventures, which assists university inventors in creating new ventures based upon their research.
- Iowa MADE, a student-led manufacturing service for UI faculty innovations, had four products on the market in FY22 and students continued to develop an additional seven products originating from the Colleges of Medicine and Dentistry and the UIHC Department of Nursing.
- Work at Protostudios, the UI's advanced design and 3D printing service, continues to grow; overall, FY 2022 Protostudios revenues increased 181% compared to FY 2021.
- 493 start-up companies served by the John Pappajohn Entrepreneurial Center (JPEC), which provides consulting and training services to Iowa-based technology and high-growth start-up companies.
- JPEC also offers nationally recognized comprehensive entrepreneurial education programs to Iowans, with about 11,000 participants across all programs in FY 2022.

#### *Representative examples of other engagement activity*

- *Arts and Humanities*. The university brings art, music, theatre, and literature programs to the community through performances, readings, lectures, and museums and other venues. [Arts Share](#), administratively

located in the Office of Community Engagement, coordinates free or low-cost workshops, performances, readings, and public art projects that involve performing and visual arts faculty and students in communities and K-12 schools throughout Iowa. Since 2004, Arts Share has expanded to more than 200 events each year and has reached 88 of Iowa's 99 counties. Other arts outreach and engagement programs are offered through the [Division of Performing Arts](#), the [School of Art and Art History](#), the world-renowned [Writer's Workshop](#) and [Nonfiction Writing Programs](#), [Stanley Museum of Art](#), [Pentacrest Museums](#), [Hancher Auditorium](#), the [Iowa Youth Writing Project](#), and the newly created [Office of Performing Arts and Engagement](#). [Public Digital Arts](#) and humanities are advanced through the [Digital Scholarship & Publishing Studio](#), which assists researchers in bringing their research to the public.

- *Research and Education Centers and Resources.* The interdisciplinary Larned A. Waterman Iowa Nonprofit Resource Center ([INRC](#)) conducts research and collaborates with government agencies, nonprofit organizations, and other educational institutions to educate and strengthen nonprofits in Iowa. The Iowa Electronic Markets ([IEM](#)), operated by faculty in the Tippie College of Business, are small-scale, real-money futures markets in which contract payoffs depend on economic and political events such as elections. Since the program's inception in 1988, IEM has been used by more than 100 universities around the world to teach concepts related to business, economics, political science, and technology.
- *Public Health.* College of Public Health-based centers and programs such as [Worksafe Iowa](#), the [Injury Prevention Research Center](#), the Business Leadership Network ([BLN](#)), the [Great Plains Center for Agricultural Health](#), the [State Health Registry of Iowa](#), the Health Equity Advancement Lab ([HEAL](#)), and many others contribute to healthier and more vibrant communities across the state of Iowa. The Institute of Public Health Practice ([IPHP](#)) contributes to public health workforce development, and the Iowa Institute of Public Health Research and Policy ([IIPHRP](#)) fosters application of public health research to address significant population health challenges. The State Hygienic Laboratory ([SHL](#)) tests the environment to provide air and water quality data, screens for diseases such as West Nile Virus, and screens newborns for abnormalities (SHL provided newborn screening for nearly two-thirds of today's Iowans). The SHL is central to the state's terrorism and emergency response plan and was a critical leader in Iowa's response to the COVID-19 pandemic.
- *Sustainability and the Environment.* IIHR-Hydroscience & Engineering in the College of Engineering is a world-renowned center for research, education, and public engagement focusing on fluids, particularly water. The [Iowa Flood Center](#) in IIHR is the nation's first university-based center for the study, research, and dissemination of information to communities dedicated to floods, and provides critical research and information to Iowa communities to improve flood preparedness and resilience. Much of the Iowa Flood Center's work is accessible to the general public via the Iowa Flood Information System ([IFIS](#)).
- *Clinical Service.* College of Law students, supervised by full-time faculty members, provide legal services to Iowans through the College of Law's [Legal Clinic](#) and the [Citizen Lawyer Program](#). Through the [Seashore Clinic](#) in the Department of Psychological and Brain Sciences, graduate students (under close supervision by clinical faculty and staff psychologists) offer counseling services for individuals in the community, with fees based on a sliding scale and no one turned away because of inability to pay. The [Wendell Johnson Speech and Hearing Clinic](#) in Communication Sciences and Disorders offers assessment and therapy for individuals with communication disorders. The Assessment and Counseling Clinic ([ACC](#)) of the College of Education's Belin-Blank Center for Gifted Education and Talent Development is dedicated to providing clinical, outreach, and consultation services for gifted individuals, their families, and schools.
- *Sharing Knowledge and Expertise.* The Iowa Testing Programs ([ITP](#)) in the College of Education develop standardized achievement tests for national use in grades K-12, and administer statewide achievement testing programs for Iowa schools. The Iowa [Small Business Development Center](#) provides businesses with research, counseling, and assistance on special projects, and the John Pappajohn Entrepreneurial Center ([JPEC](#)) offers programs and resources to support entrepreneurs across the state.

- *Resources for K-12 Education.* [Programs for K-12 students](#) offered by a variety of colleges and departments across campus include campus tours, arts workshops, music camps, sports camps, other summer camps and residential programs, international programs, and training for high school teachers. College of Education faculty undertake many individual public engagement projects that support K-12 education in Iowa. The recently established [Scanlan Center for School Mental Health](#), a partnership between the University of Iowa College of Education and the Iowa Department of Education, is the state's hub for school-based mental health research, training, professional learning, and clinical services. The [Jacobson Institute](#) in the Tippie College of Business offers a variety of programs and resources to help teachers and community partners equip K-12 students with innovation and entrepreneurial skills. The Center for Inclusive Academic Excellence ([CIAE](#), see 1.C) sponsors and facilitates numerous K-12 initiatives.
- *Adult, Continuing, and Distance Education.* The university offers credit and non-credit courses and programs at sites around the state or online through [Distance and Online Education](#), in partnership with colleges and academic units. Graduate programs in business, health, social work, and strategic communications are offered on location in communities across Iowa, including Des Moines, Cedar Rapids, the Quad Cities, and Sioux City. Continuing education programs across the university's various colleges, including the Continuing Legal Education ([CLE](#)) program in the College of Law and the Continuing Medical Education ([CME](#)) program in the Carver College of Medicine, help professionals keep their expertise current and support the university's commitment to lifelong learning.
- *Student engagement.* Students are an integral part of many of university engagement activities. Community-engaged learning and community-engaged research are integrated into many student classroom and research experiences. The [2022 Extending the Classroom](#) report indicates that 24% of graduating seniors report participating in community-based service learning during their time as undergraduates.

The [Iowa Initiative for Sustainable Communities](#) (IISC) is a leading community-engaged learning program that partners faculty, staff, and students with urban and rural Iowa communities to complete projects that enhance sustainability. Over the past 13 years, more than 300 projects have been completed by nearly 2,000 university students in more than 50 Iowa communities. IISC is designed to benefit both communities and students, who participate in a course that focuses on interdisciplinary learning and critical thinking in the context of community engagement.

In addition, many students are involved in community service through independent volunteering as well as structured programs. The Office of Leadership, Service, and Civic Engagement in the Division of Student Life reports that about 9,700 students are members of 143 community service-based student organizations, performing an average of 10 hours of service per year. Annually, the UI sends [Hawkeye Service Teams](#) (see 3.D) to locations across the country where they learn about and perform service projects within a community. In 2023, teams will travel to Des Moines, Washington, D.C., Denver, Detroit, and Dallas.

**The Office of Community Engagement serves as a catalytic hub for community engagement efforts across campus.**

In 2013 the Office of Outreach & Engagement was established within the Office of the Provost as a central hub for community engaged research, teaching, and service, with a focus on administrative coordination of outreach activities for individual colleges and departments. In 2020, the office was [renamed](#) the [Office of Community Engagement](#) and reorganized around a mission of serving as [a hub for resources, best practices, professional training, and development](#) that empowers all faculty, staff, and students to develop mutually beneficial partnerships with community partners across the state, nation, and world. Commitment to the public good is demonstrated daily through the community engaged teaching, learning, and research undertaken by hundreds of

faculty and staff and more than 1,000 University of Iowa students (based on students enrolled in courses with an engagement focus plus an estimate of students involved in engaged research) every year.

Beginning in spring 2022, faculty who teach [courses that incorporate community engagement](#) can apply to have their courses tagged in the [MyUI online registration system](#), providing students with the opportunity to easily identify and opt into courses and projects that are designed to directly serve community partners and the public good. As of spring 2023, 28 courses (more than 40 course sections) across eight colleges have received [CEC designation](#).

Graduate students can participate in the [Graduate Engagement Corps](#) (GEC), a comprehensive training program for any graduate or professional student interested in learning how to build mutually beneficial partnerships with communities through their coursework, teaching, and research. The [Faculty Engagement Institute](#) (FEI) and additional monthly workshops and trainings provide faculty with a strong pedagogical and practical foundation for incorporating community engagement into their teaching and grounding their research in the needs of community partners.

A new [Faculty Learning Community](#) (FLC), sponsored by the Center for Teaching in partnership with the Office of Community Engagement, focuses on community-engaged research and provides faculty with the opportunity to advance their publicly-engaged scholarship while working and learning collaboratively with faculty from other disciplines.

Innovation and advancement in community engagement continue the university's long tradition of serving the public good. In 2015, the university was awarded the [Carnegie Community Engagement Classification](#), based on an extensive campus-wide review of university infrastructure and sustained support for community engagement. The university will apply for reclassification in the 2026 cycle.

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## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

## Argument

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**The university has a long tradition of leadership related to diversity, equity, and inclusion (DEI).**

The University of Iowa continues to build on its [legacy of DEI leadership](#).

When the university began admitting students in 1855, it became the first state university in the country to admit men and women on an equal basis. It was the first public university in the country to grant a law degree to a woman (1873) and to an African American (1879). About 100 years later, it became the first state university to officially recognize the Gay, Lesbian, Bisexual, Transgender, and Allied Union (1970); and it was the first public university in the country to offer insurance benefits to employees' domestic partners (1992). In 2012 it became the first public university to include optional questions about sexual orientation and gender identity on admission applications, and in 2016 it became one of the first in the nation to ask students their preferred names and pronouns of reference.

**DEI is embedded in the institution's new strategic plan and in university and Board of Regents policy.**

The university's [strategic plan for 2022 to 2027](#) clearly articulates the university's promise to ensure a welcoming and inclusive environment and was informed by a commitment to move from a focus on diversity alone to a paradigm of diversity, equity, and inclusion. This commitment recognizes that diversity ([defined broadly](#) to refer to all aspects of human difference) is foundational but is not by itself sufficient to the pursuit of excellence. National trends as well as campus data have heightened awareness of the need for intentional steps to make the university more equitable and inclusive for faculty, staff, and students (see for example campus climate and underrepresentation reports, described below; inequitable outcomes for students, described in 4.B and 4.C).

The university communicates its commitment to DEI in part through its statements on [nondiscrimination](#) (which aligns with the Regents' [nondiscrimination statement](#)), [accessibility](#), and [diversity](#), the last of which reads:

*8.2 Statement on Diversity: The University of Iowa values diversity among students, faculty, and staff, and regards equal employment opportunity and affirmative action as tools to achieve diversity. The University believes that a rich diversity of people and the many points of view they bring serve to enhance the quality of the educational experience at The University of Iowa.*

Section 4.1.A.vi of the [Board of Regents Policy Manual](#) states, "the [Regent] universities shall maintain diverse and multicultural campuses to educate students and scholars to participate in the broader world and to strengthen the State of Iowa's connections with other states and countries." In keeping with that directive, the university mission



statement recognizes that we must “prepare students for success and fulfillment in an increasingly diverse and global environment.”

**The university has strengthened leadership and resources to support its commitment to diversity, equity, and inclusion.**

The [Division of Diversity, Equity, and Inclusion](#) (DDEI) continues to evolve to provide leadership and resources to support the university's commitment to DEI.

Executive Officer and Associate Vice President [Liz Tovar](#) was [appointed to her current role in February 2021](#), after serving as interim associate vice president for diversity, equity, and inclusion beginning in August 2020. At the time of her permanent appointment, the university re-established a dual reporting structure for the position, with Dr. Tovar reporting to the president and provost. The position is part of the president's cabinet, and the dual report to the provost ensures a direct connection to the academic mission of the university. Under Dr. Tovar's leadership, the division has made significant strides in enhancing a welcoming, respectful, and inclusive campus climate; coordinating DEI efforts; and connecting the university community through leadership and education resources.

In January 2022, the division [renamed and re-aligned two of its units](#) to broaden the division's portfolio, strengthen focus on the academic mission, and better coordinate campuswide DEI efforts. The Center for Diversity and Enrichment became the [Center for Inclusive Academic Excellence](#) (CIAE), which provides programming to help historically marginalized students, first-generation students, and students from low socioeconomic backgrounds thrive at the university. CIAE programs include [Advantage Iowa](#) (AI), a merit-based scholarship and academic coaching program for incoming first-year students who are from historically underrepresented populations; [Iowa Edge](#), a transition program for students from underserved populations; [TRIO Student Support Services](#) (TRIO SSS), a federal grant-funded program serving Iowa students who demonstrate academic need and are first-generation, low-income, or have a disability; and [Upward Bound](#) (UB), a federally funded TRIO program preparing low-income and first-generation high school students across the state for postsecondary education. The Diversity Resources unit transitioned to become [Inclusive Education and Strategic Initiatives](#) (IESI), which provides voluntary training, leadership, and events centered on DEI growth. IESI administers the well-attended [BUILD training program](#) for faculty, staff, postdocs, and graduate students; awards [Diversity Seed Grants](#); and has partnered with various campus units to re-envision the [Hawks of Color](#) program and to resume 20-minute skill-based “[Sparkshops](#).”

The division identified a need for centralized reporting and expanded resources for bias, harassment, discrimination, and sexual misconduct. In July 2021 the Office of Sexual Misconduct Response Coordinator (OSMRC), the Office of Equal Opportunity and Diversity (EOD), and two investigators from the Office of Student Accountability (OSA) merged to form the new [Office of Institutional Equity](#) (OIE). This change brought together incident reporting, investigations, response, and data into one office consisting of three units: Title IX and Gender Equity, Equity Investigations and ADA Compliance, and Equity Compliance. Incident reporting of sexual misconduct, bias, harassment, equity, and discrimination are centralized at [diversity.uiowa.edu/report](#).

Over the past two years, the division has added leadership positions and resources. A new [director of cultural engagement and analytics](#) develops short- and long-term strategies to increase engagement while providing administrative oversight on campus climate surveys. The division also added a [senior advisor and director of communications](#) who coordinates and unifies the division's messaging and integrates with the Office of Strategic Communications. A key initiative in 2021 was the development and growth of communications, marketing, and branding to tell the university's DEI stories and promote available services. The division redesigned its [website](#) and added [Instagram](#), [LinkedIn](#), and a new [YouTube](#) channel to its social media storytelling platforms. Growth in engagement on all channels was substantial, including a more than 200% increase in page views on the web site. The communications team shaped the institution's storytelling for Unity Week, an annual celebration of accomplishments in DEI, in [January 2022](#) and [January 2023](#).

Several committees and councils exist to extend collaboration and coordination of DEI efforts across campus. The [Charter Committee on Diversity, Equity, and Inclusion](#), for example, is made up of faculty, staff, and student members from a variety of campus units. This charter committee advises the president on the creation, review, and application of policies in support of DEI, and recommends actions to support the university's DEI-related strategic planning goals. The [DEI Advisory Council](#), comprising leaders across all colleges, departments, and units, meets regularly to advise DDEI leadership regarding execution of the university strategic plan and response to the campus climate survey. The advisory council members are key leaders in influencing change within their units. Individuals from across campus who are engaged in DEI efforts also come together through the [DEI Success Collaborative](#) (DEISC), which meets quarterly and serves as a place to share information, seek collaboration opportunities, and collectively problem-solve. Seven [Diversity Councils](#) serve as a locus of support and community for individuals who identify as members of a specific group and those who wish to support them.

In 2022, the University of Iowa became a charter member of the [American Association for the Advancement of Science \(AAAS\) STEM Equity Achievement \(SEA\) Change program](#), which aims to help colleges and universities advance institutional transformation of diversity, equity, and inclusion. Iowa is one of 24 SEA Change charter members from across the country, and one of three from the Big Ten.

The university is an institutional member of the National Center for Faculty Development and Diversity ([NCFDD](#)), an independent faculty development center dedicated to helping faculty succeed in the academy through mentoring, networking, workshops, and other resources.

**The university collects and responds to campus climate data.**

The University of Iowa assesses its [campus climate](#) through an ongoing and evolving process.

Through collaboration of the Division for DEI, University Human Resources, the Graduate College, and the associate provost for undergraduate education, a comprehensive climate survey in [2018](#) incorporated feedback from faculty, staff, undergraduates, and graduate students. The scheduled spring 2020 administration of the same survey was postponed due to the pandemic; the survey of faculty and staff was conducted in fall [2020](#), with student surveys administered in spring [2021](#). Findings from the 2020-21 surveys indicated relatively high overall levels of sense of belonging and being respected on campus, but there were several differences among subgroups of respondents based on race/ethnicity, gender identity, ability status, political orientation, and level of study.

Climate surveys were conducted again in [2021-22](#) for all segments of the university community, and results were released in January 2023.

Core goals of these data collection efforts include: developing a systematic understanding of climate at the university across segments of the campus population (faculty, staff, graduate and undergraduate students, professional students, and post-docs); establishing a baseline for measuring change in climate over time; advancing work on strategic plan objectives and shaping future planning; and ensuring people of all social identities feel welcome and supported in their professional development and advancement.

OIE conducted the [2021 Speak Out Iowa](#) survey to examine sexual misconduct on campus. In conjunction with the survey results, the [Anti-Violence Coalition](#) launched the [2021-2024 Anti-Violence Plan](#) focusing on prevention, "Our Community Cares" messaging, education initiatives, and policy enhancements.

**The university has successfully increased diversity among students, faculty, and staff over the past decade even though Iowa is among the least diverse states in the nation.**

The state of Iowa's population is becoming more diverse, with all of the growth in population between 2010 and 2020 attributed to minority race and Hispanic categories (according to the U.S. Census Bureau's American

Community Survey 2010 and 2020 five-year estimate [data profiles](#)). Nonetheless, Iowa remains one of the least diverse states in the nation, at 85.0% white (non-Hispanic) according to the 2020 five-year estimate.

Percentage of underrepresented racial/ethnic minority (URM; defined as Hispanic/Latinx, American Indian or Alaskan Native, Black or African American, Native Hawaiian or other Pacific Islander, and two or more races, where at least one race is included in the preceding list) [students](#) (across all levels) increased from 9.2% in fall 2013 to 13.0% in fall 2022, exceeding the current estimated URM population of the state (12.5%). URM faculty as a percentage of all faculty is lower (at 7.3%), as is the percentage of URM staff (9.2%).

### *Students*

In [fall 2022](#) undergraduate domestic URM students totaled 3,116, or 14.2% of the undergraduate population. There were 415 international undergraduates, making up 1.9% of the undergraduate population. Among graduate, professional, and postgraduate students, the percentage of domestic URM students was 10.1% (944 students) and of international students was 14.1% (1,320 students). The percentage of female students was 55.6% (12,213 female students) for the undergraduate and 52.2% (4,876 female students) for the graduate, professional, and postgraduate population.

### *Faculty and Staff*

The associate provost for faculty works with the associate vice president for diversity, equity, and inclusion to monitor the recruitment and retention of women and racial/ethnic minority faculty. The Office of Institutional Equity (OIE) prepares a number of reports related to the diversity of the university's workforce, including [underrepresentation reports for faculty and staff](#) broken down by faculty department and staff classification.

The Office of the Provost makes available a comprehensive resource document, "[Path to Distinction: Best Practices Guidance for Faculty Search Committees](#)," which includes a focus on diversity, equity, and inclusion. The Office of the Provost and Division of DEI have partnered to create the [Distinction through Diversity Fund](#), which supports the recruitment and retention of outstanding tenured/tenure-track faculty who will advance the university's commitment to increasing the population of URM faculty and students. The P3-funded (see 5.C) [High Impact Hiring Initiative](#) provides one-time, non-recurring funds that collegiate units can apply for and use to recruit or retain diverse and talented faculty.

In fall 2022 the regular [faculty](#) (tenure, clinical, research, and instructional tracks) included 1,271 women (45.3%), and regular (not temporary) staff included 11,570 women (70.2%). Among the faculty, 136 (4.8%) were international, and 199 (7.3%) self-identified as URM (208/7.7% with international faculty included). The staff included 205 (1.2%) international employees and 1,520 (9.2%) who self-identified as URM (1,580/9.6% with international employees included).

### **Curricular and cocurricular offerings prepare students for success in an increasingly diverse and global environment.**

Commitments to diversity and inclusion are integrated throughout the curriculum. Diversity and Inclusion (DI) is a core component of the General Education (GE) program across colleges (see 3.B). Examples of courses that students can choose for this GE requirement can be found by using the course catalog GE search feature to identify [DI-approved courses](#). For students in most colleges [GE requirements](#) also include coursework in International and Global Issues, Values and Culture, and World Languages.

