



THE IOWA PROMISE

A Strategic Plan for
THE UNIVERSITY OF IOWA
2005–2010



In the summer of 2004, I asked Executive Vice President and Provost Michael J. Hogan and Senior Vice President and Treasurer Douglas K. True to lead the campuswide effort to create The University of Iowa's new strategic plan for 2005–2010. It is with great enthusiasm that I now present this result, a focused and ambitious plan that aims to advance excellence in education, research, and service as the University's highest priority.

I thank Provost Hogan and Vice President True, the Strategic Planning Committee, and our campus community for their vision, commitment, and hard work in helping to build a bright future for The University of Iowa.

David J. Skorton

David J. Skorton
President



Michael J. Hogan and David J. Skorton

I am pleased to present *The Iowa Promise: A Strategic Plan for The University of Iowa 2005–2010*, a document that reflects not only the dedicated effort of the 23 members of the Strategic Planning Committee, but also the thoughtful input of constituents from across the University.

At President Skorton's direction, I began the strategic planning effort early in fall 2004 by appointing a widely representative committee—co-chaired by Senior Vice President Douglas K. True and myself—comprising undergraduate and graduate students, including the president of the student government; representatives of the Faculty Senate, including its president; staff members, including the president of the Staff Council; and faculty and administrators from several colleges, including the health sciences colleges.

While the committee as a whole began the process of reviewing the University's mission, aspiration, and core values, subcommittees appointed to draft the individual sections of the plan began their work separately.

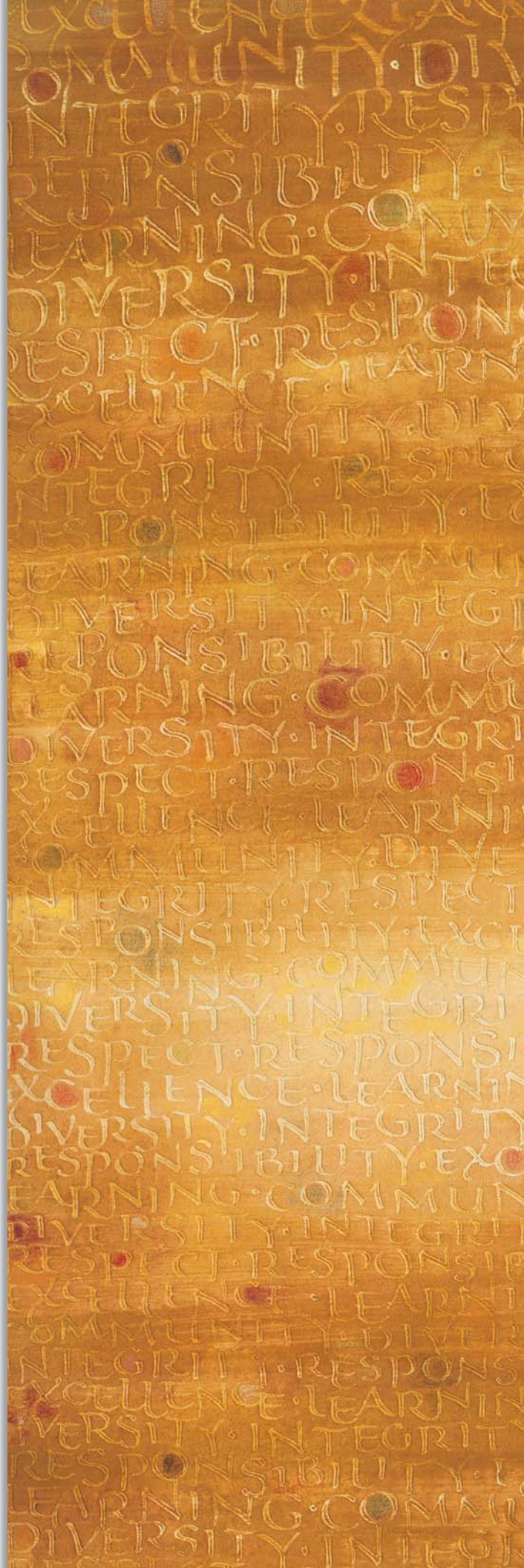
The committee held two widely publicized open forums for faculty, staff, and students early in the process—in October, as the subcommittees were just beginning to draft their sections of the plan—and two more forums later, in December, with a draft of the plan available for the University community to review. We posted drafts of the plan as it evolved to a public web site, and invited comments to an e-mail address established for that purpose. I am glad to say that the open forums and e-mail, as well as visits with constituent groups, produced numerous comments and suggestions from colleagues across campus, almost all of which helped to improve the plan.

