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The University of Iowa
Iowa State University
The University of Northern Iowa
Iowa School for the Deaf
Iowa Educational Services for the Blind and Visually Impaired

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The Board of Regents does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran.
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THE BOARD OF REGENTS

The Board’s nine members are citizen volunteers appointed by the governor and confirmed by the Iowa Senate to serve staggered six-year terms.

Created by the Iowa General Assembly in 1909, the Board of Regents, State of Iowa, is a group of nine citizens who govern five public educational institutions in the state through policymaking, coordination, and oversight, as provided by law. The Board enhances the quality of life for Iowans by maintaining the educational quality, accessibility, and public service activities of Iowa’s three public universities – the University of Iowa, Iowa State University, and the University of Northern Iowa; and two special K-12 entities – the Iowa School for the Deaf and Iowa Educational Services for the Blind and Visually Impaired.

The Board’s nine members are citizen volunteers appointed by the governor and confirmed by the Iowa Senate to serve staggered six-year terms. They elect one member to serve as president and another to serve as president pro-tem for two-year terms. According to Iowa Code Chapter 262, one member must be a full-time graduate or undergraduate student at one of the universities at the time of her or his appointment, and not more than five members can be of the same political party or sex.

The Board is required by statute to meet at least four times a year. The meetings are open to the public except when Iowa’s open meetings law allows closed sessions for specific reasons, such as the discussion of personnel matters or pending litigation.

The Board’s staff are responsible for the implementation of the Board’s governance strategies. Board staff provide professional and administrative support through review, analysis, and policy recommendations on all matters coming before the Board.

The Board’s staff is one of the smallest public higher education board staffs in the nation. Total costs for Board Office operations represent less than 0.01 percent of the total budget for the entire Regent enterprise.
The Board of Regents is statutorily authorized by Iowa Code Chapter 262, which states that the Board is responsible to “have and exercise all the powers necessary and convenient for the effective administration of its office and of the institutions under its control...” The broad responsibilities of the Board of Regents include:

- Creating strategic plans for the Board and approving mission statements and strategic plans for the institutions, as well as monitoring progress toward strategic goals.
- Creating and monitoring implementation of broad policies.
- Reviewing and approving academic programs.
- Approving budgets, tuition and fees, bonding, investment policies, and other business and finance matters.
- Managing and controlling property and capital projects.
- Hiring and evaluating performance of the university presidents and special school superintendents.
- Maintaining oversight on matters related to personnel and employment relations; administering the Regent Merit System and coordinating Regent collective bargaining activities.
- Serving as trustees of the University of Iowa Hospitals and Clinics.
- Monitoring and coordinating legislative matters and interactions with other state agencies.
- Conducting studies and investigations, either alone or in association with the institutions and/or other agencies, and reporting findings and recommendations.
MISSION
The mission of the Regent institutions is to:
• Produce and disseminate knowledge
• Prepare students to make positive contributions to society
• Serve the state of Iowa to expand opportunities

VISION
The Board of Regents will lead an accessible internationally renowned system that provides education, conducts research, and benefits Iowa, the nation and the world.

CORE VALUES
We are Learner Focused:
• Student Success
• Quality Academic, Innovative and Creative Engagement
• Access that is Career Expanding
• Resilience, Growth Mindedness, and Self-awareness
• Diverse and Inclusive Experiences
• Intellectual and Talent Development

We expect Ethical Behavior:
• Honesty
• Transparency
• Public Accountability, Stewardship, and Service
• Open and Effective Communication
• Advancement of the Good of Public Education
• Respect for differences
• Exercise free speech through civil discourse

We employ Practices for Transformative Growth:
• Continuous Improvement
• Collaboration
• Inclusion
• Academic Freedom
• Efficiency and Sustainability
• Shared Governance

OBJECTIVE 1.1:
The Regent institutions will provide clear pathways for students to enter, move through and complete their education and career goals.

Metrics and Goals:
Each institution’s strategic plan shall have goals that support student success, showing growth each academic year. Each campus will set 5-year goals for the key performance indicators below:
• Increase fall-to-fall retention for first year students by 2027;
• Increase four-year and six-year completion rates by 2027;
• Reduce the attainment gap of underrepresented students by 2027;
• Achieve grade level reading and math achievement levels at the Iowa School for the Deaf;
• Increase literacy rate for students served through the Iowa Educational Services for the Blind and Visually Impaired;
• Include employment outcomes of graduates in program reviews.

Institutions may include additional indicators of success and may report on these key performance indicators in the aggregate, by program, or in other ways that are meaningful for the population it serves.

OBJECTIVE 1.2:
The Board of Regents (BOR) will incorporate strategies for a system that ensures the accessibility and affordability of higher education at the Regent universities.

Metrics and Goals:
• Regent universities will set 5-year goals to increase merit and need-based philanthropic scholarship support by 2027.
• Regent universities will work to reduce the average amount of debt that undergraduate students have upon graduation.
• Regent universities will further streamline the access and curricular articulation with high school and community college programs for the purpose of high-quality clear pathways for accelerated learning.
• The BOR will advocate and increase state appropriations and resources to support Regent institutions.
• The BOR will educate the public about the true cost of education and the value to Iowans brought by Regent universities.
**OBJECTIVE 1.3:**

The Regent institutions will further advance onboarding, curricular, co-curricular and extra-curricular experiences that align to and empower undergraduate students to meet their educational and career goals.

**Metrics and Goals:**
- Each campus will further enhance existing opportunities, including but not limited to, research, internships, service learning, study abroad, student clubs/organizations, etc.
- Each university will expand onboarding programs for incoming students, with a particular focus on first generation, underrepresented and non-traditional students.
- Maintain institutional Higher Learning Commission accreditation, including providing evidence of program outcomes, as well as maintain accreditations of colleges and degrees as appropriate, seek accreditation of new programs, conduct Board of Regents-program reviews, and report out to the Board of Regents on these external evaluations;
- Identify additional work-based and experiential learning opportunities for students.

**OBJECTIVE 1.4:**

The Regent institutions will increase accessibility to high quality academic offerings utilizing online and distance to facilitate student learning and access to certificates and degrees.

**Metrics and Goals:**
Each institution shall:
- Set 5-year goals to expand online programs in areas that are consistent with campus expertise and market demands, and that will enhance opportunities as well as target underserved populations and industries.

Metrics: Collaborate on an overall strategy for the institutions including but not limited to: Program and course enrollments, and number of students successfully completing courses.
- Design a pilot general education course sharing opportunity for students at one institution to take online courses from the other two universities, evaluate the results and evaluate adding additional opportunities.

Metrics: Quantitative and qualitative data on student outcomes and institutional efficiency.

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**The Culture of Growth and Innovation at Iowa’s Public Universities**

Empowering the Core Values to cultivate the vision and enact the mission, the Board of Regents advances the following dispositions:

- **Leadership** shall demonstrate the highest levels of integrity, honesty, ethics and civil discourse in all activities.
- **Governance** shall demonstrate effective, accountable service to the public through strategic planning, hiring of and delegation to presidents and superintendent, responsible oversight and effective stewardship of resources.
- **Passion** for learning shall enable individuals to achieve their full potential and to enhance his/her quality of life and career aspirations.
- **Respectful interaction** among members of diverse backgrounds, culture and beliefs in nurturing environments shall empower critical thinking, free inquiry, open communication and broad participation.
- **Academic freedom** shall stimulate creativity, inquiry and advancement of knowledge.
- **Collaboration and coordination** across the Regent Enterprise and with other institutions and organizations, both public and private, shall endeavor to meet the needs of Iowans.
- **Recruitment, retention and development** activities shall focus on attracting, encouraging and engaging outstanding students, faculty and staff.
- **Effective communications** shall inform constituents and citizens of the roles, value and impact of the Board and its institutions.
- **Maintain and improve** the quality of the enterprise as the institutions transform.
The Regent institutions will serve the state by delivering opportunities for Iowans to engage in lifelong learning, participate in Extension and outreach programs, benefit from health care services and experience the arts and other creative activities that enhance their quality of life.

**Metrics and Goals:**
- Each institution shall create and track metrics that showcase the impact of its programming on Iowans across the state.
- Increase the existing service efforts to provide opportunities for underserved populations.

The University of Iowa Hospitals and Clinics will work to have capacity to serve Iowans.

**Metrics and Goals:**
- UIHC will identify the capacity constraints on their current facilities and identify and implement capital initiatives to increase capacity by 10 percent.