Students have the option of choosing major and minor programs in numerous departments that center diverse cultures, perspectives, and human experiences (such as African American Studies, Anthropology, Global Health, Religious Studies, and Social Justice, to name a few). Regardless of major, students can take elective

concentrations focusing on diverse cultures in U.S. and global settings. Examples of concentrations offering multiple courses that focus on diversity and inclusion include [Critical Cultural Competence](#), [Disability Studies](#), [Human Rights](#), and [International Business](#). Some [Community Engaged Courses](#) (see 1.B) also have a DEI focus; examples include “Latinx Community Engagement” (fall 2022) and “Inequality in American Sport” (spring 2023).

Faculty expertise in diversity is widely distributed across academic units, and numerous departments offer courses on diverse cultures and perspectives through the lenses of their discipline. One way to sample this array of faculty expertise across departments is to view the interdisciplinary [International Studies BA Program database](#) on courses approved for the major.

Through the associate provost and dean of [International Programs](#) (IP), the Office of the Provost works to increase attention to international issues, facilitate international study and research opportunities, and widen the university’s global perspective. While the pandemic significantly affected IP programming such as study abroad—and reduced the number of international students coming to Iowa—IP [continued](#) to offer students valuable programs to enhance their global awareness and competence through virtual study abroad programs and internships. The university was recently named a [top-producing institution of Fulbright students](#) by the U.S. State Department (for the seventh consecutive year).

Research Centers provide a hub for faculty members and students to pursue scholarly work in areas related to diversity. Examples include

- Advocacy, Capacity and Collaboration for English Learners ([ACCEL](#)) in Iowa
- College of Education [Multicultural Initiatives Research Team](#)
- College of Public Health [Native Center for Behavioral Health](#)
- U.S. Department of Education [National Resource Center on Translation](#)

Through the [Engage](#) platform (see 3.D), the Division of Student Life (DSL) makes it possible for students to explore the university’s 600 registered student organizations, [96 of which identify as multicultural](#), and to identify upcoming events that emphasize global or cultural diversity. Also within DSL, the department of Multicultural and International Student Support and Engagement ([MISSE](#)) provides a home base for the university’s four [cultural centers](#) and [campus-wide celebrations](#) of diverse and global communities (such as Martin Luther King Jr. Celebration Week and Native American Heritage Month). A [recent collaboration](#) among DSL, the Department of Communication Studies, and DDEI brought students together to learn dialogic skills for difficult conversations, with a focus on understanding others’ worldviews.

The university’s [strategic plan for 2022 to 2027](#) includes strategies to improve access to distinctive, high-impact educational opportunities for students, such as research, scholarship and creative activities; internships; study abroad and other international experiences; civic and community engagement; and mentored student employment. It also highlights the need to ensure equity by addressing challenges in student access to and participation in these activities.

Programs, courses, and centers such as these provide students with numerous opportunities to engage with a diverse, multicultural, and globally connected world throughout the curriculum.

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## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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The university serves the state of Iowa, the nation, and the world through its threefold mission of teaching, research, and public service. Foundational to success across all parts of that mission is the commitment to achieving "excellence through diversity." The strategic plan, which articulates areas of focus and emphasis within the broader mission, provides a framework to guide decision-making across the university.

The university's core mission, strategic priorities, and commitments to diversity, inclusion, and the public good are communicated in myriad ways to students, faculty, staff, and the public, and are enacted through direct public services, active community engagement, and integration across academic and co-curricular experiences.

As detailed in the current strategic plan, the university has made it an institutional priority to broaden and deepen commitments in these areas and to increase both the quality and the coordination of efforts to support student success, to create a more equitable and inclusive university community, and to advance university outreach and public engagement.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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**The university and its governing board have established frameworks for operating ethically, transparently, fairly, and in compliance with state and federal regulations.**

The Board of Regents serves as the governing board for the University of Iowa, Iowa State University, the University of Northern Iowa, the Iowa Braille and Sight Saving School, and the Iowa School for the Deaf. The [mission of the Board of Regents](#) is to:

- Produce and disseminate knowledge
- Prepare students to make positive contributions to society
- Serve the state of Iowa to expand opportunities

Nine citizen volunteers are appointed to the Board by the governor and confirmed by the Iowa Senate to serve staggered six-year terms. The Regents elect one member to serve as president and another to serve as president pro-tem for two-year terms. [Iowa Code §262.1](#) specifies that one member must be a full-time graduate or undergraduate student at one of the universities at the time of their appointment, and not more than five members can be members of the same political party.

Board operations are guided by the [Policy Manual](#), which articulates Board commitments to fair and ethical conduct, transparency, and public accountability. University policy statements correspondingly articulate commitments to fair and ethical practice in all university operations. Prominent sources for these statements include the [Operations Manual](#), [Code of Student Life](#), [Faculty Handbook](#), [Graduate College Manual of Rules and Regulations](#), [Researcher Handbook](#), [Research Administration Handbook](#), and [Staff Handbook](#).

As noted in 2.C, it is a responsibility of the Board of Regents to approve mission statements and strategic plans for the institutions it governs. The university's process for developing its strategic plan is described in 1.A.

**The university expects all members of the community to exercise responsible stewardship of resources.**

The Board of Regents [Code of Business and Fiduciary Conduct](#) safeguards the use of resources allocated to the Regents and the institutions they govern. To foster integrity and accountability and to maximize efficiency, accuracy, and productivity in Regents institutions, the Regents require each institution to have its own Business Office, which assumes primary responsibility for institutional financial reporting. Through the [Controller's Office](#),



the university maintains a sound fiscal report system to comply with federal and state transparency requirements. This office is responsible for submitting [financial reports](#) for the university and UI Hospitals & Clinics to the Board of Regents.

Internal audits to monitor the effectiveness of university processes are conducted through the Office of Internal Audit, the mission of which is to provide independent, objective assurance and consulting services and to improve the organization's operations. The [Office of Internal Audit](#) reports directly to the Chief Audit Executive of the Board of Regents. See 5.A and 5.B for additional information about audit processes.

University policies regulate potential conflict of interest. [Conflict of interest in the workplace](#) involves situations in which university employees have financial interests and/or other personal considerations with a non-university entity that may compromise, or have the appearance of compromising, their professional judgment in performing university duties. A financial [conflict of interest in research](#) may arise when a research investigator has a significant financial interest that may compromise, or have the appearance of compromising, their professional judgment in the design, conduct, or reporting of research. Per federal regulations and university policies, investigators must disclose and manage actual or apparent conflicts of interest in relation to any sponsored project.

**All students and faculty are expected to abide by university-wide academic policies and codes of conduct.**

The [Code of Student Life](#) defines violations of university rules, and regulations, including academic dishonesty (sections D.1-4), and outlines related disciplinary procedures. The Code also establishes that students are responsible for expectations identified by individual schools or organizations relevant to their academic major, professional field, or on-campus residence. Examples of collegiate policies on academic integrity include those developed by [Business](#), [Education](#), [Law](#), and [Nursing](#). Students are also responsible for abiding by policies specified in [course syllabi](#).

University policies foster responsible conduct of research and compliance with legal and regulatory requirements (described in 2.E). The [Research Administration Handbook](#) addresses [research integrity](#), encompassing guidelines regarding data (acquisition, management, sharing, and ownership), mentor/trainee roles, and responsible authorship and publication practices.

The Office of the Provost compiles and maintains a directory of [policies and procedures](#) that regulate academic practices, rights, and responsibilities. These include the policy on [Professional Ethics and Academic Responsibility](#), which details faculty responsibilities to students, scholarship, colleagues, the university, and the community. [Annual policy notifications](#) provide regular reminders about important policies that impact faculty, staff and students at the University of Iowa

**University policies foster a culture of fairness and inclusivity.**

[Section II, Division I of the Operations Manual](#) details policies ensuring non-discriminatory practices and protections against harassing, violent, and abusive behaviors. For example, the [Code of Fair Practices](#) details requirements for adherence to federal policies such as the Equal Employment Opportunity Act of 1972 and the Federal Civil Rights Act of 1991, while the policy on [Human Rights](#) affirms the precepts of human integrity and fair treatment.

At the state level, [Iowa Code §216.6](#) defines unfair employment practices which the Board of Regents and university are prohibited from engaging in, including:

*to refuse to hire, accept, register, classify, or refer for employment, to discharge any employee, or to otherwise discriminate in employment against any applicant for employment or any employee because of the age, race,*

*creed, color, sex, sexual orientation, gender identity, national origin, religion or disability of such applicant or employee, unless based upon the nature of the occupation.*

Both the Regents and the university specify non-discrimination statements (noted in 1.C). To institutionalize commitments to fair practices contained in these statements, the Regents require institutions they govern to develop [affirmative action plans](#) that are subject to continual review, and to offer orientation and training programs to enact the plans.

The Office of Institutional Equity ([OIE](#)) is charged with implementing and monitoring equal opportunity, affirmative action, and diversity policies at the university. Working closely with partner offices such as Human Resources (HR), the Office of the Provost, the Dean of Students, and the General Counsel. OIE administers programs to support compliance with federal and state equal employment opportunity/affirmative action regulations. OIE works with HR in the search and selection process, as described in the [Faculty/Staff Recruitment Manual](#), to ensure compliance with affirmative action and non-discrimination requirements in hiring.

OIE also works with HR to investigate and address complaints of discrimination and harassment (including sexual harassment) in accordance with [university procedures](#). OIE houses the ADA (American Disabilities Act) coordinator and works with [Digital Accessibility @ Iowa](#) to encourage integration of universal design in university digital resources.

**The university engages in fair and transparent employment practices and clearly communicates expectations for fair and ethical conduct to faculty and staff members.**

[Section III of the Operations Manual](#) contains policies and procedures related to human resources, including staff classification, the merit system, and criteria and procedures for hiring, transfer, and promotions. Section III, Division II deals with expectations for ethical behavior by faculty and staff. [Faculty](#) and [Staff](#) Handbooks also identify policies and procedures pertaining to their respective roles at the university.

All faculty and staff members are required to complete training modules based on their job responsibilities and areas of work. Faculty and staff who work with students or have access to student records, for example, are required to complete the annual FERPA training; faculty and staff who have access to health records are required to complete HIPAA training. All faculty and staff employed 50% time or greater are required to take sexual misconduct prevention training. Various departments provide staff with training on specific university systems and policies; for example, employees in relevant positions receive training on ethical practices concerning payroll functions, accounting and finance processing, purchasing, and travel.

Through the [Compliance website](#), the university provides information about different areas of compliance in a single location in order to enhance compliance awareness and facilitate collaboration among community members.

**Auxiliary functions and units operate with ethical integrity in accordance with university policies.**

Examples of systems put in place by auxiliary units to assure ethical integrity in their operations include the following:

The [Department of Public Safety](#) works to maintain a safe learning environment and educates students, faculty, and staff in matters of protection and personal responsibility. Its largest division, the UI Police Division (UIPD), provides online training for its officers concerning criminal law updates, sexual harassment prevention, search and seizure protocols, and bias-based policing on a monthly basis. UIPD also participates in multi-agency training on cultural diversity and trauma-informed interviewing when responding to victims of violent crimes. Public Safety complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act by providing an

annual security report that addresses university policies and procedures related to safety and security, which is [publicly available online](#). The report includes a table of on-campus crime statistics across the most recent three-year period. To keep the community informed about crime occurring on- and off-campus, UIPD publishes real-time crime alerts and maintains a daily crime log.

University Parking and Transportation establishes permit policies, publishes and enforces rules on campus parking, and establishes terms for appealing parking citations. The unit's Fleet Services website offers vehicle usage safety and training information and points to the [university driving policy](#). [CMBUS](#), the university's public transit system, provides fixed-route service throughout the campus as well as a complimentary demand-response service (the "Bionic Bus") for qualifying persons with disabilities. The services are free and available to the general public. Following federal regulations, CMBUS services do not discriminate with regard to routing, scheduling, or quality of service based on race, color, national origin, or disability.

Information Technology Services ([ITS](#)) provides integrated information technology support for the campus. Through its Information Security and Policy Office ([ISPO](#)), ITS oversees security of information technology systems and provides guidance on secure and ethical use of institutional data. ISPO plays a central role in establishing and maintaining IT policies and standards, provides resources and awareness programs for campus users, and promotes development and sharing of industry best practices. ISPO also coordinates security incident response and resolution.

University Housing and Dining supports the university's academic mission by providing student-focused, personalized service in ways that promote safety and foster growth. The unit is committed to a socially just community that encompasses diverse identities, ideas, experiences, and interests that infuse equity and inclusion. The "Statement of Community and Diversity" shared on the [Housing and Dining](#) website affirms that "everyone who chooses to live in, work in, or visit our residential communities must understand that we will not tolerate any form of bigotry, harassment, intimidation, threat, or abuse, whether verbal or written, physical, or psychological, direct or implied. All civilly-expressed opinions and ideas are always welcome." This pledge extends to employment processes and the processes by which housing assignments are made to ensure equal opportunity and access to facilities for all students living on campus.

Like all other auxiliary services, [Student Health](#) (SH) abides by the university's non-discrimination policy in delivering quality health care and promoting healthy lifestyles for all university students. SH is accredited by the Accreditation Association for Ambulatory Health Care ([AAAHC](#)), an agency that focuses on outpatient facilities that provide the highest quality patient care. Through the accreditation process, SH strives to exceed national standards to best serve students. To ensure ethical, transparent practice, SH posts a listing of [patient rights and responsibilities](#) on its website.

Participants in athletic programs--students, coaches, faculty, staff, and volunteers--abide by university, NCAA, Big Ten, and other applicable policies designed to protect student-athletes, ensure the integrity of athletic programs, and promote fair competition. The university is committed to full compliance with all requirements and engages in extensive oversight and training to ensure that participants in student athletic programs understand and comply; for example, the [Hawkeye FLIGHT Mission](#) program provides educational programming around the NCAA Name, Image, and Likeness rules and regulations. The mission of the [Athletic Compliance Office](#) is to advance the university's commitment to the highest standards of ethical behavior and strict adherence to all guidelines. The director of intercollegiate athletics reports directly to the president, and both receive advice and recommendations from the [Presidential Committee on Athletics](#).

The [Center for Advancement](#), the university's preferred channel for private charitable contributions, focuses on helping university friends and alumni stay connected, get involved, and give back to the university community. As an accountability measure, the Center publishes annual operational, campaign, and audit [reports and policies](#) related to donor intent, donor privacy, ethical investment, and charitable solicitation.

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- Policies\_Universal\_Design

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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**The university is committed to conducting its affairs transparently and to ongoing accountability.**

A culture of transparency and accountability is evidenced by the following examples:

- All [meetings](#), [minutes](#), and [materials](#) of the Board of Regents are open to the public, except for those specifically exempted by Iowa Code Chapters [21](#) and [22](#) on open meetings and open records.
- The university complies with the Iowa Open Records Act, making all [public records](#) open for inspection by any person at reasonable times, except as otherwise provided by Iowa Code.
- [Accreditation standings](#) with specialized accreditors and with HLC are publicly disclosed on the website of the Office of the Provost.
- The Office of Student Financial Aid website contains information about [costs of attendance](#), application and eligibility requirements, student employment, financial literacy services, and [net price calculators](#).
- The university fully complies with the U.S. Department of [Veteran's Affairs Principles of Excellence](#) guidelines for educational institutions receiving federal funding.
- The [General Catalog](#) provides links to university offices, a list of administrative officers, an A-Z list of faculty members, a university calendar, and information regarding admission requirements and Iowa resident/nonresident standing.
- Data concerning [student outcomes](#), including post-graduation outcomes (4.A), senior exit survey and other student experience data (described in 4.B), and other institutional reports are directly accessible through a link from the university homepage.
- The [Diversity, Equity, and Inclusion Data website](#) provides longitudinal data concerning diversity, equity, and inclusion.

**The university is committed to providing timely and accurate information to students, faculty, staff, and the public through emails and websites.**

The university home page provides easy navigation to information about the university. The “[About](#)” page contains essential facts and figures about the university, along with information about its history, strategic vision, and core values. [Iowa Now](#) provides university news and information to members of the community through regular email updates to faculty, staff, and students and a one-stop campus news site.

During the pandemic, [regular updates](#) regarding the university’s response were provided to the students, faculty, staff, and the broader Iowa community. These messages included updates to [campus operations](#) and policies, suggestions for enhancing [virtual instruction](#), and a series of [mental health resources](#).

**Communications with prospective students are regularly reviewed for accuracy and currency.**

A communications team comprising individuals from Communications and Marketing, Strategic Communications, and Enrollment Management meets [bi-monthly](#) to plan and review all printed recruitment materials, electronic communications, website information, and presentations (along with information sent to current students) to ensure messaging is accurate and consistent. All print materials are reviewed by a subset of the Admissions Recruitment Team for effectiveness, timeliness, and accuracy.

The [Transfer Student Guide](#) and [viewbooks from the Office of Admissions](#) provide examples of recruitment materials sent to prospective students. Enrollment management practice dictates that the life cycle for printed recruitment materials be no more than one calendar year to ensure currency. The Admissions Data Team ensures that facts and figures presented in recruitment materials are aligned with current institutional data.

The director of marketing and communications for Enrollment Management consults with a number of campus entities to provide up-to-date information in the development of materials. These entities include (but are not limited to) the Admissions Data Team, Strategic Communications, Financial Aid, Housing and Dining, International Recruitment, the Division of Student Life, Pomerantz Career Center, the Honors Program, Transfer Recruitment, Study Abroad, the Enrollment Management Leadership Team, and individual academic units. The department head of the unit responsible for distribution grants final approval of recruitment materials.

[Content experts work with the communications team](#) to regularly review the admissions website information to ensure that it is relevant and accurate. One member of the team regularly communicates with academic departments to ensure the [Areas of Study](#) site is current and accurate; program information from this site is used as the source for print-on-demand resources at recruiting events and in the campus visitor center, ensuring that print documents are up-to-date and consistent with website information.

In addition to undergoing content expert review, the admissions information on the website is reviewed every summer to ensure that the entire site speaks in one voice. At that time, application deadlines, admissions requirements, and other new applicant information are updated all at once for the next incoming class.

Changes to costs of attendance, scholarships, academic offerings, requirements, deadlines, and other changes in policy or offerings prompt immediate updates to the admissions website, which features a [dedicated page](#) detailing the costs of attending the university.

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- Planning\_Admissions\_Transfer\_Guide
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## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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**The Board of Regents holds broad statutory authority, as delineated in Iowa Code, to exercise all the powers necessary and convenient for the effective administration of its office and the institutions under its control.**

The Board of Regents (described in 2.A) is statutorily authorized by [Iowa Code §262](#), which delineates the following [broad responsibilities](#):

- Creating strategic plans for the Board and approving mission statements and strategic plans for the governed institutions, as well as monitoring progress toward strategic goals
- Creating and monitoring implementation of broad policy statements
- Reviewing and approving academic programs
- Approving budgets, tuition and fees, bonding, investment policies, and other business and finance matters
- Managing and controlling property and capital projects
- Hiring and evaluating the performance of the three university presidents and two special school superintendents
- Maintaining oversight of matters related to personnel and employment relations, including the administration of the Regent Merit System and coordination of Regent collective bargaining activities
- Serving as trustees of the UI Hospitals and Clinics
- Monitoring and coordinating relevant issues within the Iowa legislature and the legislature's interactions with other state agencies
- Conducting studies and investigations in matters related to its purview, either alone or in collaboration with constituent institutions and/or other relevant agencies, and reporting findings and recommendations

The Board of Regents is responsible for coordinating cooperation between the Regents universities and education agencies, community colleges, and school districts within the state, including articulation agreements. In exercising the powers and authorities granted under Iowa law, the Board of Regents is guided by the three points of its [mission](#), which is to work through Iowa's public universities and special schools to:

- Produce and disseminate knowledge
- Prepare students to make positive contributions to society

- Serve the state of Iowa to expand opportunities

**The Board of Regents operates ethically and transparently.**

The Regents meet at least four times a year with the option to hold special meetings. All sessions are public, except those executive sessions authorized by law. [Agenda items](#) are made public in advance of each meeting through the Board Office, its website, and the public information officer at each institution. As a means to include the different constituencies at each public institution, the Regents encourage university presidents to invite faculty, student, or staff representatives to make presentations at each meeting. External constituents may request to make written or oral presentations.

[Chapter 1.4.H of the Board Policy Manual](#) requires a public comment period to be held during each regularly scheduled, in-person Board meeting. Comment periods are thirty minutes in total and allow university constituents and citizens up to three minutes to provide comments on any issue affecting the Board of Regents.

In its Policy Manual, the Board of Regents enumerates the core values that guide its ethical conduct. Aligned with [Iowa Code §68B](#), the Board's [Conflict of Interest Policy](#) ensures that the Regents act in the best interest of each institution by requiring each Regent to disclose annually any relationship that may create a conflict of interest in their ethical service as a Regent.

**The Board of Regents upholds principles of shared governance.**

While overall authority to govern the Regents institutions is fully vested in the Board of Regents, the Board seeks to uphold principles of shared governance through delegation of administrative authority and responsibilities to the president of each institution. Under the president's leadership, the educational, research, and service missions of the university are fulfilled in compliance with policy established by the Board of Regents.

The Board of Regents operates through [standing committees](#) on Academic Affairs, Audit/Compliance, Campus and Student Affairs, Free Speech, Governance and Evaluation, Investment and Finance, Property and Facilities, and UI Hospitals and Clinics. The Regents maintain an annual schedule of reports and actions to receive, providing a transparent cycle for shared governance of issues delegated to each institution. Actions that must be reported to and affirmed by the Regents include those concerning faculty promotion and tenure; senior administrative appointments; student admission, financial aid, retention, diversity, and graduation data; program review and accreditation schedules; and budget and audit updates. Action items and decisions related to major gifts and honorary degrees are also reported to the Regents.

