

UNIVERSITY OF IOWA STRATEGIC PLAN 2022–2027

Mid-Cycle Update

INTRODUCTION

Founded in 1847 as Iowa's first public institution of higher education, the University of Iowa has a rich history of innovation, creativity, and resilience. UI scholars, researchers, and artists have realized remarkable achievements that have had a tremendous impact on the world—and have established the UI as a locus of distinction in areas such as space physics, educational testing, creative writing, and health care. The UI's [tradition of leadership](#) includes having been the first public university in the U.S. to admit women and men on an equal basis, among the first to admit students regardless of race, and the first to confer the Master of Fine Arts degree. Over its history, the UI community has weathered many challenges—including a 500-year flood in 2008, and most recently a global pandemic—but has never lost sight of its commitment to excellence and to those it serves.

Today, the UI 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, with one of the largest and most acclaimed academic medical centers in the country. At the same time, as the [second](#)~~third~~-smallest public member of the [Big Ten Academic Alliance](#) (BTAA) according to total student enrollment, the UI pairs extraordinary opportunities with a personalized educational experience built on relationships and collaboration. The UI is proud to be the only public university (sitting with Duke, Yale, Harvard, and Stanford) ranked in the [top 10 for writing across the disciplines](#), reflecting its commitment to teaching communication and writing skills throughout its 12 colleges.

Iowa is a [Carnegie R1 Doctoral University](#), a member of the prestigious [Association of American Universities](#) (AAU), and an institution of global reach and impact. A student-centered university with undergraduate education at its core, Iowa offers both an impressive array of educational opportunities in and out of the classroom and vibrant programs in support of student success.

As we reach the midpoint of our 2022-2027 Strategic Plan, we have enjoyed a tremendous amount of progress and have already surpassed several key targets for retention rates, graduation rates, philanthropic support, research expenditures, and patient care capacity. This updated plan reflects the ongoing challenges, opportunities, and goals for our university to strive for in the coming years, including ambitious updated targets for retention, graduation, and patient care.

Together, we will continue to advance excellence in our core missions, grow in areas of strategic importance, and further distinguish our university as a destination of first choice for talented students, faculty, and staff. As the university celebrates its 175th anniversary, it is charting a course that will build on its extraordinary history to lead to an even brighter future. Iowa will advance excellence in its

core missions, accelerate progress in areas of strategic importance, and establish itself as a **destination of first choice** for talented students, faculty, and staff.

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MISSION, VISION, AND CORE VALUES

MISSION

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.

VISION

The University of Iowa will be the destination of first choice for ~~a diverse and~~ talented ~~body of~~ students, faculty, and staff from wide ranging backgrounds, experiences, and viewpoints, who will craft new chapters of exploration, discovery, creation, and engagement. Together, we will advance the university's standing as one of the most distinguished public flagship universities in the country.

CORE VALUES

Our core values frame both who we are and who we aspire to be as a university community. As we plan, set priorities, and make daily decisions about how to carry out our mission, we are guided by these five interdependent commitments:

Creativity—*We discover new ways to see the world and make it better.*

We are dedicated to pursuing new knowledge and artistic creation and using those discoveries to have a transformative impact on our state and in our local, national, and global communities.

Community—*We are committed to collaboration and active engagement.*

We value the contributions of every individual, while recognizing that our greatest successes come when we work together toward creative contributions—often across disciplines and departments, and often with community partners.

Excellence—*We expect the best from ourselves in all that we do.*

We measure ourselves by exacting standards, honor high aspiration and achievement, and expect all members of the university community to strive for excellence.

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Inclusion—We ~~affirm and celebrate all backgrounds and identities~~ welcome and respect all members of our community.

~~We are committed to ensuring access, respecting differences, and fostering a supportive environment where all individuals are valued, empowered, and encouraged to contribute to our shared success. We achieve excellence by attracting and retaining a diverse, talented population of students, faculty, and staff, and building a welcoming and accessible environment in which individuals feel valued and respected and have the opportunity to thrive.~~

Integrity—We are honest, fair, respectful, and ethical.

We hold ourselves to the highest standard of professional and scholarly ethics, are accountable for our decisions and actions, exercise responsible stewardship of the resources with which we are entrusted, and treat one another with honesty and fairness.