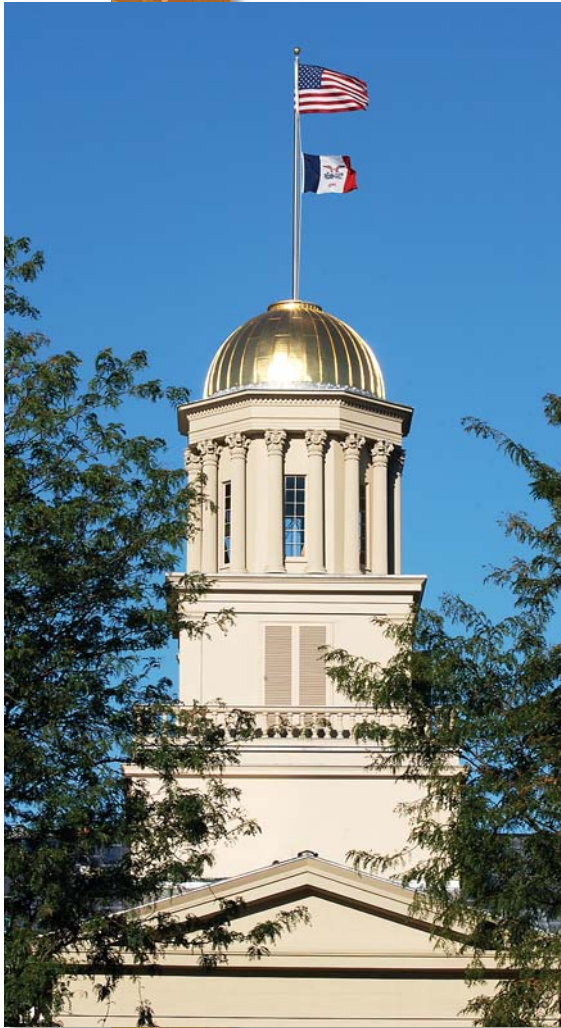
Thus the plan was vetted across campus, and we received invaluable input that informed and strengthened the document with each successive draft. As a result, I think we have arrived at an excellent, focused plan that will serve the University well over the coming five years.

We have titled our plan *The Iowa Promise* to remind ourselves, and all future readers, of the twin pillars on which the plan is built: we recognize our potential for greatness—our promise—and intend to realize it; at the same time, we recognize that we cannot achieve greatness except by fulfilling our pledge—our promise—to those we serve.



Michael J. Hogan
Executive Vice President and Provost





IDENTITY

The University of Iowa is a comprehensive research university with particular distinction in the arts, humanities, and sciences, and a wide array of exceptional professional programs. While serving as the state's most comprehensive institution of higher education, the University also enjoys a national and international reputation for excellence and competes at that level for the best faculty and the most talented graduate and professional students.

MISSION

Upon founding The University of Iowa in 1847, Iowa's first legislature entrusted it with a threefold mission of teaching, research, and public service. In pursuing that mission today, the University seeks to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in an increasingly diverse and global environment.

ASPIRATION

The University of Iowa aspires to attract the most talented faculty, staff, and students; to provide an environment where they can discover and fulfill their potential; and thereby to realize its promise, which is to become one of the ten most distinguished public universities in the country.



CORE VALUES

In planning, setting priorities, and carrying out every aspect of its mission, The University of Iowa is guided by seven interdependent commitments:

Excellence • Learning • Community • Diversity • Integrity • Respect • Responsibility

The University of Iowa is a community of faculty, staff, students, alumni, and friends who seek to advance knowledge and foster learning across a broad range of academic endeavors. So that learning and creative expression may flourish, the University takes seriously its obligation to protect academic freedom and free expression; maintain a safe, supportive, healthy, and humane environment; and nourish a system of collaborative decision making based on mutual respect and shared governance. Because diversity, broadly defined, advances its mission of teaching, research, and service, the University is dedicated to an inclusive community in which people of different cultural, national, individual, and academic backgrounds encounter one another in a spirit of cooperation, openness, and shared appreciation. The University recognizes its accountability to the people of Iowa and the need to exercise responsible stewardship over the intellectual and material resources entrusted to it, including the need to direct those resources to programs and initiatives that are central to the University's core mission. In all that it does, the University measures itself by exacting standards, promotes continuous improvement, honors excellence and high aspiration, and holds its community as a whole to the highest degree of honesty, fairness, and personal integrity.

CULTURE

The culture of The University of Iowa has been formed through historic adherence to core values. The culture is characterized by collaborative decision making within a community that fosters open and consultative communication.

GOALS

The University has identified the following five goals—one each in the areas of undergraduate education, graduate and professional education and research, diversity, vitality, and engagement—as key to achieving its aspiration.



UNDERGRADUATE EDUCATION

GOAL: *To create a University experience that enriches the lives of undergraduates and helps them to become well-informed individuals, lifelong learners, engaged citizens, and productive employees and employers.*

The University considers excellent undergraduate education the core of its mission. In meeting this responsibility, we will provide high-quality curricular and cocurricular programs that encourage intellectual and physical vitality and help students acquire the habits of mind that sustain lifetime learning. We also will provide safe and healthy settings in which students can learn to lead and work with others, solve problems and serve their communities, and treat one another with integrity, civility, and respect.

Strategy: *Recruit and retain a student population that can succeed at a comprehensive research university, and nurture their success, by:*

- Tailoring admission policies to ensure that admitted students demonstrate both strong



- preparation and motivation for college-level work;
- Collaborating with K-12 education to help define academic competencies appropriate for college bound students;
- Providing access through an appropriate blend of merit- and need-based financial aid and by increasing the amount of aid available;
- Easing the transition for new students, guiding all students through their majors, and providing excellent academic advising.

Strategy: *Promote excellent teaching, effective learning environments, and learning opportunities that leverage the University's strengths by:*

- Introducing students to the process by which research, scholarship, and creative work are produced and enabling their participation in that process, which is the key "value added" of



a comprehensive research university;

- Developing more first-year seminars, honors courses, and other small class venues where students can interact with tenured faculty;
- Strengthening the honors program and other opportunities for high-achieving students.