The Board of Regents holds the authority to select the presidents of the institutions under its purview. Although the Regents make the final decision, the selection process may include participation by the institution's constituencies, specifically the faculty. In 2018, the Regents endorsed a statement of [best practices for faculty engagement in future presidential searches](#) at the University of Iowa, initiated by the faculty senate and developed through a shared governance process that included representatives of the faculty and members of the Board of Regents.

In the case of selection of provosts, vice presidents, and directors of major units, candidates for these positions are nominated by the institutional head and appointed by the Regents.

The [Faculty Senate](#), composed of 80 representatives of all academic units of the university, serves as the principal channel of communication between faculty members and the central administration of the university. The Senate consults with the Board of Regents regarding appointment of central academic officials, and with the president on the periodic performance reviews of such officials. (Additional [campus-wide and collegiate shared governance bodies](#) are discussed in 5.A.)

Concerning tuition and fees, state law ([Iowa Code §262.9.19](#) and [Iowa Administrative Code §681-9.6\(1\)](#)) specifically requires the Regents to notify the presiding officers of the student government organizations not less than thirty days prior to action to increase charges, including a copy of the related docket memorandum. The final decision on tuition and mandatory fees for the next academic year is made at a regular Board meeting held at one of the three Regents universities.

## Sources

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## 2.D - Core Component 2.D

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The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

### Argument

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**As an academic community, the university embraces academic freedom, freedom of expression, and pursuit of truth in teaching and learning.**

The university considers freedom of inquiry and expression essential to its educational mission. The university recognizes the right of all members of the community to engage in discussion, exchange thought and opinion, and speak, write, or print freely on any subject in accord with the guarantees of the U.S. Constitution.

The university is committed to valuing and respecting diversity, including diverse philosophical, cultural, and political perspectives. Commitments to free expression, academic freedom, and diversity of perspectives are not mutually exclusive, and these commitments are interwoven throughout the policies and practices that govern student life, scholarly practice, and academic inquiry.

The Board of Regents, in its Policy Manual, affirms the principle of [Academic Freedom](#) and the obligation to secure this right for university teachers within the classroom, for university scholars in their research activities, and for those engaged in creative endeavors at all Iowa public institutions governed by the Regents. Further, members of the Regents' Free Speech committee receive freedom of expression complaints, annually review free speech policies and procedures, revisit university First Amendment training, and monitor state, regional, and national strategies and best practices for fostering free expression on college and university campuses.

The university adheres to the 1940 [Statement of Principles on Academic Freedom and Tenure](#) of the American Association of University Professors (AAUP). This document addresses faculty freedom to: conduct research and publish its results; discuss topics -- including controversial issues when relevant -- in their classrooms; and speak and write as citizens, free from institutional censorship or discipline, as long as certain responsibilities are upheld (to be accurate, to exercise appropriate restraint, to respect the opinions of others, and to indicate they are not speaking for the institution).

Principles of academic freedom and responsibility for students, instructors, and staff are enacted in several Operations Manual (OM) policies. These include the sexual harassment and sexual misconduct policy ([OM II.4](#)); anti-harassment policy ([OM II.14](#)); policy on violence ([OM II.10](#)); anti-retaliation policy ([OM II.11](#)); human rights policy ([OM II.3](#)); policy on affirmative action and equal opportunity ([OM II.8](#)); and safety, health, and environment policy ([OM V. 43](#)).

OM policy on professional ethics and academic responsibility ([OM III.15](#)) clarifies that while university personnel enjoy the political privileges of citizens, personal political activity -- including soliciting support for personal views and opinions -- should not occur in the classroom. OM policy further specifies the instructor's obligation to:

- respect the academic freedom of others;
- refrain from unprofessional criticism of colleagues, students, or the institution before students and the public;
- respect the intellectual freedom of students;
- refrain from imposing upon students' search for or consideration of diverse or contrary opinions;

- protect students' freedom to learn, especially when that freedom is threatened by repressive or disruptive action;
- maintain a classroom where free and open discussion of content and issues relevant to the course can occur; and
- respect reasonable decisions by students, based on their exercise of their own intellectual freedom, not to attend part or all of a particular class session.

In tandem with the Operations Manual, the [Code of Student Life](#) sets standards for acceptable behavior to allow for the free exchange of ideas, while the [Student Bill of Rights](#) guarantees rights and freedoms to each university student, including freedom of expression. To support students who feel disrespected for their viewpoints, the Dean of Students provides a gateway to campus services to help students address [bias concerns](#), as well as a single web form students can use to [report a concern](#) (which is then directed by the Dean of Students to the appropriate administrative, academic, or student support office for follow-up). A key element of the reorganization and merger of the former Office of Equal Opportunity and Diversity into the Office of Institutional Equity ([OIE](#)) (described in 1.C) was an effort to synchronize policies and complaint investigation procedures where possible.

[Campus survey findings](#) reveal that when students report hostile or negative treatment based on viewpoints they hold or express, other students are more likely to be identified as the source of the treatment than faculty (by a ratio of 3.5:1). To help set expectations for faculty, staff, and students on respecting freedom of speech and expression, the university provides multiple resources and training opportunities. The Office of the Provost includes Free Speech and Expression as a primary component of the [required syllabus](#). Colleges incorporate these guidelines into their college-specific guidelines. Examples from Colleges of [Liberal Arts and Sciences](#), [Public Health](#), and [Education](#) demonstrate ways in which these Office of the Provost requirements are incorporated into college requirements or linked directly to them.

Students, faculty, and staff are also required to complete [annual training](#) about the First Amendment and freedom of speech. This training, developed collaboratively by the Iowa Board of Regents and the state's three public universities, aims to increase knowledge and protection of First Amendment rights. The Free Speech at Iowa website also addresses [frequently asked questions](#) and provides [extensive additional resources](#) in addition to the required training.

Further support for instructors on free speech challenges in the classroom is provided by the OTLT Center for Teaching, which provides resources and professional development opportunities. Recent examples include:

- [Understanding the Challenge of Difficult Dialogues](#)
- [Teaching Through Tough Moments](#)
- [The Process of a Good Discussion](#)
- [Supporting Difficult Dialogues](#)

The [BUILD](#) session on strategies for managing difficult conversations provides a further professional development opportunity for staff and faculty to develop skills for respectful dialogue and freedom of expression.

In January 2022 the university celebrated the first [Unity Week](#), a series of events promoting unity among people who hold different opinions, listening to understand each other, and respecting beliefs that differ from our own. Unity Week was held again in [January 2023](#).

University and collegiate events invite academic engagement and scholarly expertise on issues related to freedom of speech and civil discourse. For example,

- Public Policy Center Forum on [Free Speech and Social Media](#)

- Campus Forum on [Academic Freedom and the First Amendment](#)
- College of Law Civil Discourse Initiative, [Across the Aisle](#)
- Q&A with UI Professor Sherry Watt: [Engaging in Difficult Dialogues](#)

Leadership for faculty commitment to academic freedom and freedom of speech is provided by the Faculty Senate Committee on Academic Values ([Faculty Senate Bylaws, section III.7](#)), charged with providing expertise and counsel regarding the principles, history, and current application of core academic values in higher education, especially concerning academic freedom, free speech, tenure, and shared governance. The committee counsels and advises Faculty Senate officers, Senate committees, and other university constituencies with regard to proposed policies, curricula, programs, events, and other issues impacting or related to core academic values, as well as events or responses to events on campus that could detrimentally affect core academic values.

The [Office of the Ombudsperson](#) is a resource for any member of the university community with a problem or concern. With an exhaustive understanding of university policies and a focus on facilitating effective communication, the office plays an important role in mediating faculty and staff concerns pertaining to free speech.

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## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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**The university provides institutional oversight to maintain high standards of quality and integrity in research and scholarly practice.**

The Office of the Vice President for Research ([OVPR](#)) provides resources and support to researchers and scholars at the university and services to lowans, with the goal of forging new frontiers of discovery and innovation to promote a culture of creativity that benefits the campus, the state, and the world. The office assists researchers in the development of research proposals and offers training, workshops, and other activities and resources to support researchers, spur interdisciplinary collaboration, and translate discoveries into real-world innovations.

To meet the institutional obligation to provide Responsible Conduct of Research ([RCR](#)) training, the university developed the [RCR Plan](#) under the joint sponsorship and responsibility of the Graduate College and OVPR. The current RCR program focuses on four groups engaged in NIH-, NSF-, and/or NIFA-funded research or other scholarly creativity involving undergraduates, pre-doctoral and postdoctoral students, and early career faculty holding NIH K-Awards. Members of these four groups must complete the appropriate RCR program as described in the plan.

Iowa's research compliance program is managed through [a consortium of offices](#) and committees that report to the OVPR. The purpose of the compliance program is to review all relevant research proposals and activities to ensure they are in compliance with university, local, state, federal, and funding agency regulations for research. This consortium of offices includes:

- The [research integrity officer and assistant research integrity officer](#) oversee the obligation to protect the integrity of research conducted at the institution. The Research Integrity Office responds to allegations of research misconduct, concerns of undue foreign influence of research, compliance with the institution's responsible conduct of research plan, and other ethical and compliance concerns involving research. The University's Ethics in Research Policy ([OM Chapter II §27.6](#)) is closely aligned with the federal regulations for research misconduct ([42 CFR §93.100-93.318](#)) and provides the framework for responding to, processing, and investigating allegations of research misconduct. The office ensures appropriate reporting of concerns to university leadership and other institutional and compliance offices.
- The Human Subjects Office ([HSO](#)) provides administrative support for the university's Institutional Review Boards ([IRBs](#)), which are charged with reviewing proposed research to ensure the protection of human subjects and compliance with federal human subjects regulations. The university has three such review boards, each consisting of faculty, staff, and representatives from the Iowa City community. In addition to its oversight role, HSO provides training on HawkIRB (the web-based IRB application and review system) and best practices for the conduct of human subjects research. [IRB Education and Training](#) provides



information through the HSO website, a self-directed online course for investigators, weekly walk-in “Office Hours” with HSO staff in different locations on campus, consultations with HSO staff on request, distribution of educational materials at campus research events, and training opportunities for new faculty, staff, or students.

- The Office of Animal Resources ([OAR](#)) oversees animal housing facilities in the Colleges of Medicine and Liberal Arts and Sciences and at affiliated sites at the State Hygienic Laboratory in Ankeny, Iowa; the Iowa Raptor Project located near Lake MacBride; and the Lakeside Laboratory in Western Iowa. OAR provides the expertise, care, and resources necessary for the maintenance of research animals. Its mission is preservation of the university's animal research privilege and maintenance of a quality animal care and use program.
- The Institutional Animal Care and Use Committee ([IACUC](#)) facilitates responsible scientific research by assuring compliance with mandatory laws, regulations, and policies. It encourages the performance of research using techniques that reduce the number of animals required and limit pain or distress, and promotes alternative procedures that can supply the required results without utilizing living animals. The IACUC’s goal is to promote and encourage an atmosphere of attention, concern, and caring for the welfare and comfort of the animals used in university research.
- The OVPR [Conflict of Interest in Research unit](#) educates faculty about and seeks the disclosure of financial interests that might negatively impact their research, and helps faculty resolve financial conflicts of interest related to their research. In calendar year 2021, COI staff conducted 2,363 conflict of interest in research reviews on behalf of the COI Institutional Official. Seventeen cases were reviewed over the course of 10 committee meetings. Nineteen management plans were implemented.
- The Environmental Health & Safety Office ([EHS](#)) promotes health and safety, regulatory compliance, and environmental management at the university in the areas of biological, chemical, occupational, and radiation safety and select environmental programs. Some of its direct services include chemical and radiation exposure monitoring, worksite hazard evaluations, workplace safety surveys, safety equipment recommendations, safety program reviews, safety training, and disposal of hazardous chemical, radioactive and infectious waste. EHS offers over 100 safety-related educational programs that inform individuals of potential hazards in the workplace.
- The university abides by federal privacy rules aimed at providing protection for health care information in compliance with the Health Insurance Portability and Accountability Act ([HIPAA](#)). University staff members whose work entails contact with patient information have undergone training in the Privacy Rule and the university’s policies and procedures. In addition, the university has instituted [administrative and technical requirements to ensure HIPAA regulation compliance](#) by preventing the inappropriate use and disclosure of an individual’s health information; protecting that information and the systems that store, transmit, and process it; and increasing the efficiency of operations through standardization.
- The Division of Sponsored Programs ([DSP](#)) supports faculty, staff, and students seeking external funding for research, training, service, and other scholarly and creative endeavors. The DSP [website](#) and the [Research Administration Handbook](#) provide guidelines for sponsored project management; roles and responsibilities; intellectual property ownership; and data access, sharing, and retention. The [Research Integrity and Misconduct](#) section of the handbook outlines policies and required training to encourage research integrity. DSP also assists with regulatory compliance for external funding across the research, academic, and service environments within the university.

**The university provides guidance for students on ethical resource use, academic honesty, and integrity.**

All new undergraduate and transfer students are required to complete the online [Success at Iowa](#) course at the beginning of their first semester. The course consists of a series of modules and includes a section on plagiarism and academic integrity. Students engage in interactive learning activities concerning integrity in the university community, university policies and resources related to academic integrity, giving credit where credit is due, and the importance of doing one’s own work.

To support students in these gateway courses, librarians design and offer information literacy instruction in stand-alone courses and in collaboration with course instructors. [Information literacy courses](#) focus upon effective and ethical discovery, evaluation, and use of information. Offered online and bearing one hour of course credit, these courses frame appropriate use of sources, avoidance of plagiarism, and academic integrity as intellectual practices that are parts of the inquiry process, rather than as compliance activities. The university also supports the integrated availability of Turnitin, a web-based plagiarism detection service that can easily find plagiarized papers and assignments, as part of ICON (the university's Canvas-based learning management system).

The [Code of Student Life](#) sets forth standards of student behavior and conduct necessary for the maintenance of a campus where ideas are freely exchanged, university property and processes are safeguarded, and conflicts are peacefully resolved. Each student has an obligation to know and adhere to the Code of Student Life, and each student is informed that they are presumed to have knowledge of the contents of the Code from the date of the student's initial application to the university.

Each college within the university publishes expectations for academic conduct, often supported by a statement on academic honesty. For example, the College of Liberal Arts and Sciences--the college in which most undergraduates begin their academic careers- publishes a [Code of Academic Honesty](#) that is included on the syllabi of all courses offered within the college. The Code details definitions of academically dishonest practices along with the processes by which these practices will be adjudicated.

Section II, Chapter 15 of the Operations Manual ([Professional Ethics and Academic Responsibility](#)) articulates the faculty role in maintaining a culture of academic integrity in its discussion of faculty responsibilities to students, scholarship, faculty and staff colleagues, the institution, and the community.

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## **2.S - Criterion 2 - Summary**

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The institution acts with integrity; its conduct is ethical and responsible.

### **Summary**

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The university establishes and enforces policies that enact its commitments to freedom of expression, pursuit of truth, and integrity in all its practices. The university provides oversight and institutional resources to support both the quality and the integrity of research and scholarly work, and provides students with education and guidance in ethical and responsible uses of information.

Established university policies and practices uphold ethical and responsible conduct in academic, financial, personnel, and auxiliary operations. The university demonstrates the integrity of its operations by regularly reporting to the state-appointed Board of Regents, other state and federal regulating bodies, and accrediting agencies, and by transparently representing its programs, requirements, faculty, staff, costs, and accreditation relationships to students, faculty, staff, and the public.

### **Sources**

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources and Support

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The institution provides quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

## Argument

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**The university has systematic procedures for assuring the quality and relevancy of degree programs.**

Through its 12 colleges, the university offers 127 bachelors, 120 masters, 79 doctoral, and 4 professional [degree programs](#). The university assures relevance and quality of courses through faculty oversight of the curriculum; programs are reviewed at departmental and collegiate levels by faculty committees with expertise in the field. Periodic Academic Program Review by a team of university peers and external reviewers further assures currency and continuing relevance of programs (see 4.A and 4.B). These faculty-driven review processes are used to assure that programs and courses are relevant and performance expectations are appropriate to course and level. [Specialized accreditation](#) maintained by some programs ensures that these programs are current and meet standards for rigor and relevance established by their respective academic or professional organizations.

Processes for review and ongoing development of the General Education (GE) curriculum provide another example of standard institutional procedures for assuring program relevance and quality. GE review procedures reflect collaborative efforts of faculty members, college leadership, central administration, and students. Outcomes of these reviews have included more clearly defined GE requirements for students, guidance for faculty on teaching introductory courses for non-majors, and recently created GE outcomes in Diversity and Inclusion and in Sustainability (see 3.B).

Graduate programs are distinguished from undergraduate programs by their goals and learning objectives. Graduate programs focus on mastery of methodologies for research and practice in the discipline (in the case of [Master's degrees](#)) and excellence in original and independent work (in the case of [Doctoral programs](#)). General Catalog descriptions of programs in Art History ([BA](#), [MA](#), [PhD](#)), Communication Studies ([BA](#), [MA](#), [PhD](#)), Social Work ([BA](#), [MSW](#), [PhD](#)), and Statistics ([BS](#), [MS](#), [PhD](#)) provide examples of expectations set by faculty for students at different program levels.

Oversight of graduate education quality and relevance is provided by the Office of the Graduate Dean and by the [Graduate Council](#), an elected body which serves as the executive committee of the graduate faculty. The Graduate

Council [plays a central role](#) in reviewing proposals to create, revise, or discontinue graduate programs. Creation of the [Ed.D. program](#) in Educational Policy and Leadership Studies and decisions to discontinue the [MFA in Music](#) and the [MA in Urban and Regional Planning](#) demonstrate the proposal process and the role of the Council in reviewing goals and assuring relevance of graduate programs.

In programs with specialized accreditation (such as [Law](#), [Dentistry](#), and [Masters of Public Health](#) programs) faculty specify professional competencies for students that are consistent with standards and expectations of the profession. Many of these programs align educational objectives with accreditor expectations or professional licensure requirements and regularly undergo specialized accreditation reviews to assure program quality.

To facilitate communication of course-level expectations, the institution signifies intended level by course number:

- 0000-0999: Pre-lower-level courses
- 1000-2999: Lower-level undergraduate courses
- 3000-4999: Upper-level undergraduate and graduate courses
- 5000-7999: Graduate-level courses
- 8000-9999: Professional-level courses.

The [General Catalog](#) describes course numbering, credit and contact hour, prerequisite, and other policies. The Catalog is reviewed and updated annually to reflect changes to courses and programs.

**The university provides the same quality in education across different locations and delivery modes.**

The university provides off-campus instruction for students who are unable to take courses on the Iowa City campus. It is important to the university that the quality of instruction at off-campus locations be the same as the quality of on-campus instruction. Multilocation reviews conducted by HLC in [2016](#) and [2021](#) affirm that the university has sound systems in place for assuring instructional quality and student support services at additional locations.

The university provides a variety of online learning opportunities. The majority of online course enrollments are students in on-campus degree programs opting into an online course or section as part of their otherwise on-campus program. For example, in 2021-22, 3% of undergraduates were in a fully online program of study, but 61% elected to enroll in one or more online courses. Because online courses are integrated across programs of study and taken by many students independent of the primary modality of their program, the university works in a variety of ways to assure quality of online courses.

The Division of Distance and Online Education ([DOE](#)) supports faculty and department efforts to provide high quality online instruction. Any faculty member with a regular appointment can teach an online course; in cases in which limited-term faculty are hired to teach online courses, they are expected to have the same qualifications and undergo the same [credential check](#) as all other faculty. Online courses are designed to have the same expectations, outcomes, texts, assignments, and assessments as on-campus courses, and are overseen by the same faculty review processes referred to previously. University resources to prepare and support instructors for online courses are described in 3.C.

In fall 2022, a university-wide audit of online courses was completed by the DOE instructional development team using a rubric based on [Course Review Standards](#) for quality online teaching and learning and updated guidelines on regular and substantive interaction ([RSI](#)). After the audit was completed, DOE began the process of [sharing results](#) with departments and consulting on areas identified for improvement. Audits are scheduled to take place every three years.

Among graduate and undergraduate degree programs that can be earned fully online, the majority are in professional fields with specialized accreditation or professional licensure requirements which establish independent procedures for assuring program quality. Three programs which are not independently accredited offer a sufficient number of their degree requirements via online courses to make it possible for students to earn the degree fully online. In these undergraduate programs, degree requirements, course content, and expectations are the same for students on campus and students fully online. The same faculty members who teach on campus also teach online, and most courses enroll both fully online students and primarily on-campus students who opt into an online section of a course. Student resources are the same, regardless of modality, and learning in these programs is assessed using the same procedures.

In addition, two undergraduate programs which are not independently accredited are designed to be completed fully or primarily online. The Bachelor of Applied Studies and Bachelor of Liberal Studies ([BAS and BLS](#)) programs are mandated by the Board of Regents as ways for geographically committed students to complete a four-year degree. Like other online programs at the university, these degree programs utilize the same courses that are available to on-campus students, taught by the same faculty; student learning in these courses is assessed using the same procedures regardless of the student's primary modality of enrollment at the university.

In response to 2019 HLC reviewer recommendations, the university has worked to assure that systems are in place to monitor and maintain quality of these online degree programs that are not independently accredited (see 4.B).

The university maintains membership in [NC-SARA](#) and is committed to [NC-SARA policies](#) and [C-RAC](#) guidelines for assuring quality and access in distance and online programs. The university also belongs to [Quality Matters](#), an organization dedicated to conducting peer review of courses and materials and monitoring quality in online courses. Several faculty members are in the Quality Matters peer review pool.