PRIORITIES

The plan is organized around five interconnected priorities, which emerged from the work of the strategic plan development teams, the various feedback sessions held in summer and fall 2021, and collegiate and central administrative unit strategic plans finalized in spring 2021. The priorities are: Excellence in teaching and learning, innovative research and creative discovery, welcoming ~~and inclusive~~ environment, holistic well-being and success, and transformative societal impact.

~~These five priorities are interconnected, each informing the others in crucial ways, and none taking precedence. Innovative research, for example, plays a key role in the UI's impact on the state of Iowa through economic development and the health and well-being of Iowans and their communities. Creating and maintaining an inclusive, welcoming, and equitable environment is crucial to excellence in teaching and learning, to successful research, to individual and community well-being, and to every other aspect of the university's mission.~~

Taken as a whole, the five areas emphasize that the university's priority is its people. Everything is done in support of those who come to campus—physically or virtually—to learn, teach, discover, create, and work; in support of the university's partners in communities across the state of Iowa and around the world; and in support of patients, families, and others whose lives the university works to make better.

GOALS

- **Excellence in teaching and learning:** Foster high-quality teaching and dynamic educational experiences that empower all students to achieve their aspirations.
- **Innovative research and creative discovery:** Advance the success of UI scholars, researchers, and artists and build on the university's distinctive strengths in areas of current and emerging research and creative discovery.
- **Welcoming ~~and inclusive~~ environment:** Facilitate ~~proactive campus cultural change to cultivate a more~~ respectful, inclusive campus environment that embeds ensures access and opportunity for all students, faculty, and staff throughout their diversity and equity into the Iowa experience.

- **Holistic well-being and success:** Provide a comprehensive foundation of support for individuals throughout all stages of their relationship with the university, beginning by attracting and retaining talented students, faculty, and staff who will contribute to a thriving university community.
- **Transformative societal impact:** Expand the university's 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.

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Excellence in teaching and learning: Foster high-quality teaching and dynamic educational experiences that empower all students to achieve their aspirations.

The University of Iowa is committed to providing every undergraduate, graduate, and professional student with transformative educational experiences through connections with world-class scholars, unique opportunities for [experiential learning](#), and holistic support at every stage. Iowa prepares future innovators and leaders, researchers and artists, and change-makers and pacesetters who will contribute to the betterment of communities throughout the state and beyond.

Key to transformative student experiences is promoting student learning both in and out of the classroom; establishing meaningful relationships with peers, faculty, staff, alumni, community partners, and industry leaders; and providing [welcoming, inclusive, and supportive spaces](#) [comprehensive support](#) to every member of the Hawkeye family. All of these areas lay the foundation for Iowa's continued commitment to improving student retention and graduation rates.

F3 **Enhance support, incentives, and structures that facilitate teaching excellence and student learning.**

63 Provide departmental and program level resources and ensure accountability for the implementation of sustained course and curriculum innovation.

73 Promote an institutional culture that elevates the value of teaching excellence by expanding comprehensive support and professional development for teaching.

83 Identify opportunities to expand instructor support for course and curriculum development and teaching approaches that strive to better address the needs of all students.

93 Evaluate current educational spaces, such as classrooms and online offerings, and recommend improvements that support student learning.

:3 Expand cohesive, evidence-based academic support for students and strengthen collaboration across support units.

G3 **Expand structured guidance and support for student curricular and co-curricular learning and career planning and networking.**

63 Promote a comprehensive academic advising network and campuswide philosophy using approaches based on national best practices.

73 Evaluate stages of the student experience to identify and address institutional barriers to student progress to degree.

83 Provide integrated resources that help facilitate student planning of curricular, co-curricular, and career pathways.

93 Promote pipelines for undergraduate to graduate and professional programs that align with student and/or workforce needs.

H3 **Elevate ~~as an area of institutional distinction~~ the [array of diverse](#) mentoring networks that connect students with faculty, staff, peer leaders, and alumni.**

63 Provide support and incentives for those who serve as mentors and more formally recognize the value of mentoring.

73 More clearly define existing areas of strength and opportunities to increase student access to and participation in [diverse](#) mentor relationships with faculty, staff, peers, and alumni.

83 Strengthen mentoring networks by making available a central hub of tools and resources to support best practices that can be tailored to various mentoring opportunities.