Strategy: *Ensure that all students graduate with strong core skills, a broad liberal arts education, and concentrated study in one or more majors by:*

- Promoting their facility for critical thinking, writing, and other communication skills, creative endeavor, and the use of information technology;
- Providing them with opportunities to develop leadership and teamwork skills and an understanding of business and other organizations;
- Reexamining our general education requirements to ensure that course requirements foster an appreciation of the arts and humanities; an understanding of science, technology, and mathematics; an ability to work within and across disciplinary boundaries; and the skills needed to participate in an increasingly global environment;
- Augmenting support for the research collections,



libraries, museums, and information technologies, broadly defined, that are critical to teaching and learning;

- Continuing efforts to internationalize the educational experience.

Strategy: *Help undergraduates prepare for life within and beyond college by:*

- Instilling in them a respect for the life of the mind and a habit of lifelong learning;
- Communicating to them the value of community involvement and participation in democratic governance;
- Creating with them a safe environment in which to live, learn, and work, including opportunities to participate in health-promoting activities;
- Providing career advising that will enable them to pursue their employment goals;
- Providing educational experiences that will prompt them to consider the role postgraduate education could play in their lives;
- Providing curricular and cocurricular opportunities that will enable them to understand and succeed in a multicultural and global community.



GRADUATE AND PROFESSIONAL EDUCATION AND RESEARCH

GOAL: *To cultivate excellent graduate and professional programs, and to advance the research and scholarly enterprise.*

As a research university, The University of Iowa is dedicated to the discovery, dissemination, and preservation of knowledge. Faculty, staff, and student research produces new knowledge, innovations, and creative works that improve our lives and our society. The University's research and postbaccalaureate programs foster a rich, vibrant learning environment for all students, including undergraduates. Moreover, our graduate and professional programs prepare the next generation of scientists, scholars, artists, and



faculty members to carry this crucial effort forward into the increasingly knowledge-intensive world of the future. In the next five years, we will seek to enhance existing and develop new programs of distinction that are central in these ways to our teaching, research, and service mission.





Strategy: Increase the number of graduate and professional programs ranked in the top ten by:

- Recruiting and retaining excellent faculty and research staff;
- Providing faculty and research staff with the research support appropriate at a comprehensive research university;
- Developing methods for identifying programs of emerging distinction that are central to improving the University's stature;
- Identifying, through a University-wide reallocation process, financial resources to support excellence and emerging distinction.

Strategy: Improve the infrastructure and culture central to the growth of research, scholarship, and creative work, including interdisciplinary and international efforts, by:

- Ensuring the availability and robustness of information technology services and support required for extraordinary and day-to-day research, scholarship, and creative activity;

- Investing selectively in equipment that can serve the needs of multiple investigators;
- Streamlining the operations of the regulatory and administrative offices that govern and support the research enterprise;
- Identifying opportunities for investment at the intersection of existing University strengths and extramural funding opportunities;
- Adopting administrative structures and incentives that encourage strategic cross-unit collaborations;
- Facilitating national and international travel, communication, and collaboration.

Strategy: Enhance graduate and professional education by:

- Recruiting and retaining highly qualified and diverse students, and maintaining high standards for timely and successful completion of postbaccalaureate programs;
- Providing competitive financial support for graduate scholars and professional students;
- Establishing strong programs for postdoctoral scholars and professional trainees.



DIVERSITY

GOAL: *To promote excellence in education by increasing the diversity of the faculty, staff, and students.*

Diversity, broadly defined, is essential to the educational experience and central to all parts of the University's mission. A diverse learning environment—particularly one that has achieved a “critical mass” of underrepresented individuals—helps members of the University community to challenge stereotypes and develop complex critical thinking skills; better prepares them to become active citizens and leaders; and equips them to live as members of an international community, in which success and personal happiness increasingly depend on the ability to appreciate and negotiate difference on a global scale. We therefore embrace our responsibility

to create a welcoming environment for all members of the community, including underrepresented faculty, staff, and students; persons with disabilities; lesbian, gay, bisexual, and transgendered persons; persons of disadvantaged socioeconomic status; and nontraditional and international students.

Strategy: *Promote a welcoming climate that enhances the educational and work experience for all members of the community and prepares our graduates to live in an increasingly global environment by:*

- Developing new methods to create a more respectful and inclusive climate;
- Developing new opportunities that enhance the cultural competency of faculty, staff, and students;
- Improving retention and graduation rates for students of color;





universities with substantial populations of underrepresented students;

- Engaging with schools and school districts to understand and address the needs of at-risk students and the disparities in K-12 education;
- Improving access and opportunity for underrepresented students and students of disadvantaged socioeconomic status by increasing scholarships while decreasing reliance on loans.

Strategy: Hold all parts of the University community accountable for improving the climate for diversity and building a critical mass of underrepresented faculty, staff, and students by:

- Designing comprehensive plans that will guide campus and unit diversity efforts and developing performance measures by which to evaluate the success of those plans;
- Integrating diversity performance measures into evaluations and reviews.

- Creating a more welcoming and accessible environment for faculty, staff, students, and visitors with disabilities;
- Improving interaction among domestic and international faculty, staff, and students.