Advising and academic resources offered to on-campus students are also available to distance students. Distance students have the same [rights and responsibilities](#) as primarily on-campus students. The digital library is available to distance education students who authenticate with their HawkID, and a dedicated [distance librarian](#) supports distance education students and instructors. Distance students have access to ICON (the university's Canvas-based learning management system), reduced costs on software, and other information technology services.

## Sources

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## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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**The General Education Program provides students with a broad foundation of knowledge and skills necessary for a lifetime of learning and successful careers.**

General Education (GE) is central to undergraduate learning at the university. It provides a broad foundation of contextual knowledge and transferable skills to support student learning throughout their programs. To have a course approved by the GE Curriculum Committee ([GECC](#)) for the GE program, faculty must demonstrate that the course addresses goals of one of the GE program areas and utilizes pedagogical approaches and assessment methods appropriate for supporting student learning in a non-major course at an introductory level. Starting in 2020, courses approved or renewed for GE status are [approved for only one GE area](#) (with the exception of courses used to meet the newly added Sustainability requirement, explained below).

**GE Content Areas:** For students entering the College of Liberal Arts and Sciences (CLAS) summer 2022 and later, the [GE CLAS Core](#) now consists of 12 required areas, divided into clusters:

Communication and Literacy

- Diversity and Inclusion
- Interpretation of Literature
- Rhetoric
- World Languages

Sustainability: Students complete Sustainability by choosing a course approved for both [Sustainability \(0 s.h.\) AND one of the following GE areas](#) (3-4 s.h.).

Natural, Quantitative, and Social Sciences

- Natural Sciences
- Quantitative or Formal Reasoning

- Social Sciences

#### Culture, Society, and the Arts

- Historical Perspectives
- International and Global Issues
- Literary, Visual, and Performing Arts
- Values and Culture

**Pedagogical practices in GE courses:** A defining characteristic of the GE Program is that course proposals are required to specify pedagogical practices as well as course content. Any faculty member proposing a course for GE status is required to demonstrate in a written proposal (with an attached syllabus and a range of assignments and materials) that their pedagogical practices are appropriate for non-majors at an introductory level and are designed to help students further develop skills for academic success. [GE courses must:](#)

- Clearly define academic expectations
- Provide students early and frequent evaluation of their work
- Use a range of teaching and assessment strategies
- Build complexity in course assignments throughout the semester
- Offer students the opportunity to practice writing and communication skills in methods appropriate to the discipline

GE [Proposal Guidelines](#) specify required elements used by GECC to evaluate the proposal and ensure that the course as proposed is consistent with required pedagogical attributes and goals of the program. Proposals approved AY2021-2022 from the [School of Planning and Public Affairs](#) and [Religious Studies](#) demonstrate how departments use these guidelines to shape course proposals. For fall 2022 these guidelines were carefully revised with an eye to making the proposal less onerous for instructors while still giving GECC enough information to assess them for GE status.

**Feedback to students on their learning in GE courses:** GE courses must use a range of student assessment methods. Courses requiring only quizzes and exams, for example, are not approved for GE status. Faculty members proposing GE courses are encouraged to consult with GECC before, during, and after this approval process in order to help them align their proposals and courses with the educational goals and expected pedagogical practices of the program.

**GE courses and program structures are regularly assessed and updated:** Courses that are added to the GE program, and the overall program itself, are regularly monitored by CLAS. After a course has been approved for inclusion in the GE Program, it must be taught [at least once every three years](#). When courses do not meet this frequency requirement, GECC works with departments and instructors to determine whether the course should keep its GE status. Courses are also reviewed periodically to assure they are still appropriate to their assigned category and taught in ways that are consistent with their proposed learning goals, pedagogies, and assessment strategies (as described in 4.B).

**Diversity and Inclusion (DI) is presented to students as a foundational literacy:** DI was added as a [distinct GE requirement](#) in 2015. In the most recent review of GE CLAS Core requirements, launched in fall 2019, GECC members unanimously recommended identifying DI as a foundational literacy and key skill area, along with Interpretation of Literature, Rhetoric, and World Languages. (DI was originally associated with the GE Cluster on Culture, Society, and the Arts.) New first-year students are advised to complete courses in all four Communication and Literacy areas during their first year if possible. To facilitate access, seats for first-year students are reserved for students in courses across the four Communication and Literacy content areas.

Additional curricular and cocurricular offerings designed to help educate students for an increasingly diverse and global environment are described in 1.C.

**Addition of Sustainability in the CLAS Core GE Program:** The 2019 review committee also unanimously supported a new GE requirement in sustainability to engage students in crucial problems and introduce them to the language and science of sustainability. This request was [reinforced by a resolution passed by the UI Student Government](#) (undergraduate and graduate) concerning the importance of sustainability at UI. The interdisciplinary requirement in sustainability does not add credit hours to the program, at the committee's recommendation, but allows students to choose one of the approved GE areas to be studied through the lens of sustainability with a 'systems-thinking' perspective. CLAS implemented the requirement for students entering summer 2022 and after; the Colleges of Education and Public Health will begin implementing the requirement the following year. Conversations with other colleges to add this requirement to their GE programs are underway, with [Undergraduate Student Government expressing support](#) for campus-wide expansion of the new GE requirement.

**GE requirements are specified by each college:** Outside of CLAS, other colleges offering undergraduate programs specify their own GE requirements and learning outcomes while [using CLAS coursework to support many of their intended goals](#). For example, the College of Engineering [GE Component](#) includes a CLAS course in Rhetoric, nine hours from approved CLAS courses in arts and humanities, three hours from CLAS GE-approved courses in Diversity and Inclusion (DI) or Values and Culture (VC), and three hours from the [Engineering Be Creative](#) component (many of which are also CLAS courses). The Tippie College of Business recently revised their GE program to require both DI and VC courses rather than asking students to choose between the two areas. Revisions by these two colleges to include DI and VC courses demonstrate awareness of the value of each set of learning outcomes for all students now and in their future Engineering or Business careers.

Differences in GE requirements allow undergraduate colleges to distinguish the mission and learning outcomes of their programs and partner across colleges to provide the best possible foundational GE curriculum. These partnerships allow for efficient delivery of courses while avoiding duplication. While GE requirements across colleges rely extensively on CLAS coursework and CLAS faculty play a central role in overseeing the GE program, other undergraduate colleges are encouraged to propose courses for GE status to the CLAS General Education Curriculum Committee. Current GE offerings include courses from College of Education Departments of Teaching and Learning (EDTL) and Psychological and Quantitative Foundations (PSQF), the College of Public Health (CPH), and the School of Planning and Public Affairs (PBAF):

- CPH:1600 - Public Health Science (Quantitative or Formal Reasoning)
- EDTL:2122 - Create, Imagine, Play (Literary, Visual, and Performing Arts)
- EDTL:2670 - Peacebuilding, Singing, and Writing in a Prison Choir (Diversity and Inclusion)
- PSQF:2115 - Intro to Counseling Psychology (Social Science)
- PBAF:2020 - Environment and Society: Sustainability, Policy, and Politics (Social Science, Sustainability)

**Faculty and students contribute to scholarship, creative work, and discovery of knowledge.**

The university has longstanding commitments to research, creativity, and discovery in the arts, sciences, and humanities--demonstrated by scholarly achievements in areas that range from one of the nation's largest academic medical centers to the pioneering Iowa Writers' Workshop. The Office of the Vice President for Research ([OVPR](#); see 2.E) provides resources and support for researchers, facilitates scholarly work by undergraduate, graduate, and professional students, and promotes the integration of research into classrooms at all levels.

Faculty participation in scholarly and creative work is one of the three central responsibilities (along with teaching and service) that form the basis for [hiring and promotion](#) of tenure track faculty; examples of research and scholarly work can be found in every department on campus. The OVPR [Review of Research Funded in FY 2022](#)

offers recent examples of faculty research and overall highlights of the university's research enterprise. External funding for research and scholarly work totaled almost \$700 million in FY 2022 (see 5.B).

Research [support provided by the Graduate College](#) includes training in [responsible conduct of research](#) for graduate and professional students, and [numerous funding opportunities](#). The Iowa Center for Research by Undergraduates (ICRU) promotes undergraduate involvement in mentored research and creative projects. ICRU helps students develop research and communication skills, facilitates formation of partnerships with faculty mentors, and provides mechanisms for students to obtain academic credit for undergraduate research. ICRU helps students find [financial support](#) and scholarship opportunities, and has directly supported more than 1,400 students as [ICRU Fellows](#) since 2010. ICRU also hosts [conferences and campus events](#) to showcase undergraduate research; the fall and spring [Undergraduate Research Festivals](#) regularly showcase the work of 100+ undergraduate researchers.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

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**The university has highly qualified faculty and staff.**

The university recruits and develops faculty and staff who are committed to the highest standards of excellence and ensure that students receive exceptional educational experiences through their commitments to highest standards of excellence. The university maintains a [distinguished faculty](#) of just over 3,000 FTE in its 12 colleges. The faculty includes 3,280 individuals in the following appointment types (based on the 2022-23 [Tenure Report](#))

- Tenured/Tenured-track: 1,437
- Clinical-track: 1,012
- Research-track: 56
- Instructional-track: 302

The remainder of the faculty is composed of individuals holding full-time or part-time [fixed-term faculty appointments](#) (counting paid appointments only):

- Clinical/adjunct faculty: 285
- Visiting faculty: 87
- Other (associate, assistant in instruction): 101

The undergraduate student-to-faculty ratio has held consistently at 16:1 over the past decade.

The university faculty recruitment model outlined in the [Path to Distinction Toolkit](#) includes a focus on diversity, equity, and inclusion. At each stage of the recruitment process, strategies and practical tools for reducing implicit bias are provided. The Toolkit also outlines relevant [anti-discrimination policies](#) and where to find [additional resources](#).

All faculty members undergo a required [credential check at the time of hire](#). In all cases, departments check degrees, certifications, or licenses that are relevant to a hiring selection or that might influence the setting of salary. Credential checks are conducted immediately upon selection of the candidate(s) of choice and submitted for verification no later than 15 days following the candidate's first day of employment. Colleges and departments are responsible for identifying the degree, certification, or license required for the position. Currently, 98% of tenured and tenure-track faculty hold a terminal degree.

The [policy for tenure-track appointments](#) states that a qualified candidate is a “holder of the doctorate or equivalent.” Exceptions are made only in rare cases in which new faculty are hired on a one-year non-renewable contract while completing final requirements for a [terminal degree](#). Determination of equivalent standards varies by discipline. For example, a journalism faculty member came to the university with a bachelor's degree, nearly 20 years of professional journalism experience, several national journalism awards, and previous academic appointments at other institutions. The degree and professional experience were deemed to qualify this person to teach courses such as “Magazine Reporting and Writing” and “News-Editorial Problems.” A dance faculty member holds a Bachelor of Arts degree, numerous teaching certifications through the American Ballet Theatre’s National Teacher Curriculum, and extensive experience as an instructor and principal dancer in world-renowned dance companies. This combination of academic degree, professional certification, and distinguished experience was deemed to qualify this person to teach courses such as “Ballet” and “Senior Seminar in Dance.”

The Operations Manual establishes [qualifications](#) for faculty tracks and ranks within tracks. Each academic unit develops detailed criteria to guide hiring and promotion processes that are consistent with the stated qualifications. For example, qualifications for the rank of tenured associate professor include:

- Convincing evidence that the candidate is an effective teacher
- Demonstration of artistic or scholarly achievement supported by substantial publications or equivalent artistic creations or performances, as appropriate to the discipline
- Department, college, and/or university service
- Quality and quantity of teaching, scholarly/artistic accomplishment, and service should give unmistakable promise of promotion to full professor

Tenured and tenure-track faculty hold standard portfolios of teaching, scholarship, and service. Tenure-track faculty members in all ranks hold Graduate Faculty status. Administrative officers who hold professorial rank are also members of the Graduate Faculty. Graduate Faculty members may serve on examining committees and supervise graduate degree programs, theses, and dissertations. Other faculty members and scholars may be nominated for a term appointment to the Graduate Faculty.

In 2017 the university established two new full-time, non-tenured faculty tracks in (1) instruction and (2) practice, with ranks of lecturer, associate professor, and full professor of instruction or of practice, carrying expectations of teaching and service. Faculty within these tracks are increasing in number as fewer tenure-track lines become available; this growing faculty cohort is emerging as a foundational body to address the essential elements of the university's academic mission. The [Instructional Faculty Policy](#) was developed through a [shared governance process](#) to acknowledge the essential and increasing contributions of full-time, non-tenure track faculty and to provide a formal career path that includes promotion through ranks. The Instructional Faculty Policy identifies required qualifications for each rank and requires that these individuals undergo review processes similar to those of tenure-track faculty.

As noted in 3.A and in the university’s recent [Multi-Location Review](#), the university has systems in place to assure the quality of faculty and staff at additional locations. Distance and online courses are taught by regular faculty or by instructors on limited-term appointment who are subject to the same hiring procedures, [credential verification](#), and supervision policies as all other faculty.

The university does not offer credit through dual enrollment or contractual programs. The university's only consortial program is the [Medical Laboratory Science](#) Program, which has been offered in partnership with [Allen College](#) and is currently transitioning to a partnership with [Mercy College of Health Sciences](#). Accreditations at both [Allen College](#) and [Mercy College](#) include institutional accreditation by HLC and program accreditation by the National Accrediting Agency for Clinical Laboratory Sciences, which includes verification of faculty credentials required for teaching in this program.

Staff members are appropriately qualified, trained, and supported in their professional development. For example, student support staff are classified under the Educational Support Services job family; each job family consists of four successive classifications. During hiring and annual review processes, staff members are thoroughly reviewed by supervisors and HR staff to ensure that all qualifications are met for the respective job family and classification level. Information on key areas of responsibility and technical competencies for these positions are detailed in Human Resources [job classifications](#). When new positions are created, HR reviews and ultimately determines the appropriate classification level and required qualifications for the position.

Staff members are encouraged to participate in organizations relevant to their profession, such as Student Affairs Administrators in Higher Education (NASPA), National Association of Student Financial Aid Administrators (NASFAA), the Global Community for Academic Advising (NACADA), and the Association for Institutional Research (AIR). When available, departmental funding is provided for staff to attend relevant professional conferences. In addition, [UI Learning and Development](#) offers a variety of professional development and skill-building programs such as the [Executive Leadership Academy](#), [Supervisor Training@Iowa](#), and [Online Learning Resources](#) that include access to LinkedIn Learning and CultureVision. Learning and Development also partners with the Diversity Resources Team to offer courses as part of the [BUILD](#) (Building UI Leadership for Diversity) program.

#### **Faculty are accessible to students**

The [Operations Manual](#) states that faculty members have a professional obligation to serve as intellectual guides and advisors to students, and are to be available to students for individualized conferences. It further specifies faculty members are expected to hold regularly scheduled drop-in hours and communicate them to students through the course syllabus; syllabus templates from the [College of Liberal Arts and Sciences](#), [Public Health](#), and [Education](#) demonstrate ways in which colleges communicate and reinforce this policy. [Student survey responses](#) indicate consistently high levels of student satisfaction with access to faculty, even under pandemic conditions.

#### **The university has established policies and procedures to conduct regular evaluations of its faculty.**

[Procedural Guidelines for Tenure and Promotion Decision-Making](#) are set by the university and further specified by colleges, which can be seen in examples from the Colleges of [Public Health](#) and [Engineering](#); CLAS further specifies department-specific additions to [CLAS Procedures for Promotion and Tenure Decision-Making](#).

Instructors holding instructional track, clinical, and other non-tenure-track appointments undergo regular performance reviews according to policies governing their respective appointments. [Education](#) and [Medicine](#) provide examples of ways that colleges communicate expectations for evaluation of instructors in non-tenure-track appointments.

The policy on [Review of Tenured Faculty Members](#) specifies that tenured faculty members receive annual and five-year performance reviews, both of which include evaluation of scholarly work and service as well as teaching effectiveness. [CLAS](#) and [Nursing](#) provide examples of college policies developed within these university guidelines.

Teaching is central to the university's mission. For this reason, the university supports and evaluates teaching effectiveness using a variety of methods: Student feedback on teaching is collected through [ACE](#) (Assessing the



Classroom Environment) surveys, an online evaluation system that collects student opinions about an instructor at the end of the course and provides instructors with a standard set of summary results. The OTLT [Center for Teaching](#) offers additional resources to help faculty and graduate teaching assistants assess and improve their own teaching, including workshops, classroom observations, and Class Assessment by Student Interviews ([CLASSI](#)).

In 2018 the Office of the Provost charged the ACE Task Force with undertaking a [comprehensive review](#) of university procedures for evaluation of teaching that resulted in substantial changes to the [ACE instrument](#), dissemination of models for [formative assessment of teaching](#), and new guidelines for [formative faculty peer review](#). In fall 2019, the ACE Task Force completed the process of devising and piloting new ACE Survey questions and was beginning the process of working with departments and colleges to disseminate standard practices for interpreting and using findings. This process was interrupted by the pandemic in spring 2020 and resumed in fall 2021 with further dialogue among faculty and associate deans on how to move forward with Task Force recommendations for department and college practices. The university's sustained commitment to improving policies for assessment of teaching was demonstrated in fall 2022 when implementation of Task Force [recommendations](#) was included as one of the first priorities of the university's newly launched [Strategic Plan](#).

### **The university provides support and resources for faculty professional development.**

The Office of the Provost serves as a [hub for faculty development](#), ranging from programs for [new and early career faculty](#) to [leadership resources](#) for department executive officers (DEOs). The institutional membership to the National Center for Faculty Development and Diversity ([NCFDD](#)) provides several offerings to support academics throughout their careers. Faculty are also invited to participate in Learning and Development training opportunities such as the [BUILD](#) program, noted previously.

Faculty are invited to apply for Faculty Development awards. Examples include:

- [Professional Development Awards](#), a competitive program for tenure track and clinical track faculty, are designed to encourage scientific inquiry, research, artistic creation, clinical/technical expertise, and innovation in teaching.
- [Old Gold Summer Fellowships](#) provide probationary tenure-track assistant and associate professors funding for summer work within the first three years of their appointment.
- [Innovations in Teaching with Technology Awards](#) support innovative and results-oriented learning technology projects that raise the level of teaching and learning at UI and have the potential to directly impact student success.
- [Teaching in Higher Education Conference Awards](#) support instructors to attend a conference related to teaching in their discipline or in higher education in general.

The [Obermann Center for Advanced Studies](#) provides development and networking opportunities for faculty artists and researchers who value multidisciplinary collaborative scholarly work. [Obermann initiatives](#) include the Book Completion workshop, Interdisciplinary Research Grants, and Fellows-in-Residence. The Office of Community Engagement (noted in 1.B) supports faculty development for [community-engaged teaching](#) and [scholarship](#). In that same office, the [Graduate Engagement Corps](#) provides graduate students interested in community engagement with training, networking, and funding opportunities to elevate their research and increase their impact in local communities.

The ITS Office of Teaching, Learning, and Technology ([OTLT](#)) provides instructional development support that integrates a team-based, data-informed approach with a scholarly, reflective perspective on teaching and learning. Units within OTLT include the Center for Teaching, Instructional Services, Learning Spaces, and Research and Analytics.



The OTLT [Center for Teaching](#) offers faculty development in areas such as course design, the scholarship of teaching & learning (SoTL), and diversity, equity & inclusion (DEI), all of which offer one-on-one consultations, workshops, and multi-day institutes to support faculty in their teaching roles. The Center website offers a range of pedagogical resources and a [fully online Teaching Handbook](#) edited by Center staff.

The Center also sponsors a number of faculty-led [learning communities](#) on a variety of topics related to teaching and learning. Two recent examples include [transparent assignment design](#) and cognitive support for student learning (in collaboration with the [Learning at Iowa](#) project, an initiative supported by [Strategic Plan P3 funding](#), described in 5.C). Each faculty-led community is assigned a Center for Teaching liaison to offer strategic advice and pedagogical expertise. The Center also offers the [Early Career Faculty Academy](#) to support early-career tenure-track assistant professors in teaching, research, and other faculty roles, and to help participants prepare for their third-year review.

To support the development of graduate students in teaching roles, the Center offers [services and resources for graduate TAs](#), new [TA orientation](#), and several graduate student learning communities focused on various aspects of teaching. Additional resources to support teaching development of graduate students include the Rhetoric Professional Development Program ([PDP](#)), a series of workshops and weekly colloquia designed to provide mentoring and support for graduate students assigned to teach the strategically important GE Rhetoric course, and the [Graduate Certificate in College Teaching](#) offered by the College of Education for graduate students seeking preparation for the teaching roles of their anticipated faculty careers. The university also participates in the [CIRTL](#) (Center for the Integration of Research, Teaching, and Learning) Network to provide additional professional development opportunities for graduate students interested in developing their teaching.

The OTLT [Instructional Services](#) unit includes two teams for instructional technology support – the Academic Technology (AT) team and the Enterprise Instructional Technology (EIT) team. The staff in AT provides documentation and faculty training on effective pedagogical use of instructional technology tools through group training, individual consultation, and documentation to instructors, while the EIT team ensures robust, reliable access to online instructional systems.

The OTLT [Learning Spaces](#) Team offers training to anyone providing UI instruction on the use of technology to support teaching in classroom spaces. The OTLT [Research & Analytics](#) Team provides analysis of student learning and engagement data within instructional technology systems and works with faculty to better understand the meaning and value of learning analytics.