- I 3 **Improve ~~equitable~~ access to distinctive, high-impact educational opportunities for students.**
- 63 Identify and address challenges in student access to and participation in high-impact activities.
- 73 Create an infrastructure to promote shared high-impact practices such as research, scholarship, and creative activities; internships; study abroad and other international experiences; civic and community engagement; and mentored student employment.

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Innovative research and creative discovery: Advance the success of UI scholars, researchers, and artists and build on the university's distinctive strengths in areas of current and emerging research and creative discovery.

The University of Iowa is dedicated to the discovery, dissemination, and preservation of knowledge; has a tradition of interdisciplinary and cross-collegiate scholarship; and seeks to translate its successes through innovation and entrepreneurship. Cutting-edge research informs high-impact educational experiences, and through public engagement the university puts knowledge into practice to improve the lives of individuals and their communities. Advancing research and creative discovery at the university is key to the success of strategies throughout this plan.

F3 **Build on the university's reputation for excellence in research and creativity by bolstering existing areas of distinction and identifying new and emerging strategic opportunities.**

63 Using a data-driven approach, identify and prioritize existing areas of distinction and emerging areas of excellence.

73 Develop plans to support strategic areas of growth in research and creative activity.

83 Use existing resources and internal funding opportunities to promote cutting-edge research and interdisciplinary teams.

G3 **Support a culture of creativity, innovation, and interdisciplinary collaboration to grow leading-edge research, scholarship, and creative activities.**

63 Create and support collaborative groups of thought leaders and innovators to advance interdisciplinary collaboration in strategic areas, including sciences, well-being and mental health, arts and humanities, and ~~diversity, equity, and inclusion~~ health care.

73 Leverage campus resources and external connections to develop and promote entrepreneurship opportunities and foster economic and social impact.

83 Identify opportunities to enhance support for [translational](#) and community-engaged research.

H3 **Enhance critical [infrastructure](#) to enable and support excellence in research, creativity, innovation, and entrepreneurship.**

63 Continue development and implementation of short- and long-term plans to manage research space, including deferred maintenance and new construction.

73 Ensure support services for research and creative work meet institutional needs and contribute to the success of researchers and scholars.

83 Explore traditional and non-traditional avenues to increase external funding.

93 Accelerate entrepreneurship and support broader economic development through innovative engagement and partnerships with industry and community organizations.

I3 **Support efforts to increase involvement of students at all levels in research and creative work.**

63 Assess available training opportunities for students who are engaged in or are seeking to engage in research, and integrate or expand opportunities as needed.

73 Seek increased external funding for faculty and staff to expand opportunities for student participation in research and creative work.

83 Expand and improve awareness of institutional pathways for student participation in research and creative work and for presenting, publishing, and otherwise disseminating student work outside the university.

Welcoming and inclusive environment: Facilitate ~~proactive campus cultural change to cultivate a more~~ respectful ~~campus~~, ~~inclusive~~ environment that ensures access and opportunity for all students, faculty, and staff ~~throughout~~ ~~embeds diversity and equity into their~~ Iowa experience.

~~Providing access to high-impact opportunities is essential to the University of Iowa's mission and plays a key role in each of the strategic priority areas, with attention to the myriad ways that access is foundational to excellence in teaching, research, and service. The university is dedicated to transparency, communication, collaboration, and accountability as it seeks to provide a welcoming and respectful environment in which individuals from a wide-range of backgrounds, perspectives, and experiences have a sense of belonging and the ability to achieve their potential. Diversity (broadly defined), equity, and inclusion are essential to every aspect of the University of Iowa's mission and are embedded in each of the strategic priority areas, with attention to the myriad ways they are foundational to excellence in teaching, research, and service. The university is dedicated to transparency, communication, collaboration, and accountability in its diversity, equity, and inclusion growth and seeks to provide an inclusive environment in which individuals have a sense of belonging and have the ability to achieve their potential.~~

F3 **Evaluate and improve programs and policies to enhance access, opportunity, and diversity of backgrounds, perspectives, experiences, and ideas ~~diversity, equity, and inclusion~~ throughout the university community.**

63 Launch a comprehensive evaluation of university policies and procedures to identify and address gaps related to access, opportunity, and diversity, ensuring compliance with state and federal requirements, diversity, equity, inclusion, and accessibility.

73 Expand institutional programming and promote individual engagement in activities focused on cultural and global competency ~~diversity, equity, and inclusion.~~

83 Evaluate and improve student transition and orientation programming to foster a welcoming, respectful environment that promotes civic dialogue.