Strategy: Build a critical mass of underrepresented faculty, staff, and students by:

- Increasing the diversity of the faculty, especially in tenured and tenure track positions;
- Increasing the diversity of those in executive, administrative, and managerial positions;
- Educating faculty and staff in the best practices for recruiting underrepresented faculty, staff, and students;
- Developing a more effective marketing strategy and recruiting more effectively from high schools, community colleges, and colleges and



VITALITY

GOAL: *To strengthen the University's intellectual and community vitality.*

Intellectual and cultural vitality are essential and fundamental qualities of a great university. A vibrant intellectual life and community spirit drive and sustain every University activity and, in turn, must be supported and nourished. Therefore, to continue to invigorate the University community, we must actively promote a thriving intellectual environment, healthy organizational structures and processes, and excellent physical infrastructure. This will entail persistent attention to the health and welfare of faculty, staff, and students; strong and creative leadership; wise stewardship of existing resources and vigorous

development of new resources; and a recognition that tenure and other guarantees of academic freedom—and the responsibilities that go with them—are essential to the vitality of both teaching and research.

Strategy: *Build an exemplary University community by:*

- Providing nationally competitive faculty salaries and establishing new faculty positions in critical areas;
- Maintaining competitive compensation for staff;
- Promoting the health, well-being, and professional growth of all members of the University community;
- Attaining and maintaining gender and racial equity in opportunities and compensation.





Strategy: Nurture creative leadership throughout the University by:

- Increasing opportunities and support for leadership development;
- Ensuring an organizational environment where responsibilities and accountabilities are clearly defined and fully aligned;
- Encouraging and rewarding innovation, flexibility, and collaboration.

Strategy: Make the best use of available resources by:

- Using the Regents' reallocation process to direct resources to existing and emerging programs based on their centrality to the University's mission and potential for sustained excellence;
- Collaborating with the Regents institutions to centralize business services, as envisioned in the Administrative Services Transformation plan;
- Developing a process for space utilization and

acquisition that supports the University's mission and includes ongoing assessment and evaluation;

- Ensuring complete and thorough implementation of performance management policies;
- Ensuring that all operating units, support services, and ancillary organizations monitor and maintain compliance with applicable and relevant laws and regulatory requirements.

Strategy: Secure new resources and financial support by:

- Working closely with the Board of Regents, State of Iowa, and the other Regents institutions to increase legislative and gubernatorial support for higher education in the state;
- Forging mutually beneficial partnerships with the private sector;
- Broadening the base of philanthropic support for the University;
- Enhancing support for junior faculty and junior research staff in their efforts to secure external funding.



ENGAGEMENT

GOAL: *To broaden the University's service mission to include stronger partnerships with public constituencies.*

"Engagement" involves much more than conventional, unidirectional outreach; it requires public partnership and a commitment to interchange and reciprocity. The University, particularly in its role as a state university, thrives on this commitment and seeks to expand access, interaction, dialogue, communication, societal benefit, and mutual care and concern. The mutual exchange of ideas and synergistic use of complementary expertise will promote success across the state of Iowa.



Strategy: *Promote, value, and celebrate individual and collective contributions to the public good by:*

- Creating opportunities for community involvement on and off campus;
- Recognizing faculty, staff, and student contributions to the external community through, for example, performance evaluations, transcripts, and public recognition;
- Creating relationship-building programs that serve key constituents, including alumni and friends of the University, state officials, potential and enrolled students, and parents.

Strategy: *Enhance health care services and programs offered by the University of Iowa Hospitals and Clinics, the health sciences and other colleges, and the University Hygienic Laboratory by:*

- Educating highly competent and committed health professionals and research scientists for Iowa and beyond;
- Advancing health care and the public's health through excellence in biomedical and population-based research;

- Delivering high-quality and cost-effective primary and specialty health care to Iowa and the region;
- Promoting meaningful community service through collaboration with the practice and larger communities;
- Sustaining the University's commitment to provide health care to the underserved.

Strategy: Bring the University's human and material resources more fully into public service by:

- Promoting the availability of recreational, informational, and cultural facilities to the public;
- Stimulating public involvement in conferences, lectures, and seminars;
- Enhancing the scope and reach of efforts that create linkages among University centers of expertise, community organizations, and businesses;
- Strengthening the other components of the state's education system through outreach to K-12 students and teachers.

Strategy: Facilitate faculty, staff, and student entrepreneurship, the commercialization of inventions, and engagement with external partners in supporting economic development by:

- Establishing an environment conducive to the development and promotion of faculty, staff, and student ideas;
- Increasing partnerships with state, community, and regional economic development organizations that participate in business recruitment, retention, and growth activities;
- Collaborating with external partners to create a more sustainable region and to leverage Iowa's natural resources;
- Facilitating the transfer of University technology and intellectual property to the business sector, particularly to business entities within Iowa.

Strategy: Maximize the value of the University's academic programs and career services for Iowa's workforce by:

- Working with Iowa businesses, community colleges, and others to reinvigorate cooperative education, internship programs, and workforce evaluation;
- Creating a stronger integration of student recruitment, advising, and career development services and programs;
- Strategically delivering degree programs, lifelong learning, continuing education, and professional development courses to Iowans and Iowa businesses through on-campus and distance education offerings.