The Regent universities will build strategic collaborations among universities, Iowa industries and the State of Iowa to foster opportunities for innovation and economic development.

**Metrics and Goals:**
- Each institution annually shall report on partnership and/or collaboration activities. This includes both quantitative and qualitative metrics that demonstrate the impact of these activities.

The Regent institutions will educate students to support changing workforce and evolving economic needs.

**Metrics and Goals:**
- Each institution shall ensure that it is providing opportunities for its students to meet evolving workforce needs for Iowa to compete in a global society.
- Universities will update and create new degree programs based on academic expertise, workforce needs, state and national data and feedback from industry advisory councils and company recruiters.
- Objective 2.5 Economic Development and Research
- Metrics and Goals
- Each university will set a 5-year goal to increase research funding.
- Annually, each university will report on intellectual property created.
- Each university will identify additional areas of support and opportunity to support the conversion of the intellectual property created into Iowa-based businesses.

The Regent institutions will continue to seek, implement and strengthen operational efficiencies and effectiveness.

**Metrics and Goals:**
- The BOR and Regent institutions shall collaborate to ensure a productive culture of efficiency and effectiveness with annual improvements. Activities will include:
  - Optimizing administrative activities through consolidation and restructuring.
  - Expanding the shared services functions to increase efficiency.
  - Monitoring and evaluating the effect and impact of efficiency efforts and adjusting processes as necessary.

Each Regent institution will report annually activities and improvements in each area and its progress toward the goal.

The Regent universities will maximize physical and technological infrastructures to advance teaching, research, and engagement.

**Metrics and Goals:**
- The Regent universities shall optimally utilize infrastructures. Activities will include, but not limited to:
  - Increasing the utilization of existing capital facilities.
  - Collaborating when possible on the purchase and use of research-based technology for the institutions.
  - Consolidating multiple technology licenses into system-wide licenses to reduce license duplication by 2027.
  - Ensure each institution has the technology platform and capacity to enhance on-line learning.

Each Regent institution will report on activities and progress toward these goals.
The BOR and Regent institutions will coordinate and enhance their current communication efforts.

**Metrics and Goals**
- Evaluate all current stakeholder publications and determine if they provide added value.
- Increase dissemination of the public value and benefit of Regent institution programs
- Enhance institutional dissemination of the ongoing activities of each institution, including but not limited to, the cutting-edge research being done at each institution and the value to stakeholders.

Each Regent institution will show its impact to each Iowa County.

**Metrics and Goals**
- Each Regent institution will collaborate to create and annually update a combined webpage showing the impact of each Regent institution to the county, including, but not limited to the following data:
  - Current students
  - Alumni
  - Regent employees
  - Partnerships or transactions with businesses
  - Extension and outreach, health care, and economic development functions in the county

The Board of Regents Office will broadly distribute to every media outlet, though social media and directly to stakeholders the activities and reports from each Board meeting.

**Metrics and Goals**
- The Board of Regents Office will broadly distribute to every media outlet, though social media and directly to stakeholders the activities and reports from each Board meeting.
- Each institution will have a strategic communications plan designed to amplify the following:
  - Notable alumni from each of the institutions
  - Successes of our current students
  - Successes of our faculty and staff
  - Economic impact of their institutions

The Regent institutions shall advance capital and operational forecasting and predictability for maximum resource utilization.

**Metrics and Goals**
- The Regent institutions shall maximize the utilization of existing physical structures and facility and infrastructure 10-year plans to ensure optimum utilization. Activities will include, but not limited to:
  - Annually updating a comprehensive 10-year master capital plan of planned projects in sequential order enabling a balanced plan for implementation.
  - Creating a financial map of the master capital plan including all obligations and investments as well as donor opportunities.
  - Identifying and implementing new alternative funding sources, including but not limited to public-private partnerships and recognizing existing sources as potential bridges or launching points for new funding.

Each Regent institution will report on activities and progress toward these goals annually.

The BOR and Regent institutions shall develop and enhance the human capital at each of the Regent institutions.

**Objective 3.1**
- Continue to strengthen our workforce by providing career support and development
- Enhance the institutional efforts to have the workforce be more reflective of the student body
- Encourage additional recruitment and retention of world-class faculty and staff

**Objective 4.1**
- Transparency and Dissemination

Each Regent institution will report on activities and progress toward these goals annually.

**Objective 4.2**
- Each Regent institution will report on activities and progress toward these goals annually.

**Objective 4.3**
- The BOR and Regent institutions shall develop and enhance the human capital at each of the Regent institutions.
  - Continue to strengthen our workforce by providing career support and development
  - Enhance the institutional efforts to have the workforce be more reflective of the student body
  - Encourage additional recruitment and retention of world-class faculty and staff
Iowa’s Regent universities promote economic growth in Iowa through their direct expenditures and the resulting expenditures of visitors, students, and state businesses. A study conducted by Emsi in November 2019 measured the economic impacts created by Iowa’s regent universities on the business community and the benefits the universities generate in return for the investments made by their key stakeholder groups – students, taxpayers, and society.

Iowa’s regent universities promote economic growth in Iowa through their direct expenditures and the resulting expenditures of visitors, students, and state businesses. The universities serve as employers and buyers of goods and services for their day-to-day, construction, university hospital, clinic, and research operations. Numerous start-up and spin-off companies have formed as a result of programs and knowledge at the universities, and extension, outreach, and volunteer services contribute to the community. The universities’ activities attract visitors and students from outside Iowa, whose expenditures benefit state vendors. In addition, the universities are primary sources of higher education.
to Iowa residents and suppliers of trained workers to state industries, enhancing overall productivity in the state workforce.

**Operations Spending Impact**

Iowa’s regent universities promote economic growth in Iowa through their direct expenditures and the resulting expenditures of visitors, students, and state businesses. The universities serve as employers and buyers of goods and services for their day-to-day, construction, university hospital, clinic, and research operations. Numerous start-up and spin-off companies have formed as a result of programs and knowledge at the universities, and extension, outreach, and volunteer services contribute to the community.

The universities’ activities attract visitors and students from outside Iowa, whose expenditures benefit state vendors. In addition, the universities are primary sources of higher education to Iowa residents and suppliers of trained workers to state industries, enhancing overall productivity in the state workforce.

**Construction Spending Impact**

The universities commissioned contractors to build or renovate facilities in FY 2017-18. The quick infusion of income and jobs that occurred in the state economy as a result of this construction spending is considered short-term due to the one-time nature of such projects. Nonetheless, the universities’ construction spending had a substantial impact on the state economy in FY 2017-18, equal to $132.7 million in added income and equivalent to supporting 2,025 jobs.

**University Hospitals and Clinics Spending Impact**

The University of Iowa Hospitals & Clinics (UIHC), including the Iowa River Landing, University of Iowa Stead Family Children’s Hospital, and pharmacy locations, would not exist without the university. UIHC provides a hands-on learning and research environment for students and employs thousands of workers. Although broader health-related impacts are outside the scope of this analysis, UIHC is known for providing quality patient care.

In FY 2017-18, UIHC spent over $745 million on payroll and $760 million on other non-pay expenditures to support their operations. These expenditures added a net impact of $1.5 billion in added income to the state. This is equivalent to supporting 21,276 jobs.

**Research Spending Impact**

Research activities impact the economy by employing people and requiring the purchase of equipment and other supplies and services. From 2014-17, the universities received 1,126 invention disclosures, filed 460 new patent applications, and produced 527 licenses. Total license income over the same four-year time period grew from $4.7 million in FY 2014-15 to $6.1 million in FY 2017-18, an approximate $1.4 million increase.

In FY 2017-18, the universities spent $411.5 million on payroll to support research activities. This, along with $465.3 million in other research spending, created a net total of $730 million in added income for the state economy. This added income is equivalent to supporting 9,682 jobs.
Regent Universities Research Development

<table>
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<tr>
<th></th>
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<th>Licenses</th>
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<tr>
<td>2017-18</td>
<td>299</td>
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<td>104</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,126</strong></td>
<td><strong>460</strong></td>
<td><strong>527</strong></td>
</tr>
</tbody>
</table>

Value of Extension and Outreach

Extension and outreach activities strengthen communities and their local economies by enhancing leadership structures, broadening engagement, teaching best practices, and providing hands-on assistance. Communities are empowered to shape their own futures through research, education, community engagement, economic development, and community planning and design. Over the years, the extension and outreach offices have helped more than 13,000 companies and organizations across the state. The offices have also helped tens of thousands of Iowa farmers.