Additional support for faculty teaching courses that are fully online is provided by the [Instructional Design Team](#) in the Division of Distance and Online Education ([DOE](#)). The Instructional Design team works closely with each faculty member to ensure that distance and online courses mirror the structure and quality of on-campus courses. Instructional designers help faculty:

- Review course objectives
- Structure content, pedagogy, and assignments for online environments
- Develop assessments
- Create digital media to support learning
- Provide Learning Management System (LMS) support
- Ensure ADA compliance, including closed captioning

[Additional resources](#) are available to support faculty teaching online, including the national award-winning program Design4Online ([D4O](#)). D4O is a comprehensive program that assists instructors at all experience levels in the design or redesign of an online course through implementation of best practices in online pedagogy. D4O empowers instructors to:

- Create student-centered online learning environments.
- Design engaging course materials and media.
- Explore strategies to build instructor presence.
- Align courses with national quality assurance standards for online learning.

The three central components of D4O include an eight-week online course experience, 1:1 consultation with an instructional designer throughout the redesign process, and opportunities to engage in a collaborative community of practice in which new and experienced members explore online pedagogical practices and research.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

## Argument

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**The university offers a variety of services and courses that support a range of students.**

The university coordinates several academic success, retention, and college transition initiatives (many of which are further described in 4.C). Examples include:

- The [Honors Program](#) serves more than 2,500 undergraduates, providing high-achieving students with opportunities to enrich their academic experience through activities such as experiential learning, Honors seminars, peer mentoring, and networking events.
- The Center for Inclusive Academic Excellence ([CIAE](#)) provides programs and activities that support the ability of underserved students to thrive and succeed at the university.
- The Office of Graduate Diversity, Equity, and Inclusion ([Grad-DEI](#)) provides community, professional development, and networking opportunities for graduate students from underrepresented populations.
- The [Pomerantz Career Center](#) assists students with career exploration and job-seeking support. It is also home to the [Career Leadership Academy](#), a certificate program focusing on development of leadership skills and professionalism.
- International Student and Scholar Services ([ISSS](#)) provides leadership in international education and intercultural learning through services to international students and scholars.
- [ESL Programs](#) supports international student success through intensive English courses, credit-bearing English courses for admitted students, and TA Preparation in English (TAPE) for graduate students appointed to serve as graduate teaching assistants.
- Student-Athlete Academic Services ([SAAS](#)) offers academic and personal support services to student-athletes to assist them in making timely and satisfactory progress toward their degrees.
- Iowa Veteran Education, Transition, and Support ([IVETS](#)) helps veterans adjust to a large public university and become contributing members of the campus community.
- [First Gen Hawks](#) provides support for 200 first-generation new students each year through academic coaching, experiential learning, and peer mentoring.
- Hawkeye Academic Readiness Transition ([HART](#)) is a free virtual summer bridge program offered to all incoming students enrolled in calculus and chemistry. Utilizing peer learning assistants and online modules, participants review foundational concepts in preparation for their respective math and chemistry courses.

**The university provides learning support and guidance to support student success in their courses.**

New students are welcomed and supported through [Orientation Services](#), home to Orientation, On Iowa!, and Success at Iowa. Initial [Orientation](#) includes an advising appointment to plan and register for courses and opportunities for students and families to visit and learn about the campus. Faced with the unprecedented challenges of conducting Orientation under pandemic conditions during 2020 and 2021, Orientation worked quickly to increase online opportunities, adapt scheduling to accommodate travel and meeting space challenges, and provide additional opportunities for new students to connect with advisors and the campus community. [Lessons learned during this period](#) have prompted lasting changes in Orientation programming that are facilitating equity of access, lower cost for families, and more streamlined course registration procedures.

[On Iowa!](#), first implemented in 2011, is an extended immersion experience for new students that occurs the week before fall semester. Although not required, approximately 95% of first-year students and 30% of transfer students participate. The program utilizes more than 300 student leaders, dozens of faculty and staff from across campus, and more than 600 volunteers to help students become acclimated to campus.

[Success at Iowa](#), first implemented in 2015, is an online, credit-bearing course designed to address important transition-to-college issues, as well as topics such as academic integrity, financial literacy, campus resources, sexual assault prevention, and alcohol education. As of spring 2023, it also includes free speech training.

Academic Support and Retention ([AS&R](#)) coordinates [Supplemental Instruction](#) (SI) for nearly 40 gateway courses that have been shown historically to be challenging for many students and to impact their progress toward a degree. SI has grown substantially since it was first offered, from 7,000 student visits in 2014-15 to 13,139 student visits in [2021-22](#). Participants demonstrate statistically significant gains in both academic achievement and persistence. Additionally, AS&R coordinates [Tutor Iowa](#), which provides Tutor Certification and a centralized website to help students connect with both university-sponsored resources and private tutors. Students with demonstrated financial need can apply for funding to support individualized assistance from private tutors. During [2021-22](#), 1,164 students requested a tutor through the website and there were 255 courses with active private tutors from 73 departments.

Peer Led Undergraduate Study ([PLUS](#)) is a required course for students concurrently enrolled in General Chemistry I (CHEM:1070) and College Algebra (MATH:1005). PLUS was developed following principles of SI (peer-facilitated active and collaborative learning) and focuses on mathematical problem-solving components of chemistry. PLUS classes are small in size to enable students to connect with peers while working through collaborative activities to deepen understanding of challenging chemistry concepts and fine-tune problem-solving skills. Similar to SI, participants demonstrate statistically significant gains in academic achievement. In [2021-2022](#) 285 students were served in PLUS.

The [Learning Assistant \(LA\) Program](#) integrates support and active learning into large lecture sessions and smaller class sections. LAs are undergraduates who, with training and support, help faculty facilitate activities during class sessions to increase collaboration and participation. [Preliminary assessment](#) of the role of LAs has shown improved outcomes for all students who participated in LA sessions and decreased achievement gaps for students in groups who have historically received lower grades in the course.

[First-Year Seminars](#) are one-credit, discussion-based courses with an academic focus, taught primarily by faculty, with a maximum of 20 students. These seminars are designed to assist first-year students in their transition to the university and allow new students to quickly meet a faculty member and peers who all share a common intellectual interest.

The [College Transition](#) (CT) Program offers students two different ways to help support social and academic integration to the university and adjust to college-level academic expectations: (1) the CT Seminar course, and (2) a CT Seminar that is paired with a General Education Course and a CT Workshop. By enrolling in three courses together with 20 other first-year students, they have an opportunity to learn academic skills and apply them to a course they share in common.

Throughout disruptions caused by pandemic conditions, the university created resources to provide direct support to students, including the [Keep Learning](#) site (focused on succeeding in online classes), adaptation of vital services such as [advising](#) to make them available online, and regular communication on issues such as [health and safety](#), [mental health](#), availability of [Higher Education Emergency Relief Funds](#), and [returning to campus](#).

**Centralized and collegiate advising offices work together to provide guidance and support to students throughout their academic programs.**

For students in the College of Liberal Arts and Sciences (CLAS), who typically make up 75% of the entering class, undergraduate academic advising is a two-tiered system. The first tier is the Academic Advising Center ([AAC](#)), whose advisors provide intensive, caseload-based advising to first-year students in all CLAS majors, including those who plan to apply for admission to undergraduate programs in other colleges. CLAS students transition to [departmental advising](#) once they have completed 30 semester hours. Students admitted directly to undergraduate programs in other colleges are advised by professional or faculty advisors in their college ([Business](#), [Education](#), [Engineering](#), [Nursing](#), [Public Health](#), [University College](#)) from the time they are admitted.

Advisors in both AAC and the colleges help students transition to collegiate learning, explore academic programs, and build plans of study appropriate for their academic interests, goals, and preparation. They also help students adjust to college life, navigate college and university policies, explore career options, and take advantage of student service offices across campus. Advisors initiate outreach to students who are on academic probation or who receive [midterm grade or attendance notifications](#). Advisors also connect students with faculty mentors and campus opportunities such as research, student organizations, and volunteering. Students who are exploring academic programs can meet with advisors at AAC or within colleges to learn more about different majors. All students are invited to contact advisors for additional meetings if they have questions.

[Every CLAS department has a professional academic advisor](#) for students who have transitioned to departmental advising. In some departments, the professional advisor serves as the student's primary academic advisor; faculty are primary advisors for students in some CLAS departments and in other colleges. Across departments, faculty provide students with in-depth knowledge of the program and assist students who are applying to graduate programs.

Students can find their advisor's name and contact information within MyUI, the student information system. Students also use MyUI to build schedules, register for classes, make multi-semester plans of study, and schedule appointments directly with their advisors. For the 2021-22 academic year, 74,319 advising appointments were set up through MyUI by students.

Undergraduate advising units across colleges have collaborated to advocate for and support campus-wide initiatives for student success and retention. Recent examples include:

- Development of a curriculum planning system that can be accessed by students and advisors (illustrated [here](#) through a series of video tutorials).
- Online orientation and registration meetings during the pandemic and subsequent introduction of [hybrid orientation](#) in which students meet with their advisor on Zoom to register and then come to campus for in-person events.

Advising staff across campus adhere to the standards of their professional organization (NACADA), the Council for the Advancement of Standards in Higher Education (CAS) Standards for Academic Advising, and the Family Educational Rights and Privacy Act (FERPA).

Graduate students are advised by members of the [graduate faculty](#); the Graduate College also provides [graduate student professional development](#) and [consultation](#) opportunities, and provides [resources for members of the graduate faculty](#) to assist them in their advising roles.

**The university provides infrastructure and resources to support teaching and learning.**

The university provides integrated comprehensive expertise to support teaching and learning through the Office of Teaching, Learning, and Technology ([OTLT](#)), described in 3.C.

The university has over 330 [University Classrooms](#) equipped with digital displays, desktop computers, wired laptop connectivity, [Solstice](#) wireless collaboration tools, digital visualizers, web conferencing cameras and microphones, and Blu-ray players. All faculty and students are also provided with a broad range of teaching and learning tools that support effective engagement, including the ICON learning management system, lecture capture, student peer review functionality, and interactive electronic content.

The university maintains a network of readily available [learning spaces](#) for students throughout campus. Among the learning spaces are [Instructional Technology Centers](#) which provide over 500 computers for student use. Eduroam [wi-fi access](#) is available campus-wide and at all universities in the eduroam network.

Among the university's general assignment classrooms are a growing group of technology-infused active learning classrooms, known as [TILE](#) (Transform, Interact, Learn, Engage); faculty can be assigned to these classrooms after completing [TILE Essentials](#), a faculty development program administered by the OTLT Center for Teaching.

The university responded rapidly to disruptions caused by the pandemic through cross-unit, collaborative efforts to support teaching and learning. By the time of the March 2020 [announcement](#) that courses for the remainder of the semester would be conducted online, OTLT and the Division of Online Education (DOE) had already collaborated to launch the [Keep Teaching](#) site to assist faculty with pedagogical and technological support for remote instruction (parallel to the [Keep Learning](#) site, noted previously). This partnership was formalized as the Remote Instruction Team ([RIT](#)) on April 10, 2020, and continued to support faculty throughout the pandemic by providing just-in-time assistance, faculty networking opportunities, training sessions, and course redesign support.

**The university provides infrastructure and resources to support scholarly and creative work.**

As a leading research institution, the university maintains a significant number of centers and institutes where research is conducted. For example, the 12 buildings that form the Carver College of Medicine provide approximately 1,600,000 square feet of space devoted to [core research facilities](#) (including more than 280 state-of-the-art laboratories), education, and administration. Much of the research conducted throughout the university is interdisciplinary and facilitated through major research centers, institutes, and programs. The Office of the Vice President for Research maintains a complete list of [Centers and Institutes](#).

University Libraries constitute the largest library system in Iowa and 7th in materials expenditures among U.S. public research libraries. The [Main Library](#), [Hardin Library](#) (Health Sciences), the [Law Library](#), and [branch libraries](#) in Music, Engineering, Business, Art, and Sciences together contain more than 5 million volumes. University Libraries offer hundreds of databases, many with full-text access, and a powerful online catalog known as [InfoHawk+](#). The [Office of Research and Library Instruction](#) offers [one-on-one research consultations](#), [chat and email reference](#), and access to [subject specialists in 120 fields of study](#).

The Main Library offers a large flexible learning and study area, known as the [Learning Commons](#), and [reservable group study spaces](#). Other popular resources and services include the [One-Button Studio](#), the [LibAnswers](#) knowledge database for after-hours help, [SEAM](#) (Students Engage at Main) research help especially for undergraduates, and the Graduate Student Study Room (access restricted to graduate students).



The [Museum of Natural History](#) provides exhibits, education resources and programming, and research opportunities; the [Old Capitol Museum](#), site of the original Iowa State Capitol, houses public outreach activities, educational programming, exhibitions, and academic scholarship.

During the last decade, the university has successfully replaced Studio and Performing Arts facilities rendered unusable by the 2008 Iowa River flood, including Art Building West ([ABW](#)), [Visual Arts](#), the [Voxman Music Building](#), and [Hancher Auditorium](#), well-known throughout the region as a performing arts center with a [commitment to education and outreach on campus and statewide](#). The restoration of the Arts campus culminated with the re-opening of the [Stanley Museum of Art](#) in its new location in fall 2022.

**The university provides infrastructure and resources to support student engagement, health, and wellness.**

The Iowa Memorial Union (IMU) offers a central location for student activities. In keeping with its mission of “[Developing leaders, creating connections, building community](#),” IMU is the home of the [Division of Student Life](#) (DSL), office space for student organizations, the Academic Resource Center ([ARC](#), where many AS&R-facilitated SI and tutoring sessions take place), and 15 meeting rooms available at no cost for student organizations and academic department events. Following significant flood damage in 2008, the university received FEMA funding to restore the IMU ground floor to pre-flood uses and return important student gathering spaces, study areas, and resources (such as the bookstore, food services, and a bank) to a single central on-campus location. This [mitigation and recovery project](#) concluded in 2015. FEMA limitations on additional non-recovery-related renovations expired in 2021, making it possible to begin planning further building upgrades that will make it possible for IMU to become the home for a [Well-Being Center](#) that will bring Student Wellness, Student Health, University Counseling Service, and other well-being resources for students to a central campus location.

Recreation facilities are coordinated by the DSL department of Recreational Services, including the Campus Recreation and Wellness Center ([CRWC](#)) and nine other [campus facilities](#) with a range of programs and services that are available to students, faculty, staff, and the community.

**DSL departments play a vital role in supporting holistic student development and success.**

Under the leadership of the Vice President for Student Life, DSL seeks to foster student success through inclusive, educationally purposeful services and activities within and beyond the classroom. DSL departments provide direct services to support student wellbeing and contribute to student success at the university by facilitating student engagement and belonging.

Departments include [Belonging and Inclusion](#), the Office of the [Dean of Students](#), [Student Health](#), and [University Counseling Service](#), as well as [Iowa Memorial Union](#), [Recreational Services](#), and [University Housing & Dining](#) (for information on assessment and continuous improvement in DSL departments, see 4.B).

In addition to direct services and support provided by DSL departments, DSL has provided campus leadership for recent initiatives to integrate student learning and development throughout their university experience. One example is Iowa [GROW](#)<sup>®</sup> (Guided Reflection on Work), a [widely recognized initiative](#) designed to facilitate [making student employment a meaningful learning activity](#). Through brief, structured conversations between student employees and their supervisors, GROW<sup>®</sup> helps facilitate student reflection on their workplace learning in relation to academic and other campus learning experiences. Supervisors in DSL are expected to have two GROW<sup>®</sup> conversations with their student employees each semester; DSL also has created resources to [guide other units](#) with student employees in implementing GROW<sup>®</sup>. Data [collected yearly](#) consistently show [benefits for students who participate](#) in work-academic connection conversations with their supervisors.

Another initiative to support and monitor holistic student development is the newly created [engagement record](#) and accompanying [Engage](#) website, which helps students track their engagement with various opportunities from

research to internships to student organization involvement. Their engagement record outlines the activities they have participated in, dates, their role (member, leader, committee chair, etc.), and competencies (or transferrable skills) they developed through their experience. The website provides a one-stop-shop where students can explore and plan co-curricular experiences.

Leadership & Engagement coordinates more than 600 student organizations, leadership and service programs, and other opportunities for students to get involved on campus. One program, Hawkeye Service Breaks ([HSB](#)), promotes service learning, social justice, and community building. Participation in the program has grown dramatically since it began in 2013, when one team of 16 students traveled to Memphis. In [spring 2019](#), Hawkeye Service Team participants traveled to 13 locations across the United States and worked with nearly 50 nonprofit partners. Each team addresses location-specific issues such as educational equity, hunger, arts in education, homelessness, and public health through a semester long course and seven-day service visit to the city. During disruptions caused by the pandemic, HSB emphasized virtual and/or local service opportunities; service trips outside Iowa resume in [spring 2023](#).

In response to increasing awareness of student needs, [Student Care and Assistance](#) added a [Basic Needs Coordinator](#) to help raise awareness of resources and partner with the Food Pantry, Clothing Closet, and other campus and community services. The university also recently began a partnership with [CommUnity Crisis Services](#) in Iowa City to facilitate student access to 24/7/365 mental health support and assistance via phone, chat, and text for all students, as well as in-person response and transportation to care facilities when needed.

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## **3.S - Criterion 3 - Summary**

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The institution provides quality education, wherever and however its offerings are delivered.

### **Summary**

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The university maintains systematic support and oversight for programs that offer high-quality education, first and foremost through a commitment to supporting its faculty and staff. Through their leadership of programs and new initiatives, oversight of curricular and co-curricular offerings, participation in shared governance, and ongoing scholarly and professional development, faculty and staff develop and maintain a wide variety of educational opportunities that support student success and challenge students to excel.

### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

### Argument

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**Programs are systematically reviewed on a regular cycle.**

[Board of Regents Policy](#) establishes that academic departments, programs, and colleges must be reviewed on a seven-year cycle. The university annually reports to the Regents a list of units reviewed during the year and a summary of main findings for each unit. The [2022 report to the Board of Regents](#) provides an example of this annual reporting process and a schedule of future reviews.

Reviews evaluate how well units are achieving their educational goals, identify main strengths and weaknesses, and propose strategic priorities for future planning. The [Operations Manual](#) specifies review procedures. [College of Liberal Arts and Science \(CLAS\) guidelines](#) provide an example of further college guidance for CLAS programs undergoing review. The centerpiece of the review is the self-study, which identifies unit goals, examines how different activities help achieve those goals, and identifies future priorities in view of likely demand, enrollment changes, and financial constraints. A team of external reviewers then conducts their review based on the self-study, interviews with administrators, faculty, staff, and students, and examination of the role of the unit at the institution. The completed review is submitted to the Office of the Provost, and the unit is invited to submit its response to the review. (These documents are also made available to the department's faculty, staff, and students.) After reviewing these documents, the provost notifies the head of the unit with findings, recommendations, and required actions.

Recent department reviews provide examples of using the review process to affirm program quality, provide feedback on ways that programs are addressing current challenges, and offer recommendations for improvements that will benefit students and maintain department strengths. Self-study documents, review team reports, responses from the Dean's Office, and acknowledgements from departments are attached for recent reviews of [Chemistry](#), [Communications Sciences and Disorders](#), and [Linguistics](#). Colleges are reviewed following similar procedures; self-study documents, review team reports, responses from the Office of the Provost, and acknowledgements from deans are attached for recent reviews of [CLAS](#) and [Nursing](#).

In addition to undergoing regular program reviews, more than 50 academic programs at the university undergo [specialized accreditation](#), which typically includes an extensive self-study and site visit by external reviewers to examine program quality in relation to standards and expectations of the discipline. [Educator Preparation Programs](#) (K-12 teachers, administrators, counselors, psychologists, social workers, speech pathologists and audiologists, and teacher librarians) undergo similar reviews with the Iowa Department of Education every seven years. All programs with specialized accreditation or state-mandated review are in good standing with their respective agencies.

**The university has policies and practices in place to assure quality of credits awarded.**

The university maintains a standard [Credit Hour Policy](#) defining expectations for credits awarded. Faculty, departments, and colleges provide oversight for the quality of teaching and learning represented by those credit hours (noted elsewhere in 4.A. and in 4.B).

The statement of [Professional Ethics and Academic Responsibility](#) in the Operations Manual specifies that faculty have both the authority and the responsibility to clearly state objectives for their courses and programs, establish course requirements, set standards of achievement, and evaluate student performance. Policies related to examining quality of courses are described in 4.B.

Courses are proposed by faculty through their departments and approved by the college, as illustrated by guidelines for course approval in the [College of Education](#) and [CLAS](#). The College of [Engineering curriculum committee report](#) provides an example showing faculty responsibility for developing and monitoring the curriculum. [CLAS guidelines](#) for proposing a new major further demonstrate that faculty are responsible for curriculum, including course offerings, identification and sequencing of pre-requisite and major courses, faculty qualifications required to offer the program, and plans for assessing student learning in the major. Through the Undergraduate Educational Policy and Curriculum Committee ([UEPCC](#)), CLAS faculty advise the dean's office on decisions and policies pertaining to courses, programs, and the educational mission of the college.

As noted in 1.A, new programs must be approved by the college and the Office of the Provost, and then taken to the [Board of Regents](#) for final approval. Proposals for certificate programs undergo a similar process of review by the department, college, and Office of the Provost, as evidenced by [CLAS](#) and [Graduate College](#) policy guidelines; certificate programs that are transformed into major programs also undergo Board of Regents review, like all other new major programs.