Planning Assumptions for The University of Iowa, 2005–2010

Strategic planning serves a number of purposes. First and foremost, it allows for the explicit stating of principles that bind the community to a sense of purpose. Second, it highlights areas of focus that the University's faculty and leaders have agreed to address. The completion of a written plan, though, is only the first step in a process of continuous improvement that must be dynamic. Those who develop the plan cannot forecast with confidence all the factors that will influence decision making over the planning period; therefore, University leaders must regularly assess those factors, prepare action plans, and share with the community how their decisions relate to the items targeted in the strategic plan. In addition, colleges and units will develop their own strategic or action plans, and align them with this University-wide plan. The University of Iowa Hospitals and Clinics, the Roy J. and Lucille A. Carver College of Medicine, and the Colleges of Dentistry and Education, for example, have already begun this process.

In recent years, restraints on state support for public higher education have driven universities to rely more heavily on tuition for the revenue they need, in turn

raising serious concerns about access to higher education and thus about the public purpose of institutions like The University of Iowa. In this uncertain academic economy, it is incumbent on public universities not only to seek new ways to generate revenue but also to find a new formula for reconciling access with excellence. The University will not be able to accomplish all that it wants to; instead, University leaders must focus on what can be done particularly well, while at the same time offering the excellent core programs that all great universities must provide. This will entail difficult choices about the University's basic priorities and its opportunities for real distinction.

This strategic plan, therefore, does not capture all that the University wants to do; it is meant, instead, as a starting point, given our knowledge of the current environment, from which to focus the University's efforts and make effective use of its resources. While a growing resource base will hasten progress toward a larger breadth of strategic goals, University leaders are committed to improving performance in strategic areas regardless of changes in the resource base.

UNIVERSITY STATUS AND ENVIRONMENT

The University of Iowa is the state's most comprehensive university. Classified by the Carnegie Foundation as an "extensive" doctoral/research university, the University offers a robust array of graduate and professional programs while maintaining a long tradition of quality in the arts and sciences—the "core" in which all great universities must excel.

The University of Iowa serves the people of the state as a resource for education, health care, culture, and economic vitality. Nearly 70,000 University of Iowa alumni live and work in the state. The University educates half of the state's physicians, nearly half of its pharmacists, 80 percent of its dentists, and teachers and administrators in 70 percent of its K-12 school districts. The University's internationally recognized health sciences center served patients through more than 850,000 clinic visits in FY2004, including visits to 250 outreach clinics in more than 60 Iowa communities. The University's libraries, museums, cultural events, and performing arts venues enrich the lives of Iowans across the state. The University also contributes to the community through robust business services and technology transfer. University researchers generate and file an average of more than 80 new patent applications each year, and bring in more than \$300 million in external grant and contract support



annually. In FY2004, for every one dollar invested by the state, the University generated an additional five dollars from other sources—more than two dollars of that from sources outside of Iowa. In 2004, moreover, almost 66,000 University friends and alumni made more than 113,000 charitable gifts totaling \$77.3 million to support University programs.

While the University is dedicated to its role in serving the people of Iowa, it also is a national and international research university. It regularly benchmarks itself against an official, Regentally defined peer group of distinguished universities. Included in that group are Michigan, UCLA, North Carolina, Illinois, and Wisconsin, all of which are ranked among the top ten public institutions in the country. The University of Iowa is ranked among the top 20 public institutions and competes in the national and international higher education markets for the best faculty and graduate and professional students; moreover, the contributions of its faculty, staff, and students extend far beyond Iowa's borders.

The University's planning has been informed by awareness of its local, national, and international roles, and by examining and understanding both its strengths and the challenges it faces.



Widely shared views of University strengths

- Excellent national and international academic reputation in teaching and research
- A strong tradition in the arts, sciences, and humanities
- First-rate professional colleges
- Health sciences programs nationally and internationally recognized for professional leadership
- A comprehensive campus that includes a financially self-supporting university-owned hospital
- A history of attracting excellent faculty who achieve national and international recognition in their disciplines
- Membership in the Committee for Institutional Cooperation (CIC), the academic consortium of the universities of the Big Ten Conference
- Significant research productivity and funding
- Excellent library collections and services
- Several graduate programs ranked best in the nation and a significant number of graduate and professional programs ranked in the top 10–25 percent nationally
- Long-standing innovation in academic and creative offerings
- A culture that supports interdisciplinary program development
- A strong undergraduate program that offers excellent value for resident and nonresident students
- Rigorous academic requirements (including foreign language studies)
- Strong and effective shared governance
- Dedicated and talented General Service and Professional and Scientific staff coupled with professionalism among peers
- Ongoing efforts to improve the campus climate for all University citizens
- Nationally recognized athletic programs with a legacy of leadership in gender equity
- Mature technology transfer and economic development opportunities
- Successful private fund-raising through the partnership between the University and The University of Iowa Foundation
- Distinguished and involved alumni
- A tradition of support from the citizens of the state





CRITICAL RESOURCES

The rate at which the University accomplishes its strategic goals will be a function of its critical resources, including—in addition to its most critical resource, its faculty and staff—the budget, student body size and demographics, space, and technology. The University's planning has been informed by an understanding of the current status of these critical resources; given the uncertainty of their future status, the plan gives University leaders a context for judicious decisions about their effective allocation regardless of unforeseen developments.