Economic Development Impact

The universities create an exceptional environment that fosters innovation and entrepreneurship, evidenced by the number of start-up and spin-off companies related to the universities and companies that have grown in the state with the support of the universities. Start-up companies, created specifically to license and commercialize the universities’ technology or knowledge, have a strong and clearly defined link to the universities. Spin-off companies, created and fostered through the universities’ programs or faculty and alumni, have a clear but weaker link to the universities. In addition, companies that benefited from the universities’ Small Business Development Centers (SBDCs), Advance Iowa (a University of Northern Iowa consulting program), and Iowa State University’s Center for Industrial Research and Service (CIRAS) are included under spin-off companies.

In FY 2017-18, start-up and spin-off companies related to Iowa’s regent universities added $1 billion in income to the Iowa economy. Of this added income, $99.8 million was due to the start-up companies, with the remainder due to spin-off companies.

Visitor Spending Impact

Hundreds of thousands of visitors from outside the state were attracted to the universities during the analysis year to attend commencement, sports events, and other activities sponsored by the universities. While in the state, visitors spent money for lodging, food, transportation, and other personal expenses. The off-campus expenditures of the universities’ out-of-state visitors generated a net impact of $38.1 million in added income for the state economy in FY 2017-18. This $38.1 million in added income is equivalent to supporting 1,081 jobs.

Value of Volunteerism

Beyond positively impacting the state through the activities occurring at the universities, such as research, the universities also directly impact the state economy through their facilitation and support of student and employee volunteer activities. Volunteers are an important part of any society because they positively impact those less fortunate. In FY 2017-18 alone, 45,047 student and employee volunteers supported non-profit organizations and causes across the state. These students and employees volunteered 2.3 million hours of their time. Their volunteer activities added $54.2 million in value for the state and local communities. The impact of volunteerism is not measured in this analysis; however, the value they offer should not be overlooked.

Student Spending Impact

Around 40% of students attending the universities originated from outside the state in FY 2017-18. While some of these students continued to live outside the state, many relocated to Iowa to attend the universities. These students may not have come to the state if the universities did not exist. In addition, some in-state students, referred to as retained students, would have left Iowa if not for the existence of Iowa’s regent universities. While attending the universities, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated $232.9 million in added income for the state economy in FY 2017-18, which supported 5,485 jobs in Iowa.

Student Spending Impact

The education and training the universities provide for state residents has the greatest impact. Since the universities were established, students have studied at them and entered the state workforce with greater knowledge and new skills. Today, hundreds of thousands of former students of Iowa’s regent universities are employed in Iowa. As a result of their Iowa public university educations, graduates receive higher earnings and increase the productivity of the businesses that employ them. In FY 2017-18, alumni of Iowa’s regent universities generated $6.2 billion in added income for the state economy, which is equivalent to supporting 74,079 jobs.
A n investment analysis evaluates the costs associated with a proposed venture against its expected benefits. If the benefits outweigh the costs, then the investment is financially worthwhile. The analysis presented here considers Iowa’s regent universities as an investment from the perspectives of students, taxpayers, and society in Iowa.

The results of this study demonstrate that Iowa’s regent universities create value from multiple perspectives. The universities benefit state businesses by increasing consumer spending in the state and supplying a steady flow of qualified, trained workers to the workforce. Iowa’s regent universities enrich the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The universities benefit state taxpayers through increased tax receipts and a reduced demand for government supported social services. Finally, Iowa’s regent universities benefit society as a whole in Iowa by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

The total impact of Iowa’s regent universities can also be expressed in terms of jobs supported. The $11.8 billion impact supported 149,980 state jobs, using the jobs-to-sales ratios specific to each industry in the state. This means that one out of every 14 jobs in Iowa is supported by the activities of the universities and their students. In addition, the $11.8 billion, or 149,980 supported jobs, stemmed from different industry sectors. Among non-education industry sectors, the universities’ spending and alumni in the Health Care & Social Assistance industry sector supported 25,347 jobs in FY 2017-18. These are impacts that would not have been generated without the universities’ presence in Iowa.
The University of Iowa is known around the world for its commitment to excellence in the arts, sciences, and humanities. It is home to the first and best creative writing program in the world, as well as one of America’s top teaching hospitals. Its faculty, staff, and students have pioneered fields such as educational testing and speech pathology, sent UI-built instruments on virtually every mission in NASA history, and traced the genetic origins of countless human diseases. Its 12 colleges are home to scholars dedicated to bridging disciplines and reinventing higher education.

Iowa’s collaborative, can-do culture fosters a campuswide dedication to student success. Welcoming students from all backgrounds, helping them chart paths that serve their individual interests and goals, and giving them tools to graduate on time and on budget are central to Iowa’s mission. The Iowa approach works—and undergraduate graduation rates well exceed the national average.

Iowa students graduate with the skills, perspectives, and values they need to lead productive lives and have rewarding careers. The university’s strong liberal arts tradition prizes exploration, flexibility, and broad-based knowledge, while innovative teaching facilities and methods infuse timeless lessons with new energy. Today’s graduates are tech savvy and team oriented.

Iowa’s size, structure, and culture foster interaction among scholars at all levels, with advanced programs surrounding and shaping a vital liberal arts core. Strong graduate and professional programs enrich the undergraduate experience while providing unparalleled opportunities for students who want to take their education further.

Alongside education and discovery, Iowa is known for its NCAA Division
I athletics programs, a world-class academic medical center, commitment to statewide service, and its role as an economic engine for the state of Iowa. The university has launched new programs that lend support and expertise to businesses across the state, and a pervasive spirit of entrepreneurship guides student start-ups, new enterprises built on faculty discoveries, and other innovations.

The University of Iowa was founded on Feb. 25, 1847, in Iowa City as Iowa’s first public university and located in the state’s first capital. When Des Moines became the seat of state government in 1857, the Old Capitol building became the geographic and symbolic heart of the university campus.

Iowa has been a member of the Big Ten Conference since 1899 and a member of the Association of American Universities since 1909.

From its founding, Iowa has been a beacon of equality and opportunity for all people. It was the nation’s first public university to admit men and women on an equal basis, the first public institution to award law degrees to women and African Americans, and the first state university to recognize and continuously fund a gay student organization.

Iowa invented the Master of Fine Arts degree, becoming the first institution to accept creative work in lieu of a written thesis. It pioneered fields ranging from educational television to cochlear implants.

In more recent years, the university has faced and overcome historic challenges—from a devastating campus flood in 2008 to the global economic downturn, the impact of new technology, and now, finding innovative and collaborative ways to endure a global pandemic. Community spirit, pragmatic vision, and dedicated leadership have helped Iowa weather these crises. Today, the University of Iowa is stronger than ever and is poised to write a new chapter in its more than 175-year history.

Mission

In pursuing its missions of teaching, research, and service, 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 a diverse world.

The University of Iowa carries out its academic mission primarily through its 12 colleges, which offer undergraduate and graduate education, professional education, and education and training in the health sciences.

The Strategic Plan Strategy Team is leading the creation of the university’s 2022–27 strategic plan, emphasizing areas of distinction in student, faculty, and staff success; research and discovery; diversity, equity, and inclusion; and engagement. In addition, as the team develops this plan during the COVID-19 pandemic, the plan will emphasize flexibility and innovation and will seek to reflect lessons learned during the current crisis.

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
For fall 2021, the University of Iowa welcomed the most academically accomplished class in its history for the fifth year in a row, with a total enrollment of 29,909.

The class of 2025 again topped previous records in achievement, with an average high school grade point average (GPA) of 3.81, higher than any other previous class.

The Class of 2025 is composed of 4,521 students, up slightly from last year. About 19% of the class (870) are first-generation students, and about 22% (996) identify as African American, American Indian, Native Hawaiian or other Pacific Islander, Asian, Latinx/a/o, or two or more ethnicities.

About 60% of the class (2,702) are Iowa residents, and about 1% (47) are international students. The class represents 94 of Iowa’s 99 counties, 45 U.S. states and territories (as well as Washington, D.C., and bases for the U.S. Armed Forces), and 40 countries.