**The university has policies and practices in place to assure quality of credits accepted in transfer.**

The university recognizes [Credit by Examination](#). Faculty have established policies such as credit for Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and Cambridge International Examinations (CIE). Colleges may also initiate and determine departmental exam credit. Examples are the Furthering Language Incentive Program ([FLIP](#)) and Mathematics Incentive Program ([MIP](#)).

Credit for military coursework is granted according to guidelines in the American Council on Education (ACE) Guide to Credit for Educational Experiences in the [Armed Services](#). The university accepts military credit with both lower-

and upper-division baccalaureate-level credit recommendations. Colleges also review for possible equivalencies and/or general education credit.

The university has established [transfer credit policies](#) that are available for prospective and current students online, including policies for students transferring with completed Associate's degrees. Policies are also available in the General Catalog and Student Handbook. The Iowa Board of Regents publishes transfer agreements that have been made with [Iowa community colleges](#).

Trained credit evaluators in the Office of Admissions determine course equivalencies for some lower level and prerequisite courses as well as courses that apply toward general education requirements. Admissions works with departments to determine what key components to look for, and more detailed syllabi are required for some evaluations. The university utilizes tools provided by [CollegeSource](#) to facilitate awarding of transfer credits: course descriptions are available to staff through the Transfer Evaluation System ([TES](#)). Course evaluation decisions are then entered into the uAchieve transfer course database, which currently has over 100,000 course evaluation decisions, to help assure consistency. Students can also access Transferology to see what courses at other institutions may be equivalent to University of Iowa courses.

#### **The university oversees the quality of courses, programs, and faculty who teach them.**

Through proposal and review procedures described in 3.A, 3.B, 4.B, and elsewhere in 4.A, the university maintains authority and responsibility for the quality of its courses and programs. The Operations Manual specifies faculty qualifications and procedures for [verification of credentials at time of hire](#), described in 3.C. The university does not offer dual-credit courses or other secondary school programs that award postsecondary credit.

#### **The university examines the success of its graduates.**

The Pomerantz Career Center (PCC) gathers post-graduation placement data for undergraduates. Following guidelines of the National Association of Colleges and Employers ([NACE](#)), PCC typically achieves a first-destination knowledge rate of 75%. Post-baccalaureate placement includes full-time or part-time employment, further education, entrepreneurship, military service, and other forms of service such as the Peace Corps. The [placement rate is just over 95%](#) for UI undergraduate degree recipients.

Reports of undergraduate career outcomes are available [through annual reports and through a publicly accessible interactive dashboard](#) that allows users to easily access and explore the data, making it possible for departments to identify patterns of employment and seeking further education for their graduates. The dashboard provides information from 2012-2013 to the present.

PCC is currently reaching out to graduates five years post-graduation in an attempt to gain a longitudinal view of graduates with a focus on employment, continued education, location, and future goals.

Post-baccalaureate programs similarly monitor post-graduation success of their students. [Pharmacy](#), for example, monitors Licensure Exam performance and professional placement. Examples from [Law](#) and [Public Health](#) also demonstrate monitoring post-graduation outcomes for students in their programs. Persistence, completion, and initial placement data for students in PhD programs is monitored and reported by the [Graduate College](#).

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## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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Assessment at the university is guided by Patton's [Utilization-Focused](#) model, summarized by [Beld](#) as "focusing on intended users and uses" with a strong emphasis on "assessment findings as a means to an end, not as ends in themselves." Following [Walvoord](#), we have defined assessment as "systematic collection of information about student learning using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning." Guided by these scholars of higher education assessment and evaluation, the university's [Guiding Principles for Assessment](#) specify that university assessment efforts are to be faculty-led, shaped by each department's particular needs and intended uses for the information they collect about student learning and experience.

As such, assessment is implemented at multiple levels and stages throughout the university, customized for the contexts and purposes of the units who make decisions based on the assessments they conduct. The university's goal is to centrally support a sustained commitment to collecting and using evidence of student learning as a basis for ongoing improvement throughout the university's courses and programs.

**Learning outcomes for undergraduate programs are determined by departments, and departments provide annual updates on their efforts to assess and improve their programs.**

In each department, assessment is designed to reflect the nature of the discipline, the structure of the program, and questions faculty members have about student learning. [Updates on department assessment efforts](#) are collected annually by the [Office of Assessment](#). Each department provides an annual summary of faculty-led program assessment activities during that academic year, lessons learned or actions taken, and plans for the following year. These updates are made available to other departments through the [Assessment Exchange](#), an online database accessible to members of the UI community. Materials available through the Assessment Exchange are exemplified by annual updates from [Accounting](#), [Biology](#), [Chinese](#), [Cinematic Arts](#), [Geoscience](#), and [Psychological and Brain Sciences](#).

Prior to the pandemic, Annual Campus Assessment Summaries portrayed [a wide variety of assessment procedures](#) used by departments and a [diverse range of changes](#) made on the basis of their assessments. When asked in 2018 to identify significant department changes prompted by annual assessment findings, departments identified changes to courses and curriculum, creation of increased learning opportunities, greater levels of quality assurance, and increased collaboration among faculty on matters related to teaching. [Insights and examples from 21 undergraduate programs](#) are cited on pp. 2-4 of the 2018 Assessment Summary.

When the university made the emergency pivot to online instruction in spring 2020, the Office of the Provost continued to prioritize sustained faculty-led program assessment and improvement but recognized that previously planned annual assessment processes were likely to be disrupted. As a result, the Annual Update process was

modified to focus on ways that departments gathered and disseminated information to support faculty and student success under pandemic conditions. Documentation of [department efforts during spring 2020](#) demonstrates numerous extraordinary adaptations made by faculty to monitor and support student learning and success, including [weekly teaching-focused faculty meetings](#), [systematic outreach to students in the major](#), and [increasing structure and communication to help students manage course modality changes](#).

[Student survey data](#) collected during this time revealed high levels of frustration with pandemic conditions, but the majority expressed recognition and appreciation for faculty and university efforts to support their learning and success. Student [feedback on instructional practices](#) collected in summer 2020 provided substantive insights that were used to support faculty development and planning for fall 2020.

In spring 2021 and 2022, departments were given the option of basing assessment updates on either their continuing adaptations due to pandemic conditions or their previously planned program-level assessment cycle. Summaries for [2020/21](#) and [2021/22](#) provide examples of each. Many departments noted needs for continued attention to [effects of pandemic conditions](#), including increased flexibility for students, more structured opportunities for students to engage with faculty, and review of pandemic-related changes that may be worth retaining in the future. Among departments that reported transitioning back to pre-pandemic assessment cycles, assessment efforts included [updating and remapping the curriculum](#), [pilot-testing of course innovations prior to wider departmental adoption](#), and [changes based on analysis of longer-term trends](#) in student learning and experience in their programs.

This annual update process operates in coordination with institutional systems for academic program assessment described in 3.A, 3.B, 4.A., and elsewhere in 4.B.

As noted in 3.A, three on-campus undergraduate programs which are not independently accredited offer a sufficient number of degree requirements online to give students the option of earning the degree fully online. In these undergraduate programs, degree requirements, coursework, and expectations are the same for primarily on-campus students and fully online students. The same faculty members teach both on-campus and online courses, and online courses generally enroll primarily on-campus students opting into an online course as well as any students who are completing the degree fully online. Student resources are the same, regardless of modality, and learning outcomes for students in these programs are assessed using the same procedures. Fully online students comprise 3.2% of Enterprise Leadership majors, 3.7% of Sport and Recreation Management majors, and 6.0% of Political Science majors. In response to 2019 HLC reviewer recommendations, these three programs each began taking steps in fall 2019 to review outcomes assessment procedures and revise them as needed in order to be able to review student learning outcomes across primary modality of student enrollment. After some delays due to pandemic disruptions, each program has completed its review and has established procedures for [disaggregating and reviewing assessment findings by primary modality of student enrollment](#).

In addition, two undergraduate programs ([Bachelor of Liberal Studies](#), [Bachelor of Applied Studies](#)) are designed to be completed fully or primarily online. Most students who choose these interdisciplinary programs are part-time distance students on individualized pathways through the major, taking the same courses that are taken by primarily on-campus students, taught by the same faculty. Recent [BLS and BAS assessment efforts](#) have focused on gathering feedback from students regarding [advising and support](#) they receive from program staff and helpfulness of optional [BAS emphasis areas](#) and [BLS program tracks](#) created to provide further structure and guidance on pathways through the program. The program also regularly monitors the extent to which students report achieving their own goals for enrolling and meeting their own expected timelines for degree completion. BLS and BAS programs are both currently undergoing preparation for [Academic Program Review](#) in 2022-23.

All faculty are eligible to [develop and offer online courses](#) or sections, and all have access to faculty development and instructional design resources described in 3.C and 3.D; students may opt into online sections for major program courses, GE requirements, and elective coursework. Because of this integration of online courses throughout programs, the university works to assure quality of online course offerings through the same faculty,

department, and college oversight as on-campus courses (4.A), [continuing support by the instructional design team](#), [regular audits](#) by Distance and Online Education, and commitment to [Quality Matters](#) and [C-RAC](#) guidelines.

**Learning outcomes for graduate programs are determined by departments and systematically monitored by the Graduate College.**

In response to 2019 HLC reviewer recommendations, the Graduate College initiated a university-wide effort to communicate learning goals and determine assessment processes for all graduate programs. This process began by engaging with the Graduate Faculty through shared governance. The HLC recommendations were first discussed with the members of the Graduate Council in [October 2019](#). The following month, these recommendations were discussed with the [associate deans for graduate education](#) from each of the university's colleges.

The Graduate College developed a campus-wide plan including messaging, support, and a [website](#) to engage all master's and doctoral programs in this process. This plan was scheduled to begin in the spring 2020, but disruptions caused by the pandemic resulted in delaying the launch until fall 2020. At that time, the Graduate College began its messaging to the Graduate Faculty by presenting HLC recommendations at the [September 2020 meeting](#) of Directors of Graduate Studies (DGS). This was followed by additional email messaging through the [DGS Digest in October 2020](#). Support was provided at DGS sessions through panel discussions of best practices for developing learning outcomes ([September 2020](#)) and assessment plans ([December 2020](#)). A [template](#) was provided to guide development of outcomes, with the expectation that completed templates were due to the Graduate College on April 2, 2021. DGS meeting time in [February 2021](#) was also reserved for collaborative problem-solving and a question-and-answer session on articulating outcomes and assessment plans.

The vast majority of programs have returned completed templates (>95% of programs to date). Examples of completed templates are attached for graduate programs in [Anthropology](#), [Civil and Environmental Engineering](#), [Computer Science](#), [Educational Policy and Leadership Studies](#), [French](#), [Linguistics](#), and [Occupational and Environmental Health](#).

During the [spring 2022 meeting of Graduate Coordinators](#), the Graduate College communicated to Graduate Programs the need to add program Learning Outcomes to the General Catalog. Approximately 30% of programs were able to perform that update for the fall 2022 Catalog (see 3.A for examples), which is consistent with the proportion of programs that need to update their catalog in any given year. The Graduate College provided similar communications to Graduate Coordinators at the [summer 2022](#) meeting and will do so again at the spring 2023 meeting. We expect that all programs will have program Learning Outcomes added to the Catalog by fall 2024.

Despite delays in launching these efforts due to disruptions caused by the pandemic, significant progress has been made in creating university-wide expectations for communicating graduate program learning outcomes and establishing a cycle of outcomes assessment reporting. Next steps in institutionalizing outcomes assessment across graduate programs will begin in AY 23-24 when the Graduate College will begin collecting yearly updates from each graduate program on outcomes assessment implementation and findings.

**The university regularly collects data on graduate student experiences and uses it to support student success.**

Past PhD Exit Survey data (2013-2015) suggested growing concern from doctoral students related to professional development opportunities and (non-academic) career preparation and also procedures for thesis and dissertation formatting. University of Iowa trends showing fewer PhDs employed in tenure-track academic positions and increased interest in diverse career training were corroborated by national data gathered through the Survey of Earned Doctorates ([SED](#)) and the Council of Graduate Schools [Career Pathways Project](#). The Graduate College gathered these results in a [2015 self-study](#) and outlined a path forward that emphasized 1) strengthening central services for graduate student professional development, and 2) reimagining the role academic affairs plays in graduate student academic success. These efforts expanded the [Grad Success Center](#), which offers direct-services

for graduate student career exploration, grant-seeking support, [CIRTL](#) teaching support, and orientation. Exit survey data from this time period also prompted sweeping changes in formatting and submission requirements for theses and dissertations by transforming a once clerically onerous and cumbersome graduation requirement into a [direct student support service](#) provided by the Graduate College.

The university is one of eight institutions selected to participate in the [AAU PhD Initiative](#), designed to help programs promote more student-centered doctoral education by supporting exploration of more diverse PhD career pathways. Updates demonstrate department-wide engagement of faculty and graduate students in [examining graduate program structures](#) and devising [action plans](#) for supporting graduate student success in a variety of academic and non-academic careers.

At the onset of the pandemic, the Graduate College acted quickly to adjust policies that might adversely affect students under pandemic conditions, including [changing deadlines](#), expanding access to [Satisfactory/Unsatisfactory grading options](#), and changing policies to allow for [remote comprehensive and final defense exams](#) (for more information, see this [archived copy](#) of the Graduate College COVID FAQ site).

**The university works to assess and improve gateway and GE courses, many of which are designed to serve students outside the course's home department.**

**Gateway Course Transformation:** Introductory STEM courses at the university substantially impact undergraduate experiences and progress toward degree completion. Before graduating, approximately 44% of our undergraduates will have taken an introductory chemistry course, and 62% will have taken a mathematics course. Over 20% of entering first-year students declare STEM majors to prepare for health-related fields while many are exploring majors in other STEM areas or using these courses to meet GE natural sciences requirements. These strategically important courses exhibit a persistent pattern of high DFW rates, which are consistently 10 percentage points greater for first-generation and underrepresented minority students--contributing to lower persistence rates in STEM and/or higher education for these student populations.

Based on review of this evidence, a team of faculty and staff successfully applied for Strategic Plan [P3 funds](#) (described in 5.C) to initiate the Hawkeye Introductory Course (HIC) initiative for two years. HIC provides participating instructors with historical data on course outcomes, training and support for implementation of evidence-based inclusive teaching strategies, and customized support for improving student engagement. HIC also collaborates closely with existing support available through the Office of Teaching, Learning, and Technology (3.C) and Academic Support and Retention (3.D). Based on [initial progress](#), [additional P3 funding extended HIC](#) for two more years, with an added emphasis on examining how department and university policies create conditions for instructional improvement.

**Summer Bridge Programming for Incoming First Year Students:** For students entering in fall 2020, CLAS and University College partnered with the Office of Admissions to pilot Hawkeye Academic Readiness Transition (HART) "bridge programming" for entering first-year students in both mathematics and chemistry. As many as 50% of entering first-year students take either a mathematics or chemistry course (or both) in their first semester. Because many high school students had interrupted experiences or limited access to hands-on aspects of high school mathematics and chemistry, UI worked to provide extra support for student success in these courses. Faculty in the Departments of Chemistry and Mathematics prepared materials to help students successfully review appropriate content prior to fall semester. The curriculum was offered to students free of charge as a 0 s.h. module in ICON. Assessments of both [chemistry](#) and [mathematics](#) modules revealed that students who participated achieved better exam performance and lower DFW rates than students who did not; the majority of students by far rated both modules as helpful or very helpful.

**General Education Curriculum Assessment:** GE courses are assessed on a regular basis by faculty who teach the courses and by the GE Curriculum Committee ([GECC](#)). Before a course can receive GE status, the course proposal must be reviewed and approved by GECC following processes outlined in 3.B. To maintain GE status, approved

courses are reviewed by GECC on a regular cycle. For the review, GE faculty are asked to provide a report demonstrating how well the course supported achievement of GE outcomes, along with a portfolio of course materials and assessment data from at least two sources to support their conclusions (described in 3.B and in [GE Assessment Guidelines](#)). Recently completed reviews include [Quantitative or Formal Reasoning](#) and [World Languages](#). The process of reviewing the [International and Global Issues](#) GE area began in fall 2022.

Pandemic conditions interrupted GE program assessment efforts while college administration, GECC, and departments focused on urgent program management tasks such as managing course modalities, communicating weekly with faculty and instructors about teaching policies and grading, offering best practices for responding to student and instructor absences, and assessing instruction under pandemic conditions to help prepare for subsequent semesters. In spring 2021, CLAS surveyed all students in undergraduate CLAS courses (which include many students from other colleges) to collect feedback on their 2020 class experiences. [Responses](#) from roughly 1300 students provided instructors with critical recommendations to inform planning for the following year.

### **The university invites students to contribute to the assessment of teaching quality.**

Courses are assessed by students using [ACE](#) (Assessing the Classroom Environment), an online student ratings system. The ACE system transitioned from paper to fully online administration in 2015. In response to faculty concerns about response rates, ease of administration, and appropriate interpretation of data, the Office of the Provost launched the [ACE Task Force](#) in 2018 (described in 3.C) to review research and best practices for both (1) collecting and compiling student perceptions of teaching and (2) interpreting and appropriately using student ratings as one source of teaching assessment data. With representation from collegiate leadership, graduate and undergraduate students, and administrative offices that support teaching, the Task Force has been working to improve both the quality and the use of student ratings data in order to support improved teaching and learning. The work of the Task Force was interrupted due to the pandemic (as described in 3.C), but its efforts will continue as a central priority of the Excellence in Teaching and Learning implementation team of the [newly launched strategic plan](#).

### **The university regularly collects data on student experience and uses it to support student success.**

For an integrated assessment of first-year student experiences (academic as well as residential, co-curricular, and overall transition to college), the university created the [Excelling@Iowa](#) system in 2016. The 2022 [AS&R Annual Report](#) shows that over 600 faculty and staff partners logged individual contacts with new first-year students, transfer students, and all students in TRiO Student Support Services; 100% of these students received personal outreach from faculty or staff based on issues identified in survey responses (such as difficulty in a course, mental health concerns, or financial challenges) or on retention prediction metrics developed by Biostatistics faculty in the College of Public Health.

To further assess student experiences within and beyond the first year, the university began implementing the Student Experience in the Research University ([SERU](#)) survey in 2013. All degree-seeking undergraduates are invited to take the survey, which asks about academic satisfaction and engagement, sense of belonging, campus climate for diversity, financial concerns, and other elements of student experience. The university began administering the graduate student version of the survey (gradSERU) in 2018.

Since the university first began administering SERU, findings have provided snapshots of student perceptions such as [satisfaction and interaction with faculty](#) and self-reported hours of [student employment](#) on-campus and off-campus. In recent years, SERU has been instrumental in gaining a more specific understanding of the distinct experiences of [first generation students](#), [students with financial concerns](#), and [underrepresented racial/ethnic minority students](#). SERU has provided a basis for creating faculty professional development resources in collaboration with the OTLT [Center for Teaching](#) and the [Division of Student Life](#). SERU and gradSERU surveys have become the primary source of student survey data for bi-annual institution-wide assessments of the [campus](#)

[climate for DEI](#). SERU also made it possible to monitor trends in overall student perceptions [before, during, and after pandemic disruptions](#).

Senior Exit Survey data have been used to help the university gain a consistent longitudinal understanding of student [participation in high impact learning opportunities](#) and to identify distinct experiences of different student populations such as [First Generation students](#). These findings have been used to shape strategic investments in initiatives such as [First Gen Hawks](#) (designed in part to create pathways to participation in high impact experiences for first generation students) and [Closing the Gap](#) (a P3-funded initiative designed to identify and address systemic obstacles to student participation). Disaggregated reports of Senior Exit survey data have provided colleges (such as [Business](#)) and departments (such as [History](#)) with a basis for further efforts to engage students in these opportunities (such as [Tippie RISE](#) and [History department efforts](#) to increase experiential learning).

**The university is committed to continuous improvement of the student experience outside of academic courses and programs.**

Within the Division of Student Life (DSL), the Office of Assessment, Improvement, and Research ([AIR](#)) operationalizes a culture where assessment results are utilized on a regular basis to improve programs and services. The AIR director of projects and partnerships coordinates assessment across the seven departments and 24 units within the Division. Each department has an [assessment coordinator](#) who provides leadership for assessment within the department and coordinates with the director. Coordinators serve on the DSL Assessment Council, which provides oversight for assessment across DSL, creates assessment [professional development](#) resources and opportunities for DSL staff, and regularly shares data and insights during all DSL staff meetings.

Assessment coordinators provide leadership for DSL [program review](#). Departments are reviewed every five years, providing an opportunity for departments to take a comprehensive and critical look at the department's support for students, identify strengths and weaknesses, and outline plans for future improvements. In 2017, the Office of the Vice President for Student Life updated this process to include [external review by experts in the field](#) as part of each program review. Recent examples of reviews include [Recreational Services](#) (2021) and [Student Wellness](#) (2021).

DSL actively uses assessment data to improve student experience. For example, the University Counseling Service ([UCS](#)) asks every student who comes for clinical service to complete a mental health symptom assessment at each appointment, as well as utilizing satisfaction surveys of clinical appointments and outreach services. These assessments allow UCS to make informed decisions on types of services to offer, how often to offer services, the number of counseling sessions needed on average for most students, areas for which staff members could benefit from further training, new outreach programming to pilot, and improvements in outreach service delivery.