Budget

State Appropriations and Tuition—The University's top budget priority is raising faculty salaries to be consistent with peers and restoring faculty lines lost in recent years due to budget reductions. The competitiveness of faculty salaries has slipped over the past decade, increasingly hampering recruitment and retention efforts. Recent budget uncertainty also has created situations in which colleges have delayed making tenure track faculty appointments because of the long-term investment required to support such hires. These two items are at the center of a Board of Regents, State of Iowa, initiative for new state appropriation support: \$40 million enterprisewide per year for the four years commencing on July 1, 2005. At the same time that the University seeks to improve faculty salaries, it will seek to maintain the competitiveness of staff salaries.

The Regents plan has two other important components. First, each Regents institution must reallocate one dollar for every two dollars in new operating appropriations received by the Regents. Regents institutions will compete for new appropriations based on how well they reallocate their base budgets to meet their highest-priority needs. Units must think strategically, therefore, about how all resources—existing and new—will be deployed. Second, the Regents plan calls for a moderation of tuition increases for resident undergraduate and graduate students. Coupled with the request for new appropriations, this moderation will help the Regents institutions and the citizens of Iowa together to build upon the substantial investments of the past. Tuition rates for nonresident

Challenges facing the University

- Retaining the most talented faculty and staff
- Maintaining national and international reputation and competitiveness alongside service to the state of Iowa
- Selecting and investing in academic programs that will enhance the University's stature
- Striking the appropriate balance between access and quality in admissions and financial aid policies
- Communicating with constituencies in ways that clearly demonstrate the University's efforts and accomplishments
- Continually reevaluating administrative policy and procedures in periods of change
- Responding to a rapid growth of external regulations
- Aligning resources with aspirations
- Recruiting and retaining a diverse faculty, staff, and student body
- Building and maintaining modern teaching and research facilities
- Maintaining an attractive, safe, and functional physical environment
- Maintaining a strong library research collection given the high cost of information resources
- Competing more vigorously for top undergraduate students, both resident and nonresident

undergraduate, graduate, and professional students will continue to be set in response to the market factors for those students.

Focusing on the need for new appropriations for faculty salaries and faculty lines, the Board of Regents, State of Iowa, has advanced a limited capital request for FY2006 and FY2007. The request includes \$15 million for deferred maintenance and to correct fire and environmental safety deficiencies each year. In this area, too, the Regents universities will be required during the planning cycle to reallocate one dollar of their existing base budgets for every two dollars in new capital appropriations received. Also, the Regents capital plan includes requests for state construction funding for a very limited number of new facilities in the years FY2008 to FY2010.

Research Funding—Research funding, particularly that generated from external sources, is an important component of the University budget. While the amounts and sources of funding vary widely according to discipline, the University anticipates that overall growth of external grants and contracts will average 2.5 to 5 percent per year.



Clinical Enterprise

The University of Iowa's clinical enterprise comprises the UI Hospitals and Clinics, the 650 practicing physicians of the UI Carver College of Medicine, and their joint activities as Iowa's only comprehensive academic medical center. Also part of the health sciences campus is the University Hygienic Laboratory, which serves as the state's public health and environmental laboratory and is a leader nationally in bioterrorism response-readiness. During FY2004, the enterprise admitted 50,324 patients, delivered 1,545 newborns, and recorded more than 850,000 total clinic visits at UI Hospitals and Clinics and some 250 outreach clinics in more than 60 Iowa communities throughout the state. Together, these clinical partners represent "the academic difference" in addressing the comprehensive health and health care needs of all Iowans. From cutting-edge biomedical research, to highly specialized services, to managing the needs of patients with complex medical conditions, to caring for low-income, uninsured, and vulnerable populations, the University's clinical enterprise plays an invaluable role in keeping Iowans healthy.

The University's clinical enterprise will face a difficult reimbursement environment in the years ahead. Within this environment, the enterprise's faculty and staff will continue to demonstrate their dedication to the highest level of patient care, research, and education.

Administrative Efficiencies

At its December 2003 meeting, the Board of Regents, State of Iowa, adopted an "Administrative Services Transformation" resolution that, in part, directed the university presidents to propose methods to achieve administrative efficiencies and other cost-containment measures through enterprisewide collaboration. In December 2004, the Regents accepted proposals from the three universities to reorganize three units: internal audit, risk management, and fleet operations. The universities will study additional areas for potential restructuring and cost-saving measures during fiscal years 2005 to 2007, with a target to implement additional changes during the two-and-a-half-year period. In addition, other areas of the University are independently investigating potential efficiencies through collaboration, as evidenced, for example, by the Regents-wide strategic plan for distance education.

Student Body

The University of Iowa has reached a student population of almost 30,000 students, including more than 20,000 undergraduates. An undergraduate population that is too large affects the University's capacity to provide high-quality educational services by taxing its resources, including residence hall space, classroom space, and faculty-student ratios. Over the next five years, the University will strive to maintain an undergraduate population at or slightly below the current level, even in the event of increasing in- and out-of-state applications. The University anticipates that the proportion of residents and nonresidents will remain relatively constant and hopes to recruit an undergraduate population that can succeed at a comprehensive research university, thereby improving retention rates, graduation rates, and time-to-degree.