This year, 21,608 undergraduates are enrolled at Iowa. About 45% of Iowa’s students identify as male, about 55% as female. Graduate students total 6,415, and professional students total 1,886. Postgraduate scholars total 1,297.
Tuition revenues comprise 63.0% of the $738 million FY 2022 General University revenue budget with 29.2% coming from state appropriations. Projected changes in these revenue sources, as well as indirect cost recoveries and interest income, result in a $10.0 million increase in revenue, or 1.4% more than the FY 2021 budget.

The $738 million General University budget allocated by function is shown below. Expenses related to instruction, academic support and scholarships and fellowships comprise 72% of all general university expenses.
The University of Iowa offers more than 200 majors, minors and certificates in a total of 12 academic colleges.

1 **Carver College of Medicine**

Iowa’s Roy J. and Lucille A. Carver College of Medicine earns international respect for both clinical education and biomedical research. Students in the Carver College of Medicine are educated in an atmosphere of scholarship, humanism, and mutual respect, as well as fostering the ability to manage the changing scientific and technological information so necessary in today’s world.

2 **College of Dentistry**

Iowa’s College of Dentistry is the state’s only dental school and has as many recognized ADA dental specialties as any dental school in the country. It’s also an essential resource to the state, helping people and communities everywhere meet their needs for dental care.

3 **College of Education**

Iowa’s College of Education is the state’s top-ranked education school, recognized for teacher preparation at the undergraduate level, a range of respected graduate programs, and a tradition of innovation in the field.

4 **College of Engineering**

A personalized, student-oriented mission distinguishes Iowa’s College of Engineering. By design, it’s the smallest engineering college in the Big Ten, encouraging students to pursue their individual interests in an environment that’s both intellectually challenging and collaborative.

5 **Graduate College**

Iowa’s Graduate College accounts for more than one-fifth of the university’s total enrollment, supporting graduate education campuswide.
**College of Nursing**

Iowa’s College of Nursing consistently ranks among the nation’s best, respected for top education programs at all levels with a focus on leadership within the profession and across health care fields.

**College of Pharmacy**

Iowa’s College of Pharmacy is one of the oldest and most-respected institutions of its kind, offering a top-ranked Doctor of Pharmacy program and a thriving research enterprise.

**College of Public Health**

Established in 1999, the College of Public Health is a national leader in research, teaching, and service dedicated to preventing, protecting and promoting health.

**College of Law**

Iowa’s College of Law, founded in 1865, was among the first law schools to grant law degrees to women (1873), international students (1879), and African Americans (1879). The oldest law school west of the Mississippi River, the institution is recognized for a curriculum that balances challenging coursework and skills-training programs.

**Tippie College of Business**

Named for accomplished alumnus Henry B. Tippie, Iowa’s Tippie College of Business offers some of the university’s most popular undergraduate programs and a full slate of graduate programs for traditional students and working professionals.

**College of Liberal Arts and Sciences**

The College of Liberal Arts and Sciences houses almost 40 departments, spanning the visual, performing, literary, and cinematic arts; humanities; natural and mathematical sciences; social and behavioral sciences; and communication disciplines. Writing is one of the many programs ranked among the nation’s best.

**University College**

University College is home to a wide range of programs for University of Iowa students, including the University of Iowa Honors Program, Study Abroad, Career Center Programs, and study at Iowa Lakeside Laboratory.
UI Health Care functions as a fully integrated academic health system, with a single leadership structure and closely aligned strategic priorities.

UI Health Care is composed of UI Hospitals & Clinics, the UI Roy J. and Lucille A. Carver College of Medicine, and UI Physicians, the multispecialty medical and surgical group practice.

UI Health Care functions as a fully integrated academic health system, with a single leadership structure and closely aligned strategic priorities. This integration helps foster streamlined decision-making, coordinated allocation of resources, and flexibility in adapting to changes in health care. It enables UI Health Care to lead the way in providing tertiary- and quaternary-level patient care, educating future medical and allied health professionals, and conducting significant leading-edge research.

Recognized as one of the best hospitals in the United States, UIHC is Iowa’s only comprehensive academic medical center and a regional referral center. In 2021-2022, four of its adult care specialties were ranked among the nation’s best, including ophthalmology (7th), otolaryngology (23rd), gynecology (41st), and cancer (47th). Six additional specialties, endocrinology, gastroenterology, geriatrics, orthopedics, pulmonary, and urology, were listed as “high-performing.”

UI Health Care impacts every one of Iowa’s 99 counties, delivering expert care to patients in communities across the state. Additionally, UI Health Care provided more than $334 million of value in community benefits to Iowa communities in fiscal year 2018. Community benefits are programs and services that address identified community health needs, regardless of source or availability of payment, and provide measurable improvement in health care access, health status, and the use of health care resources.

The hospitals’ primary and specialty care is provided by experts from all medical specialties, attracting patients from around the world. It offers care in convenient, comfortable settings, using the most advanced approaches and with the best outcomes as its goal.
UI Health Care operates 80 adult and pediatric specialty care clinics in 20 communities across Iowa. UI pediatric specialty care also is provided at the state’s 13 Child Health Specialty Clinics (CHSC). UI providers also offer telemedicine services at the 13 CHSC sites as well as 18 UI locations, five UI outreach clinic locations, 26 non-UI sites, and 10 state facilities.

UI Health Care serves as the hub for a consortium of 10 Iowa critical access hospitals, enhancing access to quality health care in rural communities. The

**BY THE NUMBERS**

- Inpatient total beds: 845
- Physicians and dentists*: 1,814
- Professional nurses: 2,477
- Other hospital and professional staff: 6,088
- Volunteer service hours: 123,912
- Inpatient admissions: 36,068
- Total outpatient clinic visits: 1,082,647
- Total patient days of care: 244,607
- Emergency-trauma center visits: 55,956
- Patients transported by air: 1,129
- Major surgeries: 34,736
- Minor surgical procedures: 154,669
- Births: 2,433

*Includes residents and fellows

UI Health Care’s primary and specialty care is provided by experts from all medical specialties, attracting patients from around the world.

network provides continuity of care, access to the same electronic medical records, development of best practices through shared education opportunities, and other services.

Real-life medical clerkships with UI alumni are offered to medical students, and more than 400 alumni participate every year. In addition, UI students in medicine and other health professions, gain experience and meet community needs at six regional centers affiliated with the Carver College of Medicine—in Cedar Rapids, Davenport, Des Moines, Mason City, Sioux City, and Waterloo. The centers also provide training sites for family medicine residents, helping to meet Iowa’s need for primary care physicians.

UI Hospitals & Clinics and UI Stead Family Children’s Hospital together deliver quality care in collaboration with UI Physicians, the state’s largest multi-specialty medical and surgical group practice composed of faculty physicians of the Carver College of Medicine. These partners work together as UI Health Care, to provide patient care, conduct biomedical research, and train the next generation of health professionals.
The University of Iowa Athletic Department is a self-sustaining auxiliary enterprise and receives no general university support. The University of Iowa has a $117 million FY 2022 athletic budget. Iowa competes in the Big Ten Conference.
Iowa State University of Science and Technology was established by the state of Iowa in 1858 as the Iowa Agricultural College and Model Farm. In 1862, Iowa was the first in the nation to accept the provisions of the Morrill Act, which established a land-grant university in each state. As Iowa’s land-grant institution, Iowa State was built on three revolutionary ideas:

• Higher education should be open to everyone, regardless of race, gender or socioeconomic status.
• Instructors should teach practical subjects, like agriculture, science and engineering, as well as the traditional classical education.
• Knowledge should be shared across the state and far beyond its borders.

Iowa State embraced these land-grant ideals – access, practical education, shared knowledge – from the start.

Today, Iowa State University is known for excellence in science and technology, innovation and entrepreneurship that seeks to make the world a better place; a student-centered culture with faculty and staff dedicated to student success; and a commitment to improving Iowans’ quality of life through research-based extension and outreach-delivered education and resources.

An Iowa State education instills in its students the skills and mindset of critical thinkers and problem solvers, effective communicators, inspiring leaders, technology-savvy professionals, and prepared collaborators and team players. A hallmark of an Iowa State education is the advising, mentoring and caring of students by committed faculty and staff. An Iowa State education aspires students to live into the aspirations of the campus’s Principles of Community: Respect, purpose, cooperation, richness of diversity, freedom from discrimination, and honest and respectful expression of ideas.