93 Identify and address gaps in mentoring, ~~training,~~ and recognition programs to build a greater sense of community for all individuals related to diversity, equity, and inclusion.

3 Centralize reporting of sexual assault, misconduct, bias, discrimination, and harassment to include multiple checks and balances to the reporting and investigative processes.

G3 **Promote expansion and campuswide awareness of physical spaces and resources that provide dedicated support ~~for and diverse~~ foster a sense of community for students, faculty, and staff.**

63 Assess accessibility of physical spaces on campus and prioritize needed improvements.

73 Expand and increase awareness of physical spaces and resources that provide strategic engagement ~~with diverse communities.~~

83 Expand and increase awareness of opportunities for the campus community to learn across perspectives and experiences.

H3 **Use best practices and data-driven, evidence-based policies and procedures to retain ~~talented and diverse~~ talented students, faculty, and staff from a wide-range of backgrounds, perspectives, and experiences.**

63 Identify factors contributing to students, faculty, and staff leaving the institution, and develop plans to reduce attrition.

73 Coordinate and optimize the use of existing retention programs informed by best practices.

I3 **Develop a process for communicating and elevating the institution's values related to access, inclusion, and opportunity for all ~~diversity, equity, and inclusion~~ through a unified campuswide strategy, narratives, content, and promotion.**

- 63 Assess the feasibility of a hub-and-spoke communications model to better coordinate messaging related to access and opportunity diversity, equity, and inclusion messaging, narratives, and content, and share best practices across colleges and central administrative units.
- 73 Embrace, communicate, and promote university core values in messaging ~~while broadly defining diversity and inclusion~~.

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Holistic well-being and success: Provide a comprehensive foundation of support for individuals throughout all stages of their relationship with the university, beginning by attracting and retaining talented students, faculty, and staff who will contribute to a thriving university community.

Its people are the University of Iowa's most important resource. Success in every aspect of the university's mission is founded on attracting and retaining talented and engaged individuals who will contribute to a vibrant environment for learning, innovation, and discovery. As the university pursues its vision to be the destination of first choice for those seeking a place to grow, learn, contribute, and thrive, the university is committed to nurturing a culture of care and respect within which all feel supported as they work toward their personal and collective goals. The university will chart clear pathways for advancement, celebrate excellence and achievement, and ensure access to holistic well-being and mental health supports. The UI will build on the great advances it has made in existing programs and services to become widely recognized as a campus that cares for every member of its community.

F3 **Embed well-being and mental health into all aspects of campus culture to better support students, faculty, and staff.**

63 Evaluate the effectiveness of and recommend improvements to existing well-being programs, and identify service gaps based on population data.

73 Identify well-being and mental health needs of ~~diverse~~ different groups and evaluate effectiveness of existing programs in meeting those needs.

83 Create a cohesive framework of existing holistic well-being services and resources for students, faculty, and staff to ensure a ~~more inclusive and equitable~~ comprehensive well-being and mental health infrastructure.

93 Increase access to and awareness of mental health and well-being resources.

:3 Expand curricular and co-curricular learning for all students that provides foundational well-being knowledge and skills.

G3 **Promote institutional excellence and success by attracting and recruiting a talented body of students, faculty, and staff to create ~~an inclusive~~ welcoming and engaged community that is rich in diversity of ~~background~~ experiences, perspectives, viewpoints, and ~~exper~~ ience.**

63 Recruit talented undergraduate, graduate, and professional students.

73 Recruit exceptional faculty, with a focus on areas of strategic importance.

83 Recruit talented staff, with attention to areas of critical need to the institution.

H3 **Retain talented faculty and staff through professional development, recognition, and a culture of connection and employee value.**

63 Identify and address gaps in faculty and staff satisfaction within the career lifecycle.

73 Ensure access to training and professional development and clarify pathways to career advancement.

83 Identify internal and external opportunities for cultivating emerging leaders and provide training and mentoring to expand leadership skills.

93 Identify opportunities to enhance supervisor development.

:3 Review reward and incentive structures and make recommendations to increase recognition of excellence in key areas that support strategic priorities.

;3 Assess the potential impact of innovative workplace strategies, such as flexible work practices on staff recruitment and retention.