20 Space

Within the first 18 months of the planning period, four new General Fund-supported buildings will be completed: the Adler Journalism and Mass Communication Building, the Pomerantz Center (career, advising, and other student services), the new Art and Art History Building, and the Carver Biomedical Research Building. Private philanthropy has played an important role in these projects. While the University highlighted new construction projects in its previous five-year planning period, in the current planning period, it will put renovation of existing General Fund facilities and an emphasis on student life facilities at the fore.



Pursuant to the most recent five-year capital plan and state budget request adopted by the Board of Regents, State of Iowa, capital expenditures in the near term will focus primarily on basic infrastructure needs, addressing deferred maintenance needs, and renovation of existing General Fund-supported buildings—in particular, the Chemistry Building and the existing Art and Art History Building. Planning and construction for these projects will take place over the next five-year period. The highest priority for new construction on the Regents-approved capital list for the University is a new home for the College of Public Health.

The theme of renovation of existing facilities carries over to auxiliary enterprises as well. The highly visible Kinnick Stadium project was motivated by the need to replace the aging south end zone stands and improve basic services throughout the stadium. With the aid of private philanthropy, the entire project, including the construction of a new press/viewing box, will be completed over the course of the first two years of the planning period, in coordination with the football season.

Substantial improvements to student life space also are contemplated during the planning period. Space within the Iowa Memorial Union will be remodeled, and additional interior and exterior space designed to emphasize a connection with the Iowa River will be built. A major new east campus student recreation center will be developed and built, a west campus tennis-recreation center will soon be under construction, and improvements to student residential and dining facilities are ongoing.





Technology

Information and other technology is central to the day-to-day life, instruction, research, and work process of virtually every faculty member, staff member, and student.

A key component of the current planning period will be the coordination, collaboration, and alignment of IT resources and service providers with each other and with collegiate and departmental goals. As part of the Administrative Services Transformation initiative for the Board of Regents, State of Iowa, information technology process improvement will continue both locally and in collaboration with the other Regents universities.

To align our information technology efforts with strategic directions outlined in this plan, new projects are planned and selected existing projects will receive higher priority or additional resources. Projects to help assure access to critical teaching and learning resources will include enhanced support and awareness for online technical training, expansion of the Online@Iowa course, evaluation of student e-mail systems, and continued opportunities for students to use new technologies such as wireless networking and video conferencing. Support

for faculty using technology in their course work will be enhanced through a new e-learning system and through expansion of the Student Instructional Technology Assistant program. A new student information system will support the recruiting, admissions, registration, and retention strategies of this plan. Improvements in the area of business continuity and security will ensure the availability of technology-based services.

Researchers will benefit from improvements to both on- and off-campus networking, increases in data storage, provisioning of grid computing resources and our alignment with national cyber-infrastructure projects. Day-to-day computing will be enhanced through improved computer management and help desk systems, increased video conferencing, web conferencing, and other collaboration tools.

A project to investigate the need to establish a campuswide Institutional Repository to preserve and access the digital scholarly assets of the teaching and research community is jointly planned between the library and IT communities.

Conclusion

This strategic plan articulates for the University community and for our constituents an understanding of who we are, what we do, and the values by which we define ourselves. It articulates as well our ambitious aspiration, five key goals we believe we must meet in order to achieve that aspiration, and an assessment of where the University stands today as we rededicate ourselves to these shared objectives.

The plan does not reflect everything that the University hopes to do over the next five years; nor does it represent an irrevocably fixed set of directives, since the planning process must be dynamic and adaptable. It will, however, serve—at the University level and also at the collegiate, departmental, and unit levels, where so many of the important decisions of the University are made—as the framework according to which we will make difficult decisions, focus our resources, and thereby advance the University's distinction as a leader in higher education.

For additional information, see www.uiowa.edu/strategicplan.



Appendix A: Indicators of Progress 2005–2010

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In each year of the 2005-2010 planning period, the University will look to the following 44 indicators to measure our progress toward achieving the aspiration and goals articulated in this strategic plan. These indicators, a combination of institutional targets and peer benchmark measures, are not intended to evaluate every initiative described in the plan. Nor are they intended to stand alone; we also will monitor a wide variety of other measures that are reported in annual governance reports to the Board of Regents, State of Iowa, and elsewhere. However, these indicators will provide an annual snapshot of our overall progress, institutional health, and competitiveness among our peers.

UNDERGRADUATE EDUCATION

Indicator	Target
1 ACT scores	Improve mean ACT score from 24.7 to 26.5 (P)
2 One-year retention rate of new, direct-from-high-school students	Increase from 83.2% to 86.0% (P)
3 Six-year graduation rate of new, direct-from-high-school students	Increase from 66.2% to 70.0% (P)
4 Percent of undergraduates who utilize career planning services	Establish benchmark and target after the opening of new Career Center in 2005 (I)
5 Study abroad participants	Increase undergraduate student participation from 713 students to 1,000 (I); increase graduate student participation from 250 to 340 (I)
6 Complete a comprehensive study of the undergraduate experience at Iowa	Committee report to recommend programmatic improvements (I)
7 Review collegiate general education requirements to ensure that all students receive a strong background in the arts and sciences	Committee report to recommend programmatic improvements (I)
8 Create additional opportunities for students to engage in research, scholarship, and creative work	Inventory current efforts and develop plans for involving more students (I)
9 Number of First-Year Seminars	Increase from 13 to 50 sections per academic year (I)