Iowa State research addresses many of the grand challenges faced by society today, including: enabling healthy lives
of people, plants, animals and communities; building sustainable human and natural ecosystems; creating next-generation materials and manufacturing technologies; enabling data-driven discovery and secure cybersystems; advancing strengths in bioscience-based economic development opportunities to solidify Iowa’s leadership; and developing global citizens and vibrant societies. Iowa State research involves faculty, staff, students and diverse partners in the public and private sectors. “Science With Practice,” part of the university’s seal for more than 150 years, aptly describes Iowa State’s integral ideal of hands-on learning and applying science to practical problems.

With a presence in all 99 Iowa counties, Iowa State University Extension and Outreach is Iowans’ lifelong partner in learning, decision-making and contributing to building a strong Iowa. Extension and Outreach is the constant link between Iowans and the ever-changing discoveries in the laboratories, and applying research-based knowledge in ways that build the economy and enhance quality of life.

Innovation is a part of Iowa State’s culture and work on the next big discovery is happening every day in research labs, such as the Nannovaccine Institute and Biorenewables Research Laboratory. The Student Innovation Center also provides space for students, faculty and staff to experiment, collaborate on interdisciplinary projects and exchange ideas in an effort to make the world a better place.

Iowa State offers 100 majors, 90 learning communities and more than 900 student organizations. Iowa State welcomes students from all 50 states and more than 100 countries, while attracting top scholars. This elite group includes Nobel and Pulitzer prizewinners, Fulbright scholars, National Endowment for the Humanities awardees and inductees into the National Academies of Sciences and Engineering and the National Institute of Health.

Iowa State University has the talent and the facilities to lead the urgent, global quest for solutions. Providing these solutions and preparing the next generation of leaders and problem solvers requires efforts from across campus. It is the combination of all of our academic colleges, units, and departments that create the community of scholars necessary for this work.
Iowa State students represent all 99 Iowa counties and all 50 states.

Iowa State’s total fall 2021 enrollment of 30,708 includes 25,808 undergraduate, 4,264 graduate and 636 veterinary medicine students, representing all 99 Iowa counties, all 50 states and 112 different countries.

With 6,741 new students enrolling for Fall 2021, the university saw a 6% increase in new first-year students and a 1% increase in new graduate students. This includes 5,387 freshmen, an increase of 316 compared to Fall 2020. These freshmen are academically strong and entered ISU with a 3.70 grade point average, the second-highest for any entering class.

The freshman class is the most diverse class in Iowa State’s history. With a record 980 U.S. multicultural freshmen enrolling, multicultural students represent 18.2% of the new freshman class. A total of 2,532 international students enrolled at Iowa State in fall 2021, comprising 8.2% of the total enrollment.

More than 56% of the student body is an Iowa resident, while 59% of all enrolled students are in a STEM major.

30,708 Total Enrollment

- 25,808 Undergraduates
- 4,264 Graduate Students
- 636 Vet Med Students

55% Male
45% Female

3.70 Incoming GPA

6,741 New Students

18% Underrepresented Minorities

About 56% of all students are Iowa Residents.
Tuition revenues comprise 70.0% of the $649.5 million General University revenue budget with 26.5% coming from state appropriations. Projected changes in these revenue sources, as well as indirect cost recoveries and other income, result in a $19.6 million increase in revenue, or 3.1% more than the FY 2021 budget. Of note, the FY 2020 operating revenues totaled $670.6 million.

The $649.5 million General University budget allocated by function is shown below. Expenses related to instruction, academic support, and scholarships and fellowships comprise 72% of all general university expenses.
Academics
The College of Agriculture and Life Sciences is one of the world’s leading institutions of agriculture, with more than 160 years of leadership in science, education and extension. The college educates future leaders, conducts mission-oriented research and shares new knowledge for the betterment of Iowa and the world.

The College of Design was created in 1978 when four departments with long-standing reputations in other colleges were brought together under one roof. In 2012, the college was reorganized resulting in seven academic departments offering undergraduate and graduate degree programs. It is home to approximately 1660 undergraduates and 155 graduate students.

The College of Engineering educates future engineering leaders, conducts research to address our greatest challenges, uses technology to make a difference, celebrates diversity of thought and culture, and creates solutions to make Iowa and the world a better place. More than 8,000 students study in eight different disciplines with degrees offered at the undergraduate, master’s and doctoral level. Engineering was one of the first programs offered at ISU when the university was established. When the first Iowa State class graduated in 1872, six of the 26 students graduated with engineering degrees - four in civil and two in mechanical.

The College of Human Sciences is famous for advancing careers and humanity as a whole. It is one of the world’s largest learning communities of human scientists and have launched the careers of thousands of teachers, fashion designers, wellness professionals, nutritional experts, and family counselors who have changed the world.

The College of Liberal Arts and Sciences is a world-class learning and research community. Iowa State’s most academically diverse college, LAS educates students to become global citizens, providing rigorous academic programs in the sciences, humanities and social sciences within a supportive personalized learning environment. It is home to more than 7,000 students among 21 departments, the Greenlee School of Journalism and Communication, and more than 20 additional programs.

The College of Veterinary Medicine takes pride in its heritage while shaping the future of veterinary professional practice, education, research and service. Fully accredited by the American Veterinary Medical Association, the College of Veterinary Medicine is dedicated to the enhancement of health and well-being of animals and human beings. In order to carry out the college’s mission, the focus is on students within the Doctor of Veterinary Medicine program and our various graduate programs in each of its five academic departments.

The Graduate College’s mission is to provide an institutional home for graduate students and postdoctoral scholars. It enhances the university as a premier destination for advanced scholarship and research. It seeks to improve the academic experiences of graduate students, postdoctoral scholars, and graduate faculty. It minimizes barriers to graduate education and foster diversity and inclusion. The college provides opportunities for academic advancement, the development of communication skills, and career planning with the goal of preparing those it serves to benefit human society, the global ecosystem, and economic vitality.

The Debbie and Jerry Ivy College of Business brings together world-class faculty, staff, programs, and facilities to deliver business education for a rapidly changing world. The college prepares students for a future of progress — giving them the vision and skills to go out and make a difference in the world. It combines quality curriculum, internationally known faculty, and a welcoming atmosphere to create an unmatched business education, whether students are seeking degrees at the bachelor, master, or PhD level.

Iowa State offers more than 100 majors in eight academic colleges.
The Iowa State Athletic Department is a self-sustaining auxiliary enterprise and receives no general university support. The FY 2022 athletic budget totals $98.6 million. Iowa State competes in the Big XII Conference.
The University of Northern Iowa is a comprehensive institution distinguished by its focus on undergraduate education. The university provides a high-quality and diverse educational experience, purposefully guiding students to find and develop their strengths and prepare them for success after college. Building on its historic excellence in teacher education, the university has developed outstanding programs in business, natural sciences, humanities and fine arts, and social and behavioral sciences, with advanced degrees available in many programs.

With enrollment at nearly 10,000, students at UNI get the best of both worlds — a large university environment with a small college atmosphere — where they can stand out and excel. UNI is nationally recognized for its low student indebtedness, high educational standards, and ability to provide its students with a variety of opportunities to live and learn together.

In addition to offering over 90 majors, UNI also has more than 50 graduate programs that span disciplines from accounting to education and social work to music. To make its high-quality educational opportunities even more accessible, UNI offers a variety of learning options, including on-campus, online via distance education, full-time or part-time, and thesis or non-thesis programs.

The university also emphasizes faculty-led classes, with UNI offering the highest rate of credit hours taught by faculty members among public universities in the state. UNI is also uniquely affordable and boasts a four-year graduation rate that is nearly 40% higher than the national average for similar institutions.

U.S. News & World Report has recognized UNI as one of the “Best Midwest Universities” for the past 20 years. The American Association for State Colleges and Universities recognized UNI with two national
awards: Excellence and Innovation Award for UNI’s Course Embedded Peer Mentor Program and Regional and Economic Development Award for UNI’s Regional Entrepreneurship Project that has positively impacted 17 Iowa counties in five economically challenged regions.

UNI has also consistently received recognition for its achievement and commitment to community engagement. UNI has been named to the President’s Higher Education Community Service Honor Roll since the award’s inception in 2008 and in 2015 was named the winner for Economic Opportunity. UNI received the 2015 Carnegie Community Engagement classification, one of only 47 public institutions in the nation to be selected for this honor. In 2018, UNI was recognized by Iowa Campus Compact with an Engaged Campus Award for its efforts to assist Iowa cities in developing plans for reducing greenhouse gas emissions. UNI has been named to Phi Theta Kappa’s Transfer Honor Roll, which recognizes excellence in helping community college students successfully transition to institutions offering four-year degrees, for the third time in four years. UNI is also in the top 20% of veteran-friendly colleges, after its ranking by the comprehensive review service Military Friendly was increased from bronze to silver this year.