- I 3 **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.**
- 63 Cultivate a campus culture of data-informed assessment and continuous improvement.
- 73 Identify the needs of information users that are not being addressed by existing information resources and infrastructure, including potential enhancements to data collection and reporting tools.
- 83 Examine the feasibility of creating a central hub for institutional data and assessment coordination to support data literacy and data-driven decision making.

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Transformative societal impact: *Expand the university's 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.*

The University of Iowa is proud to hold the elective Engagement Classification from the Carnegie Foundation, which recognizes its commitment to have a positive impact on Iowa and other local, regional, and global communities through engagement and partnership. The university serves the people of the state of Iowa and beyond as a resource for education, health, culture, sustainable communities, and economic vitality. The university's capacity to expand and strengthen these contributions will depend on its success in each of the strategic priority areas.

F3 Increase access to higher education in the state of Iowa.

- 63 Minimize financial barriers to enrollment and progress to degree for qualified students.
- 73 Cultivate partnerships with K-12 institutions and community colleges to enhance college-readiness and academic success.
- 83 Pursue innovative degree and non-degree programs, including online programs, to meet the lifelong educational and career development needs of Iowans and beyond.

G3 Provide excellent patient care and services for Iowans and the world.

- 63 Meet the growing community demand for services by increasing patient access.
- 73 Grow clinical programs of excellence to differentiate UI Health Care.
- 83 Improve UI Health Care's ranking as a destination academic health system that optimizes the current standard of care and advances patient care.
- 93 Build high functioning interprofessional health care teams to ensure the highest quality of care for patients.

H3 Expand opportunities and support for students, faculty, and staff to engage in mutually beneficial partnerships with communities across Iowa and around the world, including ~~those with underserved populations~~ communities with limited access and resources.

- 63 Bolster community partnerships in areas of institutional excellence—including health, arts and cultural programming, sustainability, entrepreneurship and business development, policy leadership, well-being and mental health, and others—to positively impact communities in Iowa and advance the university's mission around the world.
- 73 Strengthen and expand opportunities for students to support communities through community-engaged coursework, service, and research.
- 83 Support and recognize faculty and staff who teach community-engaged courses, conduct community-engaged research, and advise and mentor students in civic engagement.
- 93 Enhance coordination and collaboration among students, faculty, and staff to provide clearer pathways for partnerships on campus and with communities across Iowa and beyond.

I3 Continue to exercise responsible and effective stewardship of resources, prioritize sustainability, and address the needs of stakeholders in the state of Iowa and beyond.

- 63 Further integrate sustainability into the university's teaching, research, and public engagement missions as well as its operations.
- 73 Support a culture of innovation, entrepreneurship, and collaboration that contributes to economic development in Iowa communities.
- 83 Identify growth opportunities for existing and/or new programs that address student, societal, and/or workforce needs.
- 93 Identify and address opportunities to strengthen operational efficiencies and effectiveness and to maximize resource utilization.

- J3 **Enhance and coordinate communication to better understand the emerging needs and priorities of stakeholders and also to more effectively represent the university’s impact as an extraordinary resource for leading-edge research, education, health care, culture, and economic vitality.**
- 63 Identify and promote campuswide best practices in communication with stakeholders to ascertain community needs.
- 73 Enhance communication of UI research that impacts the state and nation.
- 83 Evaluate strategies to coordinate campuswide content production, messaging, and advertising.
- 93 Evaluate content distribution platforms to determine the most effective forms of external and internal communication.
- :3 Provide resources for colleges and central administrative units to produce content and distribute simultaneously within the institution to maximize content reach and frequency.

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METRICS AND INDICATORS OF PROGRESS

~~In preparing to implement the strategic plan over the next five years (as described below)~~As part of the effort to track the impact of the strategic plan, the university has committed to prioritize ongoing, focused measurement and assessment of activities in support of the plan. Each critical tactic added to the implementation plan ~~will include~~s metrics and indicators for assessing its effectiveness, guiding its ongoing implementation, and recognizing its success. These indicators ~~will be~~ monitored, updated, supplemented, and reported on throughout the life of the plan.