DSL also provides leadership for assessment of campus-wide initiatives. For example, the current [Alcohol Harm Reduction Plan](#) was developed in 2022 by the Alcohol Harm Reduction Advisory Committee. The plan spans from 2022-2025 and outlines a comprehensive list of evidence-based strategies that effectively address high-risk drinking, including educational and early intervention initiatives, policies that decrease easy access and availability of alcohol, strong and consistent enforcement of alcohol laws and campus policies, and changing messages students receive that suggest high-risk drinking is a normal or expected part of student life. Annual assessments show that [progress has been made in changing the culture at UI](#), including a 32% decrease in reported high-risk drinking rates.

DSL collaborates with the Office of Institutional Equity (OIE) to provide leadership and coordination for the [Speak Out Iowa](#) survey. Data from this student survey contributes to the creation of the [Anti-Violence Plan](#), which articulates the university's priorities and helps coordinate efforts around sexual harassment, sexual violence, dating violence, and stalking prevention. The plan identifies goals and strategies for prevention and education, intervention, and university policy, and provides a framework for assessing future progress in each of these areas.



Further examples of initiatives and assessment carried out through DSL can be found at the DSL [Assessment Reports](#) site which also includes [one-page briefs](#) developed by Division staff to facilitate sharing assessment findings with stakeholders.

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## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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**The university seeks to improve retention, persistence, and degree completion through strategic deployment of resources, creation of student support programs, and establishment of institution-wide strategic plan priorities.**

The university has invested significant resources in initiatives to monitor and improve student persistence and completion. Examples include creating the Office of Academic Support and Retention (AS&R; see 3.D and 4.B), [Excelling@Iowa](#) (4.B), and strategic student success programs such as Advantage Iowa (1.C) and First Gen Hawks (3.D, 4.B). Student success was one pillar of the 2016-21 strategic plan and was retained as a priority in the [2022-2027 strategic plan](#): Nine of the plan's 22 [progress indicators](#) are related to persistence and completion.

**The university collects and analyzes information on student retention, persistence, and completion.**

The university monitors persistence and completion for internal analysis and external annual reporting to the [Board of Regents](#). Data are disaggregated by financial aid recipients, admission criteria, ethnicity, residency, and gender.

The university utilizes the Integrated Postsecondary Education Data System ([IPEDS](#)) to characterize undergraduate populations, persistence, and completion in ways that are internally consistent and readily comparable with peer institutions that also have large populations of first-time first-enrolled undergraduates who enter with the intention of completing at the same institution. Persistence and completion rates of doctoral students are monitored and reported by the [Graduate College](#) (noted in 3.A and 4.B).

**The university is guided by best practices for monitoring student persistence and completion, and makes institutional improvements as warranted.**

To help proactively identify newly enrolled students who might be struggling, the university has all first-year undergraduates and transfer students complete the [Excelling@Iowa](#) transition survey as an assignment during [Success at Iowa](#), a required first-semester course designed to support the transition to college (see 3.D). Because the survey is tied to an assignment in an academic course, response rates are typically 98% or higher, providing student transition data for nearly all first-year and incoming transfer students. The Excelling@Iowa platform integrates survey responses with institutional data such as student demographic profiles and [midterm grade](#)

[reports](#) to create a retention predictive score that is updated weekly and used to identify students for additional outreach by one or more of the 600+ faculty and staff Excelling@Iowa partners representing every college that serves undergraduates.

Based on analyses of institutional data related to high-stakes courses with high DFW rates, AS&R implemented Supplemental Instruction ([SI](#)) for challenging undergraduate courses and Peer-Led Undergraduate Study ([PLUS](#)), designed for the particularly high-risk course combination of College Algebra and General Chemistry. More recently, AS&R has partnered with academic departments to pilot integration of [Learning Assistants](#) into many high-risk courses and collaborated with the Office of Teaching, Learning, and Technology (OTLT) to support instructor efforts to incorporate more evidence-based inclusive teaching practices. See 3.D and 4.B for more information on the Hawkeye Introductory Course ([HIC](#)) and [ETL](#) initiatives.

In addition to [AS&R initiatives](#), numerous programs are designed to support the success of particular segments of the student population. Examples include [College Transition](#) (3.D), the Center for Inclusive Academic Excellence ([CIAE](#); 1.C), and Iowa Veteran Education, Transition, and Support ([IVETS](#); 3.D). These programs are developed through analysis of data on UI student success, identification of effective peer institution practices, and ongoing efforts to assess and improve programs once they have been created.

Recognizing significant and persistent gaps in [retention and graduation rates](#) for first-generation students, many of whom are Pell-eligible and/or from underrepresented racial/ethnic minority populations, the university focused its most recent HLC Quality Initiative on improving support for these students. Through the Quality Initiative, the university assessed existing programs, formed the [First Gen Task Force](#) (a faculty/staff committee charged with mobilizing the larger faculty/staff community), created the [1stGen@Iowa](#) initiative, and launched initiatives such as [Ways to Make a Difference](#) and [First Gen Hawks](#). Review of the First Gen Hawks entering cohorts of [2020](#) and [2021](#) have shown significant benefits for first-generation student participants and identified opportunities for continuous improvement of this program.

Continuing commitment to supporting student persistence and completion is demonstrated through the university's Strategic Plan, [commitment of P3 funds](#) to student success initiatives (noted in 3.C, 4.B, and 5.C), and university decisions to join multi-institutional collaborations such as the American Talent Initiative ([ATI](#)), [HHMI Inclusive Excellence](#), and [SEA Change](#), each of which seeks to identify and address institutional factors influencing the success of students in groups historically known to be at relatively greater risk of not completing a degree.

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## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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The university maintains responsibility for the quality of educational programs through a variety of integrated, complementary systems, including:

- Regular comprehensive reviews of departments, colleges, and co-curricular programs.
- Unit-based annual updates on teaching, learning, and continuous improvement in academic and co-curricular programming.
- Cross-unit assessment of GE and high-stakes gateway courses, first-year experiences, and transition to college.
- Regular monitoring of student engagement, success, and post-graduation outcomes.

Through sustained implementation of these distributed systems, the university maintains commitment to systematic collection and use of assessment evidence by the units that are directly responsible for assuring program quality and for making decisions about future program development.

### Sources

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*There are no sources.*

## 5 - Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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**The university has a strong tradition of shared governance.**

The university upholds a longstanding commitment to shared governance: faculty, students, staff, and the administration working together to set a course for the future of the university. The Operations Manual outlines the purpose of university-wide shared governance and [advisory bodies](#). The [Shared Governance Portal](#) functions as a central location for education and resource-sharing concerning shared governance across the university.

The [Faculty Senate](#), composed of 80 representatives of all academic units of the university, serves as the principal channel of communication between faculty members and central administration. The Senate may discuss and take a position on any subject of university concern, and may recommend policies on these matters to the president. The Senate also appoints faculty members to serve on charter and university [committees](#) as well as Faculty Senate committees, which carry out much of the Senate's work. Faculty members are afforded an opportunity each year to volunteer for committee service. As noted in 2.C, the Senate also consults with the Board of Regents regarding appointment of central academic officials, and with the president on the periodic performance reviews of such officials. The 20-member Faculty Council, composed of elected Faculty Senators, meets frequently to discuss issues of current importance, and to prepare action suggestions for submission to the Faculty Senate.

The [Staff Council](#) is an elected body comprising 55 representatives, 35 representing the institution's various staff functions and 20 representing the institution's organizations. The Council seeks to advance teaching, research, and service through visibly active staff engagement both campuswide and community-wide.

Undergraduate Student Government ([USG](#)) exists to represent, serve, and empower the university's undergraduates. USG offers input to staff, faculty, and administrators on issues that matter to students, and acts as the official undergraduate student voice to the Board of Regents as well as to local and federal legislators.

Graduate & Professional Student Government ([GPSG](#)) represents the university's graduate and professional students and advocates on their behalf to university administrators, the Board of Regents, and state and federal legislators. Its mission is to improve the university experience for graduate and professional students.

Shared governance groups work together on a wide variety of important [university-wide committees](#) and initiatives, including [search committees for key administrators](#) and high priority, cross-cutting efforts such as [alcohol harm reduction](#) and [campus safety](#). University leaders meet regularly with shared governance groups, including an annual day-long [Faculty Council/administrative retreat](#). Examples of important ties between central administration and governance groups include shared governance representation on the university's Budget Review Board (described in 5.B) and on the team that led development of the university's [strategic plan for 2022 to 2027](#) (described in 1.A).

Undergraduate and graduate student government have participated in the refinement of core general education requirements, for example through [support of the new requirement in Sustainability](#) (described in 3.B). Student leadership's recommendation for a new general education requirement in Diversity and Inclusion led to the implementation of that requirement in 2017.

#### *Shared Governance in the Colleges and Units*

The institutional [commitment to shared governance extends into collegiate and departmental administration](#). The university's Colleges of Business, Education, Engineering, Liberal Arts and Sciences, Pharmacy, and Public Health are all represented by local staff shared governance bodies. The roles of these elected bodies are to advocate on behalf of staff to collegiate leadership, provide recognition for outstanding staff, provide professional development opportunities to staff within the college, and to provide input to the Staff Council on behalf of their constituencies. Collegiate faculty governance bodies include the [College of Liberal Arts and Sciences](#) (CLAS) Executive Committee and Faculty Assembly, Education Faculty Advisory Committee, and Engineering Faculty Council.

Several campus bodies such as the [Dean of Students](#), the [College of Liberal Arts and Sciences Dean's Office](#), [Student Disability Services](#), and [Academic Advising](#) have formal student advisory boards.

#### **The Board of Regents is knowledgeable about the institution and exercises appropriate financial and academic oversight.**

As described in 2.C, the [responsibilities](#) of the Board of Regents include reviewing and approving academic programs, business and finance matters, and capital projects; creating and monitoring policies; overseeing matters related to personnel and employment relations; and serving as trustees of the UI Hospitals and Clinics. The Regents receive a broad array of [annual governance reports](#), as well as reports on topics of special interest. They also receive faculty, staff, and student presentations on a variety of topics, often highlighting activities at the campus hosting the meeting. New Regents meet with university leaders as part of an orientation program.

The Board's committee structure allows individual members to gain in-depth knowledge about selected areas of the institution. [Chapter 2.2.9 of the Board Policy Manual](#) outlines requirements for external (state and hospital) audits and for internal audits, which are important tools to help the Regents assess the university's implementation of its financial policies and practices; the Audit and Compliance committee receives and reviews audit information. The Investment and Finance committee monitors the university's investment and treasury management practices, and the Property and Facilities committee evaluates financing for construction, operation, and maintenance of capital projects. Committees on Academic Affairs and Campus and Student Affairs gather information and make recommendations to the Board regarding academic program review and accreditation; approving, revising, or closing academic programs; admissions standards and processes; faculty activities; diversity and inclusion policies, procedures, and programs; and other academic issues. The Regents approve faculty promotion and tenure decisions annually.



### The administration engages in data-informed decision-making.

Data are central to administrative decision making. Examples include:

- Governance report submissions to the Board of Regents include meaningful data in support of administrative decision making. For example, to support decisions on [tuition and fee rates](#) and [state appropriations requests](#) the Board examines state revenue trends, the Higher Education Price Index (HEPI), and inflation projections, as well as other data.
- The university's [budget model](#) (described in 5.B) is driven by data including revenue, student and employee headcounts, research expenditures, and building space and replacement value. At each of three annual meetings the [Budget Review Board](#) receives detailed reports on enrollment, research, fundraising, and opportunities for revenue growth. [Requests for incremental funds](#) must be accompanied by data in support of the request. Proposals requesting P3 funds (described in 5.C) must include budget information and benchmarks for expected outcomes.
- The Strategic Enrollment Management Plan (described in 1.A) was developed with attention to demographic data and the [Higher Education Demand Index](#). The Office of Admissions uses predictive models to guide prospect communications, aid in territory management, and project scholarship costs.
- The SPARC team responsible for implementation of the strategic plan (as described in 1.A) has been charged with identifying and monitoring metrics to measure progress toward completing critical tactics, and evaluating their effectiveness.

The university recently partnered with [Academic Analytics](#) to gain access to additional data on scholarly activity. These data are expected to help the university identify areas of strategic opportunity for investment.

One objective identified in the university's strategic plan for 2022-2027 is to [improve the accessibility and usability of data](#) for decision-makers at all levels of the university, and to cultivate a more data-informed campus culture:

*Explore improvements in infrastructure -- including people, processes, policies, and technology -- to support faculty, staff, and campus leadership in using institutional data to plan, implement, and assess efforts to advance individual and institutional success.*

The university has undertaken a variety of efforts in the past several years to increase the availability and usefulness of data for the public and for university decision-makers. Since 2015 the Office of the Provost has produced the [Data Digest](#), which provides comprehensive quantitative information about various aspects of the university, including students, faculty, and budget. The university's [campus data portal](#) facilitates finding, requesting, and sharing institutional data.

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## 5.B - Core Component 5.B

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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The university's fiscal, physical, and human resources enable it to educate 31,000 students in more than 300 bachelor's, master's, doctoral, and specialist degree programs, conduct more than half a billion dollars in sponsored research, support faculty scholarship and creative activities, provide healthcare through more than 1 million patient visits, participate in a full array of athletic programs, and enrich the lives of individuals and communities in Iowa and across the globe through myriad outreach and engagement programs.

The resource base that enables the university to fulfill its multifaceted mission changes over time, and various components of the mission rely on specific kinds of financial support. The instructional mission, for example, relies on the university's [general education fund](#) (GEF); the research mission relies on various funding streams, including federal basic science funding, UI Center for Advancement support, and philanthropic organizations; health clinics rely on a mix of government and private insurer reimbursement; athletics relies on philanthropy and on ticket and broadcast revenue. Many of the facilities that house university programs rely on philanthropic support, and auxiliary enterprises rely heavily on user fees.

The university produces a short [video that describes GEF and non-GEF budgets](#), noting that GEF revenue helps determine how much money the university has to spend on student services, financial aid, faculty and staff salaries, and facility maintenance. The video also provides important budgetary context, illustrating the dramatic decline in state support over recent decades. In FY 1990, 64.3% of the university's GEF came from state appropriations; in FY 2022, the percentage is 29.2%.

The effort to plan for programmatic change and improvement is also multifaceted, and differs by college. For example, the Tippie College of Business (TCOB) generates significant tuition revenue and its faculty produce scholarly research, but they do not conduct a large amount of sponsored research. The Carver College of Medicine (CCOM) has a varied resource base including tuition revenue as well as significant direct and indirect cost returns for their sponsored research, and income generated through the provision of clinical services at the UI Hospital and Clinics (UIHC). Each college's unique set of programs and resources requires a tailored plan to sustain and improve those programs.

**The university continues to assess and refine the budget model implemented in FY 2019.**

#### *Budget model principles and implementation*

The university implemented a new budget model in FY 2019, to facilitate more effective planning, increase transparency, encourage collaboration, and ensure that academics are at the center of resource allocation decision-making. Campus leaders developed the following "[guiding principles](#)" to be used in managing future GEF

budgets and to ensure their alignment with strategic priorities—*i.e.*, to form a “bridge” between the budget and the university’s mission, via the strategic plan:

1. Student Success
2. Quality Indicators (sustainable improvements in national peer rankings)
3. Our Values (strategic investment in core missions and areas of excellence and opportunity)
4. Our Future (benefit to the state and beyond)

Additional principles guiding the development of a new model were:

- Implementation transparency
- Predictability
- Stability in an unstable fiscal context
- Shared decision-making to address institutional challenges
- Innovation and collaboration to increase revenues
- Sustained and growing excellence in education and scholarship

As originally implemented, the budget allocation model included the following key features:

- Each unit’s budget must be balanced every year.
- The model does not redistribute funds already allocated to colleges and campus units, but guides the management of changes in revenue or state appropriations. Incremental changes in a college’s net tuition (tuition revenue base less student financial aid) are shared, 70% to the college and 30% to central service units.
- Tuition revenue for new programs that are within their first two years, increments in tuition supplements, and indirect cost recoveries are not subject to sharing with central service units.
- Changes in state appropriation are distributed 60% to the Office of the Provost/colleges, 40% to central service units.

To implement the model, the university formed a Budget Review Board (BRB) comprising the President’s Cabinet, the Council of Deans, and leaders of shared governance groups. The [BRB meets three times a year](#) to review annual revenue projections; share updates on the impacts of enrollment, state actions, research activity, and other factors; and, originally, to vote on new funding requests. The BRB recommends to the president the final GEF budget.

Initially, the model also included seven Central Service Advisory Committees (CSACs), comprising deans, ex officio functional experts, and representatives of shared governance, which were formed to conduct ongoing review of central service units. CSACs were charged with prioritizing proposals for operational cost savings or increases and submitting their recommendations to the BRB.

#### *Budget model refinement*

A key aspect of the model is a commitment to ongoing evaluation of its effectiveness, with refinements implemented as needed every two years. A first set of refinements was adopted in FY 2021, and the second set of refinements is in effect beginning in FY 2023. [Refinements](#) include a [change in how all general fund revenue and appropriations are shared](#) between the colleges and university service units (72% to the college and 28% to service units for both revenue and appropriations), a transition away from a rigid voting process in the BRB, and the elimination of CSACs. An additional modification is the introduction of a “common goods” concept, aimed at ensuring a stable funding structure for signature programs and activities that benefit all colleges and administrative units.

**University expenditures are monitored internally and externally to ensure spending aligns with resources and with stated goals.**

The university produces three reports annually that describe its resources and how they are used. The [Comprehensive Fiscal Report](#) to the Board of Regents highlights changes between actual revenue and expenditures and budgeted revenue and expenditures. The [Financial Report](#) (publicly available on the university website) highlights important changes in university programs and resources used to support them. The June (fiscal year-end) [Department of Management Report](#) to the State of Iowa provides an all-fund look at budgeted and actual resource use.

The Office of Internal Audit submits completed [internal audit reports](#) to the Board's Audit and Compliance Committee quarterly. In accordance with [Board of Regents policy](#), the university annually compiles and submits a summary review of internal audits completed in the previous four fiscal years, and a [plan for audits in the coming fiscal year](#).

The federal standards outlined in the [Uniform Guidance \(Subpart F - Audit Requirements\)](#) help federal funding agencies conduct consistent audits of state and local agencies and non-profit organizations, including universities, that are receiving and expending federal funding awarded through grant and contract awards. The university must undergo a single audit of both the financial statement and federal awards whenever federal expenditures total \$750,000 or more for a given year. The scope of the required audit includes financial statements, internal controls, and compliance. The Office of Auditor of State for the State of Iowa produces the annual [Single Audit Report](#).

The Office of the Senior Vice President for Finance and Operations (SVPFO) works with the campus annually to ensure year-end expenditures balance with revenues. SVPFO submits a [financial report to the Iowa Department of Management](#) (as noted above) quarterly.

**The university remains in a strong financial position to support its mission and operations, while continuing to navigate the significant fiscal challenges posed by the COVID-19 pandemic.**

According to the [Financial Report for FY 2022](#), as of June 30, 2022 the university held assets of \$9,452 million and liabilities of \$3,868 million as compared to June 30, 2021 assets of \$8,893 million and liabilities of \$3,710 million. Net position--the difference between total assets plus deferred outflows of resources and total liabilities plus deferred inflows of resources--increased by \$265 million (5%) between FY 2021 and FY 2022. The increase from June 30, 2020 to June 30, 2021 was \$468 million (10%). Recent financial results have enabled the university to maintain [strong credit ratings](#) by Moody's (Aa1) and S&P Global (AA), both with a stable outlook.

Endowment funds are created by gifts from generous donors and are invested in perpetuity, with the payout providing a steady and predictable source of future revenue for the university. Endowments support a range of priorities, including scholarships, faculty positions, and research, among many others. Investment of the endowment is managed by the UI Center for Advancement, with oversight by its Board of Directors Investment Committee. This Committee is responsible for guiding the investment program, seeking maximum total return consistent with the preservation of principal, diversification, and avoidance of excessive risk. Endowments are also held by the University of Iowa directly and by the University of Iowa Strategic Initiative Fund. At the end of FY 2022 endowments exceeded a combined total of [\\$3.15 billion](#).

Overall [funding for research and other scholarly activities in FY 2021](#) totaled \$702 million, a 31% increase (\$166 million) over FY 2020. This total represents grants from federal agencies, pandemic-related federal stimulus funding, COVID-19 aid, and contracts for research-related work (including the State Hygienic Lab). FY21 was a particularly strong year for federal funding for research at the University of Iowa, thanks in part to the Department of Physics and Astronomy securing \$35.7 million in funding from NASA, and medical and healthcare researchers receiving the highest level of support from the National Institutes of Health (NIH) since 2012. Total FY21 external

funding, which includes UI Center for Advancement monies, increased 23% (\$152 million) over FY20, for a total of \$818 million.

FY22 total external research funding, including federal stimulus and COVID-19 aid, decreased 0.6% (\$4 million), to \$698 million; [total FY22 external funding](#), including UI Center for Advancement monies, increased 6% (\$49 million) for a record total of \$867 million.

**Physical facilities serve 31,000 students, a large research enterprise, and one of the nation's most advanced and comprehensive university-owned hospitals.**

In addition to faculty, staff, and students, well over a million visitors come to campus annually for healthcare, cultural and athletic events, exhibits, conferences, and educational programs.

As of the FY22 [Facilities Governance Report](#) to the Board of Regents, the university campus comprises 1,992 on-campus acres and 129 off-campus acres (including Iowa Lakeside Laboratory in northwest Iowa and the John & Mary Pappajohn Education Center in Des Moines). The university has 21.35 million gross square feet of building space and 9.07 million gross square feet of GEF building space.