**U.S. News & World Report has recognized UNI as one of the “Best Midwest Universities” for the past 20 years.**

The university continues to vigorously pursue its role as a leader in pre-K-12 education and education-related issues in Iowa and the nation. Well known for preparing teachers, UNI’s student teaching network is a national model for the involvement of practitioners in teacher education programs and offers intercultural student teaching opportunities in a number of states and foreign countries.

UNI is leading and managing the Governor’s Science, Technology, Engineering and Mathematics (STEM) Advisory Council initiative. Nearly 30 percent of Iowa’s science, technology, engineering, and mathematics (STEM) teachers are UNI graduates, a percentage that is higher than any other Iowa university.

UNI’s outreach programs have provided solutions to environmental and economic/business development issues. Business and Community Services (BCS) outreach provides service in all 99 counties and has served nearly 3,200 business, community, and local government clients.

At UNI, students find academic excellence, a welcoming and diverse atmosphere, and a place where they can have it all. All students have the opportunity to find mentors, work one-on-one, and learn alongside caring faculty on challenging research projects. UNI’s ever-expanding campus resources and academic distinctions mean UNI graduates are well-prepared for their next step, whether that is in a career or graduate school.
On average, four-out-of-five UNI graduates stay in Iowa to live and work.
State appropriations comprise more than half (58%) of UNI’s proposed FY 2022 General University operating revenue budget with tuition revenue being 41% of budgeted revenues. Projected changes in these and other revenue sources results in total operating revenue that is $0.3 million more than the FY 2021 budget (0.2% increase). Of note, the FY 2020 operating revenues totaled $175.7 million, significantly more than the FY 2021 and FY 2022 budgets.

The $170.7 million General University budget allocated by function is shown below. Expenses related to instruction, academic support, and scholarships and fellowships, comprise approximately 60% of all general university expenses.
Academics
1 College of Business

UNI’s College of Business has built a record of excellence and a culture of achievement with faculty who are committed to students’ success. The quality of the business program may be reflected in the success stories of students and alumni, but it’s the ‘ready for business’ mantra that continues to be the foundation of success.

2 College of Education

UNI’s College of Education offers a diverse range of programs to prepare its graduates for successful careers spanning education to health and human services. In preparing the next generation of education and health and human services professionals, the college values leadership and excellence across these diverse fields, innovation for best professional practice and strong collaborative relationships with the professionals and communities the college serves.

3 College of Social and Behavioral Sciences

The College of Social and Behavioral Sciences promotes an understanding of how individuals, societies and cultures contribute to human development. Faculty and students focus on studying real world problems, from integrating immigrants in Iowa and the causes of war in Africa, to effective crime prevention strategies and how natural disasters impact communities. There are programs that address the structure and needs of families, the role of gender and race in societies, and the history, geography and politics of every region in the world.

4 College of Humanities, Arts and Sciences

Home to the largest number of majors on UNI’s campus, the College of Humanities, Arts and Sciences provides a diverse range of learning opportunities in the visual and performing arts, humanities, mathematics, natural sciences and technology fields. Students benefit from a comprehensive strategy for success: engaged learning opportunities, personalized attention from faculty, manageable class sizes, access to specialized and advanced technology, and a vast array of majors, minors, certificates and coursework to customize their education.

5 Graduate College

The Graduate College fosters collaboration among graduate students and campus resources to enrich the student research and learning occurring across our campus. Whether providing financial support, presenting professional development workshops, or offering support for student conferences, the role of the Graduate College is to provide a unified experience throughout graduate studies.

UNI offers more than 90 majors in five academic colleges.
The University of Northern Iowa’s FY 2022 proposed athletic budget projects revenues of $14.5 million. UNI Athletics does not receive substantial revenues from conference distributions or media contracts. As such, the General University provides partial support for scholarships and operations. This is consistent with other universities of similar size and structure to UNI. UNI is a member of the Missouri Valley Conference, Missouri Valley Football Conference (football only) and the Big 12 Conference (wrestling only).
Iowa School for the Deaf is not just a ‘special’ school. It is an extraordinary language and learning environment for children who sign, talk, or use both communication methods. It welcomes children who have cochlear implants, hearing aids or who use no assistive hearing devices. Iowa School for the Deaf values students’ strengths and designs individual learning goals centered around each student’s unique needs.

The access to direct communication sets Iowa School for the Deaf apart from public schools. Teachers provide instruction and quick feedback without needing to use an interpreter. Students are amazed when food service staff, housekeepers and bus drivers sign with them. When communication barriers are eliminated, students who are deaf or hard of hearing aren’t “different” from their peers. They experience true inclusion and enjoy peer interactions that build a sense of belonging and identity.

For many students, it is at Iowa School for the Deaf where they develop their first best friends, receive invitations to birthday parties, and develop positive attitudes about their futures. Students who are deaf or hard of hearing find it easier to participate in class discussions with specialized teaching staff and classmates who can communicate with them in their natural language. Often, parents who have children enrolled at Iowa School for the Deaf notice their children are more confident about themselves and are now joining sports and activities without hesitation.

Classes offered at ISD are the same found in any public school. Additionally, students receive speech therapy and intensive language-building instruction. Small class
sized classes allow teachers to address diverse needs of each student. Curriculum is taught on grade level; modifications are provided as needed.

At the middle and high school level, students are challenged to use critical thinking, imagination and creativity in classes. Staff help foster skills and attitudes within each student leading to positive self-esteem and self-advocacy. A transition focus prepares students for life outside of high school. Some students mainstream at Lewis Central High School (located across the street) with an Iowa School for the Deaf interpreter. The semester system is used at Iowa School for the Deaf and each credit equals one semester of class. Diplomas are awarded by the Iowa Department of Education, as all Iowa School for the Deaf students meet Iowa’s required criteria to graduate. Extracurricular activities range from sports to clubs and events for older students. Younger students participate in student council, girls’ and boys’ clubs and sports teams which compete with other city youth teams.

Iowa School for the Deaf also provides programming for post-seniors with unmet transition needs. Work and college experiences are offered in this campus-based setting. Independent living skills, tutoring and hands-on lessons provide support to students moving into adulthood.
Iowa Educational Services for the Blind and Visually Impaired (IESBVI) is the state’s provider of academic and expanded core curriculum (ECC) instruction for children who are blind or visually impaired from birth through 21. Through an itinerant model, specialized teachers of the visually impaired (TVI) and orientation and mobility specialists (OMS) consult with classroom teachers or one-on-one student services.

TVIs provide instruction in braille, literacy, and math and collaborate with classroom educators on necessary accommodations and modifications. OMS support students by building their orientation and mobility skills, with the goal of safe, independent travel.

While students who are blind or visually impaired follow the same classroom core curriculum as their sighted peers, these students need instruction in a specialized set of vision-related skills. One of IESBVI’s services is to incorporate instruction of this unique curriculum into the academic and social learning of the students they serve. ECC skills include compensatory skills, orientation and mobility, social interaction, independent living, recreation and leisure, sensory efficiency, assistive technology, career education and self-determination.

Extended learning opportunities are offered outside of the school day to provide more time for developing expanded core skills. The instructional and fun opportunities address one or more components of ECC. Each is planned, sequential, and directly offered by TVIs and OMS. Activities are held in each Area Education Agency throughout the school year and appeal to a range of interests and abilities. Summer camps are a popular offering through Extended Learning.

Despite having students spread throughout Iowa, IESBVI offers extracurricular activities, complete with
coaches and sponsors. Swimming, goalball, wrestling, cheerleading, track and field, and forensics are offered as competitive activities. TVIs and OMS support students on-site, while the coach guides statewide teams virtually and at several in-person practices before a competition. The IESBVI Rams compete in the North Central Association of Schools for the Blind events and consistently rank among the top-performing teams.

IESBVI has a team of specialists which support IESBVI staff, families and school staff. Consultants are available in the areas of math, STEM, literacy, assistive technology, early childhood, additional needs, family services, deafblindness, and transition from high school to work or college. Along with collaborating with staff to find the right learning strategy for individual students, consultants provide special events for students to further develop their skills, such as STEM and math days. In addition, a spring family conference is held for families to network with another, gain knowledge about current assistive technology, and consider approaches and solutions for challenges they may be experiencing with their children who are blind or visually impaired.