~~Over time, success in implementing these~~ critical tactics ~~has is expected to~~ contributed substantively to improvements in the targeted progress indicators below and in many other key indicators of institutional progress, such as:

- AAU Membership Indicators, including
 - Competitively funded federal research support
 - Faculty awards, fellowships, and memberships
 - Citations
 - Research/scholarship PhDs granted annually
- Faculty/staff retention and turnover rates
- Research expenditures
- ~~Demographic data~~ and diversity measures
- Retention, graduation, and placement rates for underrepresented students
- Data from surveys including ~~the Campus Climate Survey~~, Working at Iowa, ~~Student Experience in the Research University~~, the Personal Health Assessment, the Senior Exit Survey, and others
- Health care patient visits

The university regularly reports on these indicators of progress in various contexts, including governance reports to the Iowa Board of Regents, the State of Iowa, and the US Department of Education.

2027 TARGETS ACHIEVED

As of fall 2024, the university has already achieved its 5-year (2027) goals for several key indicators, including student retention and graduation rates, research expenditure growth, and patient visits to UI Health Care facilities.

√ 90% fall-to-fall retention rate for first-year undergraduate students

The first-year retention rate for students who entered fall 2023 is now 90.4%.

√ 58% four-year undergraduate completion rates

The four-year graduation rate for students who entered fall 2020 is now 63.6%.

√ Include employment outcomes of graduates in academic program reviews

√ \$32.4M in need- and merit-based philanthropic scholarship support for students per year

The university raised \$34.2M for philanthropic support for scholarships in FY2024.

√ 10% increase in UI Health Care patient capacity by 2027

UI Health Care has already achieved a 27.5% increase in patient capacity.

√ 5% annual increase in research expenditures

The university achieved an 11.4% increase in research expenditures in FY2024.

√ \$21.6M in philanthropic support for faculty prizes/awards, fellowships, professorships, chairs, and deanships

The university raised \$33.1M for philanthropic support for faculty in FY2024.

√ All new buildings and renovations designed and constructed to standards that meet or exceed LEED design certification thresholds

UPDATED GOALS FOR 2027

First-year retention rate: 91%

Four-year graduation rate: 65%

Increase in patient capacity: 30%

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We are incredibly proud of the extraordinary progress our university has made since we started implementing the plan. Our mid-cycle update provides us an opportunity to establish updated goals for 2027 in retention, graduation, and patient care.

In alignment with the strategic plan of the Iowa Board of Regents, the university has set specific five-year ~~the following~~ targets for ~~the following~~ high-level indicators, and will report on progress toward meeting these targets annually:

Targeted Progress Indicators	Baseline Current State¹	2024	2027 Target
Fall-to-fall retention for first-year undergraduate students	87%	<u>90%</u>	Increase to <u>91%</u>
Four-year undergraduate completion rates	56%	<u>64%</u>	Increase to <u>65%</u>
Six-year undergraduate completion rates	73%	<u>75%</u>	Increase to 75%
Attainment gap ² in fall-to-fall retention of underrepresented minority <u>Pell Grant recipient</u> ³ undergraduate students	<u>7%</u>	<u>5%</u>	Decrease to <u>4%</u>
Attainment gap ² in fall-to-fall retention of first-generation ⁴ students	10%	<u>6%</u>	Decrease to 6–8%
Attainment gap ² in four-year graduation rate of <u>Pell Grant recipient</u> underrepresented minority ³ undergraduate students	<u>13%</u>	<u>12%</u>	Decrease to <u>11%</u>
Attainment gap ² in four-year graduation rate of first-generation ⁴ undergraduate students	13%	<u>16%</u>	Decrease to 9–11%
Attainment gap ² in six-year graduation rate of <u>Pell Grant recipient</u> underrepresented minority ³ undergraduate students	<u>14%</u>	<u>11%</u>	Decrease to <u>10%</u>
Attainment gap ² in six-year graduation rate of first-generation ⁴ undergraduate students	12%	<u>15%</u>	Decrease to 7–9%
Include employment outcomes of graduates in academic program reviews	Not currently required	<u>Required in program reviews</u>	Included in all reviews
Need- and merit-based philanthropic scholarship support for undergraduate, graduate, and professional students	\$27.4M	<u>\$34.2M</u>	Increase to \$32.4M
Success rate for online courses	95%	<u>96%</u>	Maintain at 95% or greater