Facilities management played a crucial role in managing campus operations throughout the pandemic. In preparation for the fall 2020 semester, facilities worked to change the [ventilation and filtration](#) systems to lower the risk of exposure to COVID-19. These changes included upgrading to MERV 13 filters, maximizing airflow to occupied classrooms, and purging air from buildings daily. [Custodial practices](#) were adapted to align with CDC guidelines and included a building attendant dedicated to cleaning high-touch surfaces throughout the day, restocking health station supplies, and disinfecting classrooms. Facilities also partnered with Engie North America, Student Health, University Housing and Dining, the College of Public Health, and the State Hygienic Lab to [monitor campus wastewater](#) for an elevated presence of COVID-19.

*Optimal space utilization*

Efficient use of campus space is realized through a collaborative approach that integrates academic and facilities-related issues and aligns decisions to institutional objectives. To balance current space needs and align them with long-range goals, decisions about space are regularly reviewed and coordinated with the current [Campus Master Plan](#) and [Campus Development Plan](#).

The Campus Development Plan is the implementation component of the planning process. It consists of building, site, and infrastructure improvements that advance the Campus Master Plan. University strategic program needs are balanced with the quality of physical assets.

Finance and Operations and the Office of the Provost recently revised the approach to [Master Planning](#), to strengthen alignment of programmatic needs with the physical assets that are required to support them and to address program needs in an adaptable, efficient, and cost-effective manner. The foundation of the process is that college/unit planning drives space planning, master planning, and campus development plans. One component of the improved master planning process is the creation of a university space planning model that gives the university the ability to test a variety of planning scenarios and understand the impact each has on campus facilities.

The Space Information Management System ([SIMS](#)) provides the central master record of campus space, including the UI Hospitals and Clinics. These data support the Facilities and Administrative cost survey that is used to negotiate the university's federal indirect cost recovery rate. The data are also used to calculate operating costs and building replacement values for insurance coverage. SIMS embeds data into floor plans, with a goal of increasing efficiency. For example, Building Information Modeling (BIM) data will be incorporated into floor plans,

and SIMS will integrate with the maintenance management system to improve maintenance cost calculation and provide ready access to accurate information on building systems.

#### *Condition of existing facilities*

Facilities Management uses four basic facilities stewardship strategies to maintain the condition of existing GEF facilities:

1. ongoing maintenance and operational care of existing facilities,
2. reinvestment in the renewal of long-term physical assets,
3. reduction of the backlog of deferred maintenance, and
4. de-commissioning of obsolescent facilities or those with substantial deferred maintenance.

The university uses a “total cost of ownership” evaluative framework when weighing the various alternatives, which may include renovation, improvement, or demolition of existing facilities. Total cost of ownership encompasses all stewardship costs, including the initial project cost and ongoing care, utilities, and energy costs over the useful life of a facility. When renewal will not result in useful space configurations or will prolong the inefficient use of existing land, a building may be considered for removal. In situations where building removal is considered, historical value and heritage are carefully weighed.

The university has contracted with [Sightlines](#)--a strategic planning, advisory, and benchmarking firm for educational facilities assets that has worked with more than 450 higher education clients, including all Big Ten institutions--to analyze its investment in the condition and care of its GEF facilities. According to Sightlines, the university has done an exemplary job leveraging its assets strategically to manage critical deferred maintenance and accumulated repair and modernization. However, it notes that the university’s recovery efforts after the catastrophic flood in 2008 pushed back several renewal projects that would have otherwise gone forward over the past decade. The combination of these delayed efforts, the aging profile of the university’s building inventory, and current at-risk funding commitments find the university with an increasing critical need. Consequently, the university is working closely with Sightlines to develop a [five-year strategy](#) that will conceptually address near-term funding decreases by offsetting higher funding in the back end of the plan.

The approach the university is taking is consistent with the industry trend of moving away from a focus on total deferred maintenance toward developing and implementing strategies for identifying and funding critical asset needs. For more than a decade, the university has pursued an overall target for building renewal funding (critical deferred maintenance and asset reinvestment) of 1% of the replacement cost of all of its GEF buildings. This goal recognizes that the quality of facilities has a significant impact on the success of students, faculty, and staff. However, funding for building renewal--which comes from operating funds and capital appropriations, among other funding sources--is affected by economic and budgetary issues.

#### **The university meets the diverse technology needs of students, faculty, and staff and provides critical, high-quality IT services in support of virtually all aspects of university operations.**

The university’s robust campus data network connects 60,000 end devices to an array of IT services, data, and digital assets on campus and worldwide via standard 1 Gbps wired connections and ubiquitous wireless connectivity. The 100 Gbps core network joins 186 campus buildings with 10 Gbps to nearly all buildings. Connections to the Internet2 national research and education network are made through the Big Ten Academic Alliance (BTAA) OmniPop in Chicago via the university’s co-owned BOREAS (Broadband Optical Research, Education and Sciences Network) regional fiber optic network ring that provides 100 gigabit waves to major U.S. network hubs in Kansas City and Chicago.



ICON ([the university's Canvas-based learning management system](#)) supports content, assignments, grading, quizzes, and more for about 4,000 university courses per semester, an adoption rate of about 70%. Specially designed [active-learning classrooms](#) and instructor trainings support student-centered learning, and standardized delivery of classroom technologies supports engaged teaching and learning in 330 centrally supported university classrooms and other teaching spaces on campus. Research and analytics staff collaborate with faculty to research and leverage transactional student data from academic technology systems to provide course-specific opportunities for data-informed course design.

Growing research computing needs are being met with a new high-performance computing ([HPC](#)) system, Interactive Data Analytics, and expanded research data storage and collaboration services. The university continues to grow its computational resources, recently adding computational capabilities to address interactive analytics needs. Computational services support more than 1,000 users in more than 100 departments. A [Research Data Storage Service](#) with backups, replication, recovery, auditing, and archiving is available to all faculty and they have the ability to share data with collaborators both internal and external to the university. Additional research computing services include training, grant development, consultation, compliance, and discipline-specific support.

A [Data Analytics and Insights](#) workgroup supports enterprise-wide reporting, business intelligence, and data-analytics solutions to aid the campus in making data-informed decisions. MAUI, a powerful [student information system](#) built by university technologists, manages a vast collection of records and countless financial transactions, providing valuable data for student success activities and offering students tools to manage their academic plans. A comprehensive, integrated eRA ([Electronic Research Administration](#)) system covers the research grant lifecycle from opportunity discovery to project closeout, including compliance with relevant regulations, and the processing of more than \$700 million in grants each year. A suite of human resources and finance enterprise systems significantly extends the functionality of vended ERP by offering robust, usable services and automations that are tailored to the institution. This includes hundreds of functions that are directed to employees, administrators, and campus leadership to enable direct access, regulatory compliance, efficiency, and automation. The identity platform provides an authoritative source of institutional data and enables management of more than 600,000 electronic identities.

[Security](#) is a priority and efforts are constantly underway to protect information and technology assets using a risk-based approach. The enterprise information security program uses the NIST Cybersecurity Framework as its foundational basis. Incident-response plans are established, tested, and updated. Endpoint detection and response software is deployed across nearly all managed systems, and firewalls are in place at the campus border and in front of campus datacenters. Third-party penetration tests are conducted on critical systems across the enterprise, and tools and awareness campaigns combat phishing. The enterprise has a process for evaluating the risk associated with vendor technology, as part of a supply chain risk-management process. Two-factor authentication is required to access the employee self-service portal and is enabled for major academic applications. Disaster-recovery plans for critical systems were reviewed and updated in the past year, including a comprehensive Disaster Recovery Management Plan and system-specific runbooks.

University technology users receive technical support through a [centralized Help Desk](#) and device-management service and a growing network of more than 60 support consultants assigned to assist campus units with day-to-day technology needs and ensure hardware and software are well maintained. The Help Desk offers extended hours and assists 80,000 contacts per year.

IT played a critical role in supporting virtual operations during the pandemic. [Resources for working remotely](#) are provided on a centralized website and offer information on accessing necessary university software, utilizing communication tools, and online security. Guides were created for [faculty](#) and [students](#) to support virtual learning. In response to campus closures during the pandemic, ITS implemented [outdoor and drive-up wireless services](#) across campus to facilitate access to high-speed internet for students, faculty, and staff.

*IT Collaboration and Strategic Planning*



For the last seven years, central and distributed IT organizations have formally worked as a unified IT ecosystem ([OneIT](#)) to provide a cohesive, consistent experience for customers; maximize the impact of IT investment; meet the needs of interdisciplinary activities; and position IT to support the challenges that come with ever-increasing use of and innovation in technology. A governance process was implemented to improve transparency, communication, project prioritization, and decision-making. OneIT has centralized commodity and infrastructure IT services to allow collegiate and administrative units to focus on specialized, unit-specific support for students, instruction, research, outreach and engagement, and administrative functions.

OneIT is [actively engaged in planning](#) and achieving university strategic goals and invites the university community to participate as partners in planning, implementation, and management of IT services, projects, and strategies. The OneIT strategic plan ensures that IT is aligned to support the university's goals; that it helps university faculty, students, and IT workforce thrive; and that resources are prioritized as the pace of change and demand for technology increase in an era of digital transformation. The plan is implemented via [OneIT Roadmaps](#) that are updated twice per year to reflect tactical or project changes to meeting the strategic goals. The current plan includes strategies to support student learning and success, advance research and interdisciplinary collaboration, align data initiatives with strategic and operational priorities, enable faculty and student innovation, foster strong IT partnerships across organizational and functional boundaries, protect technology and information assets, and optimize effectiveness and efficiency in resources, processes, and service management. In spring 2023 OneIT is updating its plan to align with additional initiatives outlined in the newly released university strategic plan.

**The university recruits, develops, and retains talented employees to carry out its teaching, research, and service missions.**

In [November 2022](#), the university and hospital employed (FTE) 2,872 faculty, 8,214 Professional and Scientific (P&S) staff, 3,314 SEIU/Health Care professionals, 3,834 merit staff, 239 postdoctoral scholars, 868 medical residents, 2,358 graduate students, and 3,997 temporary employees (including students) to carry out its instructional, research, and service missions.

As described in 3.C, the university has policies and processes in place to ensure faculty and staff hires are appropriately qualified, oriented, and trained. Detailed job descriptions include educational and licensing or certification requirements. These job descriptions are the basis of every search to recruit new faculty and staff.

*Recruitment of qualified and talented Professional and Scientific, Merit, and SEIU staff*

Recruiting talented staff is an important part of meeting the UI mission and strategic goals. To that end, the university uses a recruiter model in which all staff searches are managed by a dedicated HR professional for a college or division. Recruiters receive annual compliance training on policies and procedures relevant to the hiring process. In 2021, the university's staff recruitment process and system [underwent an audit by the Office of Internal Audit](#) to ensure it was operating as intended and to adequately manage risk. One key recommendation was the development of key performance indicators (KPIs) to help measure the efficiency and effectiveness of the recruitment process. This and all other findings were addressed, and the audit successfully closed. The KPI reports are presented to Senior HR Leadership quarterly.

Search committees are utilized for all faculty and most staff positions. Faculty and staff members are available to provide university-developed training to search committees about how to conduct searches to advance the university's strategic planning goals related to equity and diversity. A "[Path to Distinction](#)" toolkit is sponsored by the Office of the Provost and implicit bias training is strongly encouraged for search committee members.

At time of hire for P&S, Merit, and SEIU staff and faculty, background checks and credential verifications ([as required by policy](#)) are completed using third party vendors. All new faculty and staff are invited to participate in a self-guided orientation called Iowa Welcome through a series of videos and animations. While most onboarding

and orientation takes place at the department and unit level, all new and transfer employees receive onboarding emails throughout their first year of employment.

*Retaining qualified and talented P&S staff*

One important aspect of retention is compensation. The university has a variety of mechanisms to review classifications, adjust salaries, and provide additional compensation to staff. In addition, there are a variety of reports, queries and [data dashboards](#) that are available to help with retention efforts. As part of the retention strategy, colleges and divisions are encouraged to utilize the tools at their disposal, and to solicit assistance from Compensation and Classification. The Office of Institutional Equity ([OIE](#)) partners with [Compensation and Classification](#) to conduct an annual salary equity review for all Professional and Scientific classifications. For faculty positions, a similar process occurs on a biennial basis.

Another critical component of staff retention is the opportunity for professional development. The university [requires annual performance reviews](#), which provide an opportunity for staff and supervisors to set goals and identify career and professional development opportunities. The annual completion rate for performance reviews is over 99%. The university also utilizes an online Compliance and Qualifications system (CQ) to track and ensure that all faculty and staff complete and maintain required training related to their profession and/or position.

The university conducts a biennial employee engagement survey--[Working at Iowa](#)--and regularly scores high among faculty and staff relative to development opportunities. Organizational Effectiveness, a unit within HR, offers numerous opportunities and resources for professional development (described in 3.C). Faculty and staff can also access various fee-assistance programs, tuition assistance, and professional development awards, as well as assistance through an individual's particular college or division.

The university recognizes the importance of a "people first" culture and supports wellbeing as a priority. The university offers [comprehensive wellbeing services and support](#) for staff as part of a total rewards package focused on both recruitment and retention. These services focus on whole person wellbeing including a broad range of [programming, consultation, training, and counseling](#) focused on mental and emotional well-being, physical health, self-care, and a supportive campus culture. During the pandemic, the university focused additional efforts on [mental health](#).

Most recently, the [campus-wide Well-Being and Mental Health Collaborative](#) was charged to establish institutional priorities that embed wellbeing and mental health into all aspects of campus culture for students, faculty, and staff. The collaborative is a leader in advancing the "holistic well-being and success" goal of the institution's newly developed five-year strategic plan.

It is critical that supervisors understand their role in supporting staff retention. The university requires all administrative supervisors to complete a [comprehensive training](#) (in November 2022 there is an 89% completion rate). The training consists of multiple sessions and provides information and resources to support a wide range of employment practices, including recruitment and retention; employee engagement; and performance management, with the importance of supporting diversity, equity, and inclusion embedded through all the training modules. This training must be completed in the first six months of becoming an administrative supervisor. Supervisors are encouraged to continue their development through other professional development workshops offered online or with live facilitators.

In response to the pandemic, in November 2020 University Human Resources formed a [Future of Work@Iowa](#) project to reimagine how and where UI employees work. The project focused on understanding the long-term potential for remote and hybrid work, flexible schedules, and other types of work arrangements. The project team released its final report in April 2022.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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**Strategic planning involves substantial input from the university community.**

As described in 1.A, the university's most recently completed strategic planning process involved the collection of extensive input from individuals and groups within the university community, including faculty, staff, and students. From [summer 2021 through spring 2022](#), the Strategy Team and Development Teams held more than 20 listening sessions with student, faculty, and staff groups; more than 20 "key informant" meetings with campus content area experts; more than 10 focus group discussions with content experts and campus stakeholders; and multiple meetings with external stakeholders such as alumni and community leaders. They also invited open ended feedback from the campus community via an online form.

**Strategic planning at the university is a "living" process designed to respond to emerging opportunities and challenges.**

As described in 1.A, the university has formed a [Strategic Plan Action and Resource Committee](#) (SPARC) to oversee implementation of the strategic plan for 2022 to 2027. The committee's charge is to create and direct an implementation plan that will be revised over the planning period to reflect new challenges and opportunities. The SPARC team also acts as the institutional manager of the P3 Program, described below.

Other university planning efforts also attend to changes in the landscape. The Budget Review Board, for example, monitors trends in enrollment, research, fundraising, and [GEF revenue](#). As noted in 5.A, the Strategic Enrollment Management Plan was developed with attention to demographic data and the [Higher Education Demand Index](#).

**The university allocates resources strategically, in alignment with identified priorities.**

As described in 5.B, the university's budget model is designed to ensure GEF budgets are aligned with strategic priorities. Along with the GEF budget, UI Center for Advancement gifts, and other internal and external sources, a major source of funding for the university's strategic plan for 2022-2027 will be [P3 funding](#).

In 2019, the university received approval from the Board of Regents to enter into a 50-year partnership involving its utility system with ENGIE North America and Meridiam. The UI is one of the first universities in the country to

engage in a utility public-private partnership (P3). In conjunction with the P3, the Board also approved the formation of a 501(c)(3), the [UI Strategic Initiatives Fund](#).

The P3 will make available \$15 million per fiscal year to support projects that directly support the 2022-2027 Strategic Plan. P3 funds are allocated through an open and transparent grant process. Anyone in the campus community may submit a proposal for a one- to three-year grant. Proposals go through a vetting process, with the Strategic Plan Action and Resource Committee (SPARC; see above and 1.A) soliciting, vetting, and recommending proposals to the provost and president for approval, and the P3 Board of Directors making the final review and endorsement.

Guiding principles for the program are:

- All funds will be used for initiatives that support the strategic plan.
- \$15 million in annual revenue will not be enough to support all the strategic needs of the university.
- P3 funds will be most valuable when used to leverage other support or to grow new sustainable efforts in support of the strategic plan.
- Sustainability of strategic activities beyond P3 support is essential.
- Proposals for multi-year non-recurring funds (up to three years) will be considered, balanced with proposals that could benefit from one-time or shorter-term support.
- The allocation process will be evaluated annually for the purpose of process improvement.

Priority will be given to projects that demonstrate the following criteria:

- Institutional-level high impact (i.e., a high return on investment) across more than one strategic priority area.
- Activities are outside of scope, or unable to be supported, through the current budget model. Project activities should extend beyond core functions or operations related to the central missions of teaching, research, and service.
- The potential to leverage additional funds (e., grants, philanthropy, and/or other strategies) to ensure the continuation of project activities post funding-period.
- Cross-campus collaborations, including interdisciplinary, cross-unit activities that build on existing strengths and/or areas of opportunity for growth and distinction.

As of fall 2022, [\\$34.6 million has been distributed](#) to 20 interdisciplinary projects.

**The university collects evidence to gauge its performance and identify opportunities for improvement in targeted areas.**

The university conducts various surveys to gather student, faculty, and staff perceptions of their experiences on campus, including:

- [SERU and gradSERU](#) surveys to all currently enrolled bachelor's, master's, and doctoral students (see 4.B).
- Exit and post-graduation outcomes surveys to degree recipients (see 4.B).
- The [Campus Climate Survey](#) takes a snapshot of campus culture every two years. The first survey occurred in [2018](#), collecting feedback from faculty, staff, undergraduate, and graduate students. The university surveyed only faculty and staff in [2020](#) during the COVID-19 pandemic, but administered the student survey in [2021](#) with a version for professional students. The [2022](#) survey was administered in March to the entire campus community.

- The [Working at Iowa survey](#), conducted every two years, identifies faculty and staff perceptions of their work environment and opportunities to improve the work experience for faculty and staff (see 5.B).

University programs undergo extensive operational reviews through federal, state, and institutional performance and financial audits; professional accreditation reviews; and institutional collegiate, departmental, program, and administrative reviews.

As described in 4.A, [Board of Regents policy](#) establishes that academic departments, programs, and colleges must be reviewed on a seven-year cycle. Findings from these reviews guide program improvements and efficiencies (see 4.A for examples). In addition, more than 50 academic programs at the university undergo [specialized accreditation review](#). These reviews typically involve the generation of a self-study and feedback from the reviewers about opportunities for improvement.

The Graduate College assures high quality graduate programs across campus through the [academic program planning approval](#) process.

[Section II.28.4 of the Operations Manual](#) outlines requirements for reviews of central administration, which are led by the Faculty Senate and used to identify areas for improvement. For example, the 2019 review of the Office of the Vice President for Finance and Operations led to the creation of a [Campus Development Team](#) within that office, which ultimately strengthened the relationship between VPFO and the Campus Planning Committee and contributed to wider campus engagement on university facilities issues. The Faculty Senate's [Schedule of Administrative Reviews](#), which specifies the offices reviewed under this policy and the schedule of upcoming reviews, was put on hold during the pandemic and is being reviewed by the Faculty Senate in the current year.

As noted in 5.A, the Office of Internal Audit conducts [internal audits](#) of selected university units and programs throughout each year. These audits provide a systematic approach to identifying strengths and weaknesses in business practices and processes, and include clearly defined feedback mechanisms and follow-up schedules. For example, in fall 2021 an [internal audit](#) of the Office of Equal Opportunity and Diversity recommended synchronizing policies and complaint investigation procedures where possible, which was a key element of the reorganization and merger of that unit into the [Office of Institutional Equity \(OIE\)](#) (described in 1.C).

## Sources

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- Assessment\_Campus\_Climate
- Assessment\_Campus\_Climate\_2018
- Assessment\_Campus\_Climate\_2020
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- Planning\_Campus\_Development\_Team
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- Planning\_SPARC.pdf
- Planning\_Strategic\_Plan\_2022-2027
- Planning\_Strategic\_Plan\_2022-2027 (page number 18)
- Policies\_OpsManual\_Academic\_Review
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## 5.S - Criterion 5 - Summary

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### Summary

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The university remains in a strong financial position to support its mission and operations.

The university works to allocate its resources effectively through strategic planning, which seeks broad input from the university community approximately every five years, and through the strategic plan implementation process. Through these processes, the university prioritizes areas of emphasis within its broader mission and implements strategies that respond to current and emerging challenges and opportunities.

The university's budget model, new in FY 2019 and refined in response to ongoing evaluation, is designed to facilitate more effective planning, increase transparency, encourage collaboration, and ensure that academics are at the center of the resource allocation decision-making process.

### Sources

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*There are no sources.*