When schools are uncertain which assistive technology will be right for a student, the IESBVI assistive device center can loan equipment. In addition, staff from the center travel the state, often consulting with school instructional technology teams to find accommodations that are the best for individual students.

Traveling low vision clinics screen and assess students who are blind or visually impaired. The purpose of the clinics is to provide information and resources that improve student functional outcomes in their learning environments. Before clinic appointments, information is gathered from each Area Education Agency staff service provider for a child, so clinic staff are ready to assess and provide immediate feedback and helpful, family-centered advice on equipment and accommodations. The team includes an optometrist, assistive technology consultant and orientation and mobility specialist.

The 4PLUS program is a transitional program for students who need additional transition services before completing their formal K-12 educational career. 4PLUS (post-secondary learning for ultimate success) offers a campus-style program located in Council Bluffs, with intense daily classes to increase independence in areas such as money management, social skills, literacy, cooking, and more. 4PLUS students might take community college classes, job shadow, volunteer, or have paid work experiences.

The DeafBlind Project of Iowa is supported by various state agencies and facilitated by Iowa Educational Services for the Blind and Visually Impaired. Professionals provide technical assistance and peer support for families, educators, and service providers of children and youth aged birth – 21 who are deafblind. Project goals include working with agencies to identify children who are deafblind, increasing training for families and service providers, improving educational outcomes for students, and helping families more effectively participate in their child’s education.
At its September 15-16, 2021 meeting in Ames, the Board of Regents approved FY 2023 state appropriation requests totaling $638.6 million. This request includes a continuation of last year’s appropriation and further, incremental funding for the higher education general fund, special purpose units, the special schools and economic development.

**Request Basics**

Iowa Code requires the Board to submit its yearly appropriations request to the Iowa State Legislature prior to October 1. The bulk of the Board’s legislative request is the higher education general university appropriations request, which serves as the universities’ main source of state funding. Further money is appropriated for special purpose units, the Iowa School for the Deaf and Iowa Educational Services for the Blind and Visually Impaired (ISD and IESVBI), economic development, agriculture and natural resources and other appropriations.

**General Fund**

The Board is requesting $15 million in incremental funding for the higher education general fund. The general fund provides resources essential for quality public higher education. The University of Iowa is requesting $4 million in incremental funding to improve retention and graduation of students. Iowa State is requesting $7 million for investment in faculty and staff retention, online learning and student success. UNI is requesting $4 million to help it hold tuition rates flat for the 2022-23 academic year.

**Special Purpose Units**

The SUI Oakdale Campus, State Hygienic Laboratory, Flood Center and Family Practice Program have requested incremental funding to support economic development efforts, staff retention, procurement and other initiatives. The UNI@IACC Degree Attainment Program requests additional funding to help ease the process for place-bound learners to move from an associate degree to a bachelor’s degree, primarily through scholarships.

**Special Schools**

The Iowa School for the Deaf and Iowa Educational Services for the Blind and Visually Impaired request incremental funding to maintain parity with funding for K-12 public schools and to fund professional and scientific staff salaries, among other initiatives.

**Economic Development**

Units included in this funding request include the SUI’s Entrepreneurship and Economic Growth Initiative, the Center for Advanced Drug Development, the University of Iowa Research Park and the BioVentures Center; ISU’s Center for Industrial Research and Service Technology Assistance Program, the Research Park, and the Small Business Development Centers; UNI’s Institute for Decision Making, Metal Casting Center, MyEntreNet, and Advance Iowa. In addition, the Regents Innovation Fund requests incremental funding to further leverage private and federal funds to expand economic development initiatives.
TUITION PLAN

In 2017, the Board established a Tuition Task Force to facilitate public discussion of tuition at the Regents institutions. The task force charged the universities to develop a five-year tuition plan that provided predictability and sufficient resources, while acknowledging that the universities’ differing missions could mean varied tuition levels.

At its November 2018 meeting, the Board of Regents established a five-year tuition model designed to provide predictability and stability to tuition rates at Iowa’s public universities. The plan established three-percent tuition increases for resident undergraduates at the University of Iowa and Iowa State University in each of the next five years (beginning in the Fall 2019 semester). If additional state appropriations are less than the Board’s request, resident undergraduate tuition will increase by more than three percent. The University of Northern Iowa’s tuition levels would be related to what makes them more competitive with other Midwest comprehensive universities.

GOALS OF THE GUARDRAILS TUITION MODEL

1. Provide predictability for Iowa students and families. Anyone looking for clarity on tuition at Iowa’s public universities can look to the Board’s June meeting every year.

2. Provide necessary resources for the Regent institutions to continue their long history of quality, affordable education.

3. Vary tuition across the three universities. UNI needs to be more competitive in pricing in comparison to other Midwest comprehensive universities.

2021-22 TUITION RATES

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The increases come after last year’s tuition freeze in the wake of the COVID-19 pandemic.

The Board considered frozen state support, operating costs that can be absorbed through efficiencies and reallocations, and the need for adequate resources necessary for high-quality education for the proposed resident undergraduate, nonresident and differential tuition rates.
n November 18, 2020, Board President Michael Richards established a Free Speech Committee under the Board of Regents with the following charge: evaluate the implementation of the Board’s policy, as well as best practices from other institutions, and bring any recommendations on changes that need to be made to strengthen the Board’s efforts on free speech. The committee, since made permanent, made the following recommendations that were approved by the Board of Regents in February 2021:

1. Each syllabus will have a statement comparable to the ISU statement: Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

2. The syllabus free speech statement will be reviewed at the beginning of each course.

3. Reaffirm that university resources will not be used for partisan activities. Registered student organizations and individual students will still be able to utilize university facilities and email.

4. The universities may only take an institutional position on policy matters, in conjunction with the Board. This includes presidents, vice presidents, deans and department directors.

5. Universities will not permit discrimination or denial of educational benefits because of the viewpoint of a student organization or a student.

6. Establish the Free Speech Committee as a permanent committee of the Board of Regents. It reviews free speech complaints passed along by the Executive Director, annually reviews all free speech policies of the Board and universities, reviews the university training for improvements and every two years does a survey on free speech to all faculty, staff and students.

7. Universities will be required to post the Board’s and university policies and procedures on their webpage, including how to appeal to the Board regarding violations of free expression.

8. Universities will be charged with adding policies and procedures, including penalties for violations of free expression, to its current process for violations of university or Board policies.

9. The Board of Regents will review and compile data from the most recent campus climate surveys and national surveys regarding free speech. The Free Speech Committee will determine if additional survey of all members of each university regarding free speech is warranted during the fall semester 2021. Once completed this information will be presented to the Board.

10. Universities will be required to provide training on the free speech to all students, faculty and staff on an annual basis. The presidents will appoint the appropriate campus members to assist the Free Speech Committee to develop a common module for free speech at all three universities.

### FREE SPEECH COMMITTEE

Greta Rouse  
Chair

David Barker  
Vice Chair

Abby Crow

Primary Committee Responsibilities:

- Receiving and reviewing free speech complaints
- Reviewing all free speech policies
- Reviewing university First Amendment training
- Monitoring strategies and best practices for fostering free expression on campuses.
Nearly half of the 73 bachelor degree programs available at two or more Iowa Regent Universities are in fields that comprise the general education core (ex. English, history, chemistry, economics). Even in the absence of these as major fields of study, the universities would continue to maintain the departments and faculty needed to teach the general education core classes, pre-requisite requirements for other majors, and to support teacher education program needs.

Out of the total of 166 programs offered at two or more Iowa public universities, more than one in four are aligned with high-demand/high growth jobs in Iowa.

Many of these have more than 400 students combined across institutions, indicating demand for these programs is well aligned with Iowa’s needs. Examples include computer science/engineering, elementary education, finance, nursing, accounting, logistics and mechanical engineering, each of which is critical to Iowa’s workforce and economic development.

Any decisions regarding program termination or addition include review of student demand, workforce demand, expected program enrollment and costs, among other important issues. There are several stages of institutional review and approval prior to reaching the Board of Regents. In addition, new programs require conferral with the other universities to address any concerns about duplication and identify areas for collaboration.
The Regents use two methods for counting student enrollment: Headcount and Full-Time Equivalent (FTE). With headcount, a student taking one class and a student taking five classes in a semester are counted equally. For most aspects of university operation, student headcounts are most useful because services are provided to individuals regardless of enrollment status (e.g., residence hall room, food service, parking).