UI Health Care patient capacity—unique annual patient encounters across all UI Health Care settings	2.18 million ⁵	<u>2.78M / 28% increase</u>	Increase by <u>34%</u>
UI Health Care Vizient Quality and Accountability Study ranking of comprehensive academic medical centers	Ranked 71 of 101 ⁶	<u>Ranked 90 of 115</u>	Rank in top 50
Annual increase in research expenditures ⁷	3%	<u>11%</u>	5%
Philanthropic support for faculty prizes/ awards, fellowships, professorships, chairs, and deanships	\$18.3M	<u>\$33.1M</u>	Increase to \$21.6M
Percentage of students reporting participation in a high-impact, experiential learning opportunity in responses to the Senior Exit Survey	85-88%	<u>84%</u>	Increase to 90%
Percentage of campus participation in campus climate surveys	30%		Increase to 60%
Reduction in greenhouse gas emissions	N/A	<u>Campus carbon emission data collected</u>	47%
Undergraduate students completing a sustainability-focused course	Baseline to be established in year 1	<u>50%</u>	75%
Net Asset Value index score ⁸ of GEF facilities	79% ⁹	<u>Update in FY25</u>	Maintain at 79% or greater
Percentage of new buildings and renovations designed and constructed to standards that meet or exceed LEED design certification thresholds	N/A	<u>Established design standards and procedures to ensure LEED thresholds are met</u>	100%

¹ 3-year average unless otherwise noted

² The disparity between groups of students on a given academic performance goal.

~~³ In the narrow context of monitoring gaps in retention and graduation rates between underrepresented students and other students, this plan defines underrepresented minority (URM) to include members of the following federally defined race/ethnicity categories that have traditionally been underrepresented in higher education. The Pell Grant is the largest federal grant program offered to undergraduates and is designed to assist students from low-income households.:- 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). URM counts include only U.S. citizens and permanent residents (international students are counted separately).~~

⁴ A student is considered to be of first-generation status if neither parent or guardian holds a four-year degree. This is self-reported information collected on the undergraduate admissions application.

⁵ Average annual encounters from FY2019-2021, excludes COVID-19 clinic and telehealth activity during the pandemic.

⁶ Baseline period is 2021 Vizient Quality and Accountability Study

⁷ Based on NSF HERD data; target to be re-calculated annually based on rolling 3-year average of UI Peer Group

⁸ A measure of building stewardship and condition, calculated using a dollar value of facility needs and replacement value.

⁹ Baseline as of FY2021

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APPENDIX

STRATEGIC PLAN DEVELOPMENT

DEVELOPMENT PROCESS

The University of Iowa's strategic planning process originally began in spring 2020 and was placed on hiatus due to the global COVID-19 pandemic that critically affected university operations. The development process was relaunched in January 2021, substantially redesigned to ensure it fully addressed pandemic impacts. A Strategy Team was appointed to lead the effort. The Strategy Team in turn appointed four Strategic Planning Development Teams and a Data and Assessment Team.

STRATEGY TEAM

The Strategy Team, co-led by the executive vice president and provost and vice president for research, was charged by the university president to develop a new five-year strategic plan to be implemented on July 1, 2022. Strategy Team members were selected based on their areas of expertise and/or oversight of key units. Faculty, staff, and collegiate dean representatives 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 liaisons from the Data and Assessment Team and the writing and administrative support group.

DEVELOPMENT TEAMS

Development Teams were created in four core areas: 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 identify themes and priorities from collegiate and central administrative unit strategic plans, hold campuswide listening sessions and key informant meetings, and identify areas of university distinction, and to use that input to generate preliminary plans for their core areas. The Development Teams met during spring, summer, and fall 2021, and submitted their preliminary plans in December 2021.

DATA AND ASSESSMENT TEAM

A Data and Assessment Team was created to support the Strategy Team and Development Teams throughout the development process. Team members served as liaisons on each team, providing input about existing and potential data sources and helping to define metrics and assessment strategies.

WRITING AND ADMINISTRATIVE SUPPORT

A writing liaison was embedded to support each team. Administrative support also was identified to facilitate the teams' efforts. This was especially important in the coordination of internal and external engagement sessions, and in the work to discern themes from the collegiate and central administrative unit strategic plans and from the input gathered during feedback sessions.

STRATEGIC PLAN IMPLEMENTATION AND EVALUATION

IMPLEMENTATION

The Strategic Plan Action and Resource Committee (SPARC) was formed in summer 2022 to carry out implementation of the strategic plan. An Implementation Team comprising campus leaders in each of the strategic priority areas will be formed in summer 2022. It will be charged with leading the process to carry out the strategic plan over the next five years.