GRADUATE AND PROFESSIONAL EDUCATION AND RESEARCH

Indicator	Target
10 Pass rates on qualifying, licensing, and certification exams	Maintain pass rates above peer means in selected areas (P)
11 Number of graduate students winning national fellowships or awards	30 new awards in next five years (I)
12 Time to PhD degree	Decrease the average from 6.7 years to 6.4 years (I)
13 Total sponsored funding by fiscal year, in millions of dollars	Increase external funding 2.5% per year (P)
14 Sponsored research applications	Increase the number of annual external grant applications from 3,041 to 3,200 (I)
15 Fellowships and scholarships	Increase to 10 the average number of national faculty fellowships and scholarships awarded per year (e.g., Guggenheim, Fulbright, NEA, and NEH) (I)
16 Graduate assistant salary and tuition scholarship levels	Increase to top third of peer group (P)
17 Graduate fellowships and scholarships	Redeploy block allocation to support the recruitment of higher quality graduate students (I)

DIVERSITY

Indicator	Target
18 Climate measures reported in regular campuswide survey	Establish benchmark and target after the completion of the campuswide survey (currently ongoing) (I)
19 Racial/ethnic minority student enrollment as a percentage of total enrollment	Increase from 8.7% to 10.9% (P)
20 International student enrollment as a percentage of total enrollment	Increase from 7.0% to 9.0% (I)
21 Racial/ethnic minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 13.6% to 16.0% (P)
22 Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 27.7% to 32.0% (P)
23 Women in executive positions	Increase from 32.1% to 37.0% (I)
24 Racial/ethnic minorities in executive positions	Increase from 6.7% to 8.0% (I)
25 Racial/ethnic minority P&S staff as a percentage of total P&S staff	Increase from 6.5% to 7.5% (I)
26 Undergraduate racial/ethnic minority student first-year retention rate	Increase from 79.6% to 85.2% (I)
27 Central support of diversity hires through the Faculty Diversity Opportunities Program (FDOP)	Increase budget pool from \$800,000 to \$1.3 million (I)

VITALITY

Indicator	Target
28 Faculty salaries as compared to peer institutions	Increase nonclinical tenured/tenure track faculty salaries to top third of peer group (P); increase clinical medicine faculty salaries to 50th percentile in AAMC (P)
29 P&S salaries	Monitor salaries of P&S employees at CIC institutions on an annual basis; make determinations annually related to the competitiveness of UI P&S salaries (P)
30 Association of Research Libraries (ARL) rank among public research universities	Maintain top 15 ranking among public research libraries (P)
31 Total gift productivity	Increase annual total gift productivity through the UI Foundation from \$144.5 million to \$200.0 million (I)
32 Space needs assessment and allocation policies	Create comprehensive plans and policies to assure optimum use of existing and new space (I)
33 Health risk assessment	50% participation of faculty and staff in survey (I); 50% participation of identified at-risk individuals in campus health programs (I)
34 Faculty/staff participation in development and leadership programs	Increase annual enrollment in programs from 9,300 to 10,250 (I)
35 Percent of employees receiving annual performance reviews	Increase from 85.0% to 100.0% (I)
36 Administrative transformation	Conduct six reviews per year during first three years of planning period (I)
37 Deferred maintenance and safety improvements	Reallocate \$1 for every \$2 in new capital appropriations received to address critical deferred maintenance and safety improvement needs (I)
38 Gender equity	Appoint committee to study gender equity and develop action plan if deficiencies are found (I)
39 Arts and humanities initiatives	Revisit the recommendations of the 1997 Task Force on the Arts and Humanities; implement the campus dialogue on the humanities envisioned in the AAU's 2004 report, "Reinvigorating the Humanities" (I)

ENGAGEMENT

Indicator	Target
40 UI contributions to external community	Develop recognition program for faculty, staff, and students who make significant external contributions (I)
41 Number of students participating in cooperative education, community internship, service learning, and volunteer programs	Collect information from all programs and set targets (I)
42 Patient satisfaction rating	Improve outpatient mean score from 4.35 to 4.50 (scale=5.00) (I); improve inpatient mean score from 86.8 to 90.0 (scale=100.0) (I)
43 Number of options and licenses of UI intellectual property	Increase from 30 to 75 (I)
44 Tracking outreach and economic development efforts	Collect information on all outreach and economic development efforts and set targets (I)

(P) = Peer Benchmark

(I) = Internal Target

Appendix B: Regents Universities Common Academic Indicators

Following approval of the university strategic plans and indicators of progress, the Board of Regents, State of Iowa, requested that the provosts of the Regents universities identify a set of indicators common to the three institutions. The following common academic indicators were approved by the Council of Provosts in September 2005 and presented to the Board of Regents, State of Iowa, in November 2005.

Indicator

Racial/ethnic minority student enrollment by residence as a percentage of resident, non-resident, and total enrollment
Racial/ethnic minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty
Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty
One-year retention rate of new, direct-from-high-school students
Six-year graduation rate of new, direct-from-high-school students
Total sponsored funding by fiscal year, in millions of dollars
Faculty salaries as compared to peer institutions
Average financial need by expected family contribution and by adjusted gross income of full-time, resident, dependent undergraduate FAFSA filers receiving financial aid
Annual royalties/license fee income

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