Student enrollment FTE at the Regents is calculated by taking the total number of student credit hours for each education level and dividing that number by 15 credit hours for undergraduates and professional students and 9 credit hours for graduate students.

For this reason, FTE is useful in determining the amount of academic support services needed to educate all enrolled students. In this sense, a part-time student needs fewer academic resources from the university than a full-time student (e.g., academic advising time, classroom space).

### Headcount and FTE Enrollment by Residence and Education Level

<table>
<thead>
<tr>
<th></th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
</tr>
<tr>
<td></td>
<td>ISU</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
</tr>
<tr>
<td>First-Year</td>
<td></td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2,615</td>
</tr>
<tr>
<td>Resident</td>
<td>2,771</td>
</tr>
<tr>
<td>Total</td>
<td>5,386</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2,010</td>
</tr>
<tr>
<td>Resident</td>
<td>3,058</td>
</tr>
<tr>
<td>Total</td>
<td>5,068</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2,128</td>
</tr>
<tr>
<td>Resident</td>
<td>3,960</td>
</tr>
<tr>
<td>Total</td>
<td>6,088</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
</tr>
<tr>
<td>Non-Resident</td>
<td>3,216</td>
</tr>
<tr>
<td>Resident</td>
<td>5,779</td>
</tr>
<tr>
<td>Total</td>
<td>8,995</td>
</tr>
<tr>
<td>Unclassified</td>
<td></td>
</tr>
<tr>
<td>Non-Resident</td>
<td>133</td>
</tr>
<tr>
<td>Resident</td>
<td>138</td>
</tr>
<tr>
<td>Total</td>
<td>271</td>
</tr>
<tr>
<td>Total</td>
<td>25,808</td>
</tr>
</tbody>
</table>

### Administrative Costs

Iowa’s public universities continue to be efficient. Compared to their Association of American Universities (AAU) counterparts, the University of Iowa and Iowa State University spend far less on administrative costs as a percent of total expense than most. Just 5.1 percent and 6.2 percent of the respective budgets for Iowa and Iowa State are spent on administrative costs, which include general administrative services, executive direction and planning, legal and fiscal operations and public relations and development.

#### Administrative Costs as a Percent of Total Expenses

<table>
<thead>
<tr>
<th>University</th>
<th>Percent of Total Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>25.1%</td>
</tr>
<tr>
<td>University of Buffalo</td>
<td>14.2%</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>12.0%</td>
</tr>
<tr>
<td>Stony Brook University</td>
<td>11.7%</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>11.7%</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>11.3%</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>10.6%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>9.8%</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>9.5%</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>9.4%</td>
</tr>
<tr>
<td>Rutgers University</td>
<td>9.4%</td>
</tr>
<tr>
<td>University of Colorado</td>
<td>9.0%</td>
</tr>
<tr>
<td>Purdue University</td>
<td>8.6%</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>8.5%</td>
</tr>
<tr>
<td>University of Washington</td>
<td>8.3%</td>
</tr>
<tr>
<td>UC-Santa Barbara</td>
<td>8.0%</td>
</tr>
<tr>
<td>University of Texas</td>
<td>7.8%</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>7.6%</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>7.3%</td>
</tr>
<tr>
<td>UC-Davis</td>
<td>7.3%</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>6.5%</td>
</tr>
<tr>
<td>UC-San Diego</td>
<td>6.5%</td>
</tr>
<tr>
<td>University of Florida</td>
<td>6.3%</td>
</tr>
<tr>
<td>Indiana University</td>
<td>6.3%</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>6.2%</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>6.2%</td>
</tr>
<tr>
<td>UC-Irvine</td>
<td>5.4%</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>5.1%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>4.7%</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>4.6%</td>
</tr>
<tr>
<td>UCLA</td>
<td>4.5%</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS)

12-month full-time equivalent enrollment, FY2018

Commonly referred to as “Administrative Costs”, institutional support is defined as “the day-to-day operational support of the institution. Including expenses for general administrative services, executive direction and planning, legal and fiscal operations and public relations/development.”
On December 10, 2019, the Board of Regents approved the establishment of a $1.165 billion public-private partnership (P3) with the University of Iowa utility system and ENGIE North America and Meridiam. The P3 agreement will help provide the UI with the resources it needs to support its core missions of teaching, research and scholarship.

Under the agreement, ENGIE and Meridiam will pay $1.165 billion to the University of Iowa for a 50-year operating agreement for its utility system. Most of this upfront payment was placed into an endowment. Annual proceeds from this endowment, projected at $15 million, will help provide the predictable, sustainable funding necessary for the UI to carry out its strategic plan. The UI retains ownership of the utility system, and operation of the utility system will return to the university following the 50-year deal.

The University of Iowa will pay ENGIE and Meridiam a $35 million annual fee in years one-through-five of the deal, with the fee increasing by 1.5 percent annually thereafter. The UI used $166 million of the lump sum to pay off existing utility bonds and consulting fees.

As part of the P3, ENGIE and Meridiam will adopt the UI’s existing goal of operating coal-free by 2025 or sooner and continue campus-wide sustainability efforts. In addition, ENGIE and Meridiam will continue to explore new sources of bio-fuels to create sustainable, lower-cost energy options.

The university began soliciting feedback from the UI Faculty Senate, Staff Council and Student Government in February 2019 and submitted a request for qualifications using that feedback in April 2019. Informational sessions were held in both March and May 2019 prior to requests for qualifications and requests for proposals, respectively. This timeline provided significant opportunity for campus feedback.

Additionally, the three-member 501c3 board in charge of operating the P3 fund will include a representative from the UI Faculty Senate.

Governor Kim Reynolds encouraged the Board of Regents and the universities to “think outside the box” when it came to finding new sources of funding. Board President Michael Richards charged the Regents and university leaders with maximizing existing resources and finding creative new funding sources during a discussion on resource management at the April 2018 Board meeting. This agreement is a prime example of generating much-needed resources from existing university assets.

On April 30, 2020, Board of Regents President Michael Richards established an advisory group charged with looking for administrative and academic collaborations and efficiencies across the Regent enterprise. One of the recommendations was for all new capital projects at the universities, there would not be a net increase in square footage as a result of the project. Exceptions were made for projects currently approved or under construction, healthcare facilities, or projects fully funded by donations. The moratorium was approved on September 23, 2020, and sunsets on June 30, 2022, unless the Board extends the sunset date. The Regent Universities make significant efforts to fully utilize their existing facilities in an effective and efficient manner.
The Board of Regents, working through Iowa’s public universities, is committed to helping students attain their educational goals. Ongoing collaboration with Iowa’s Community Colleges to facilitate the transfer of credits from one school to another is one way the Board demonstrates its commitment to student success.

This ongoing collaboration has been helping students navigate the transfer process for decades. The Board has long recognized the unique missions of Iowa’s community colleges and is dedicated to providing pathways for students to transfer from two-year to four-year colleges, from four-year to two year colleges, or back and forth between sectors multiple times.

The Iowa Department of Education and the Board of Regents work diligently to ensure consistency of courses and compliance with state laws and administrative rules. Community College deans and university provosts meet annually to consider transfer policies that best benefit students. For example, students who complete an associate degree at an Iowa community college are guaranteed to satisfy their general education requirements, as well as apply up to 65 credits toward a bachelor’s degree at one of Iowa’s public universities.

Even with these efforts, transferring credits between institutions is not always a one-to-one proposition. Career and Technical Education credits may be limited in their transferability, depending on the major a student is pursuing at the university. Like any student, transfer students are also required to satisfy prerequisite requirements before taking some classes. Many majors require all students to maintain an adequate grade point average as part of these prerequisites.

In addition, the Regent institutions limit incoming community college transfer credits to 65, though there are some exceptions. Since most bachelor’s degrees require 120-128 credits to complete, this means at least half of the required credits can come from a community college. Students must earn at least the final 30 credits of a degree from the institution that awards that degree.

Iowa’s public universities and community colleges employ transfer specialists to work with each student to find the most optimized path to their education goals. Students seeking to utilize multiple institutions to earn their education can receive valuable insight from these specialists at no cost.

Every transfer case and educational journey is unique. The Board of Regents is dedicated to providing pathways for all Iowans to earn high-quality, affordable higher education.