SPARC's key responsibilities include: Building on input from the Development Teams and in consultation with key internal and external stakeholders, the Implementation Team will further develop and prioritize a series of critical tactics the university will use to advance the plan's strategies. The team will identify metrics to measure progress toward implementing the tactics and to assess outcomes.

- Developing, prioritizing, and carrying out key tactics to achieve strategic objectives.
- Engaging with subject-matter experts and convening working groups to collaborate on initiatives.
- Ensure resource alignment and allocating funds to support strategic initiatives.
- Regularly reviewing and adjusting the implementation plan to address new challenges and opportunities.
- Managing the P3 Program, soliciting and vetting proposals for funding strategic initiatives.
- In the first two years of the plan, SPARC work groups consisting of hundreds of UI leaders, administrators, faculty, and staff have planned, launched, or executed more than 150 different tactics aimed at impacting high-level metrics for success. The strategic plan will be supported by the General Education Fund budget, the UI Center for Advancement Comprehensive Campaign, internal and external resources, and funds from the university's public-private partnership (P3) with ENGIE North America and Meridiam. The Implementation Team will identify the resources needed to support critical tactics.

The tactics, metrics, and other information will be collected into an implementation plan that will be shared with the university community via the university's [strategic planning web site](#).

EVALUATION

Although the strategic plan's overarching goals will remain constant, the implementation plan will be reviewed periodically over the life of the plan and will be revised to adjust to new challenges and opportunities, to make more effective use of available resources, and/or in response to assessment of success. While the strategic plan's goals, objectives, and strategies will remain constant, the implementation plan will be reviewed periodically over the life of the plan and will be revised to adjust to new challenges and opportunities, to make more effective use of available resources, and/or in response to assessment of success.

SPARC work groups meet regularly to review and discuss progress and make any needed adjustments. SPARC will continue to discuss and review the impact of the implementation plan on progress toward strategic plan goals, and to promote transparency in the process through updates on the strategic plan website and annual progress reports. The Implementation Team will meet quarterly to review and discuss progress and make any needed adjustments. The team will discuss and review the impact of the

implementation plan on progress toward strategic plan goals, and to promote transparency in the process will share such progress at least annually with the campus community and stakeholders.

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Definitions

Access, opportunity, and diversity: The UI defines access, opportunity, and diversity as follows:

Diversity, equity, and inclusion: The UI defines diversity, equity, and inclusion as follows:

Access: Equipping all Hawkeyes with the necessary skills to lead in a global society.

Opportunity: Ensuring every Hawkeye has the best chance for advancement and success.

Diversity: Enriching our community with a wide range of perspectives, experiences, and viewpoints. Diversity refers to all aspects of human difference, social identities, and social group differences, including—but not limited to—race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences.

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities, historic and current, that advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and can participate and achieve their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.

Experiential learning: The practice of learning through applied experience—curricular or co-curricular—and guided reflection on those experiences (Kolb, 1984).

High impact practices: High impact practices (HIP) refer to a variety of educationally purposeful and structured activities that span curricular and co-curricular contexts and incorporate, but are not limited to, the following aspects: mentored relationships with faculty, staff, and/or peers; timely feedback and collaborative problem-solving; and reflection on learning experiences (Kuh, 2008). HIPs include a range of activities such as internships, undergraduate research, study abroad, and community-based service learning. ~~These activities have been shown to positively impact all students, with additional positive gains on underrepresented students (Finley and McNair, 2013).~~

Infrastructure: In the context of this plan, the term infrastructure is used broadly and may refer to people, processes, policies, facilities, and/or technology.

Scholarship, research, and creativity: Scholarship on the UI campus takes many forms, including traditional research in the lab, artistic creation, applied forms of discovery through experiential learning, and more. Creativity in this context encompasses all forms of looking at the world in new ways to discover and create new knowledge.

Translational research: Research that focuses on translating scientific and scholarly discovery into applications and practices that directly benefit people and society.

Well-being: Well-being at the UI is a process focused on life-long learning that promotes and sustains optimal health, personal connectedness, meaningful experiences, and a purposeful life.

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The University of Iowa Strategic Plan 2022–2027 was approved by the [Iowa-Iowa](#) Board of Regents on June 2, 2022.

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