

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Final Approval of the University of Iowa's Strategic Plan Progress Report  
**Date:** January 6, 2003

**Recommended Action:** Approve the progress report.

**Executive Summary:** The University of Iowa has completed the third year of its 2000-2005 Strategic Plan, *New Century Iowa: Bridges to the Next Horizon*. This memorandum reports on the progress made toward the five strategic goals associated with the University's Strategic Plan:

- I. To create an undergraduate experience that enables students to fulfill their intellectual, social, and career objectives.
- II. To achieve premier graduate and professional programs in a significant number of areas.
- III. To foster distinguished research, scholarship, and artistic creation.
- IV. To facilitate interdisciplinary interaction in teaching, research, and service.
- V. To develop a highly productive organization that supports the mission and values of the University.

**Budgeting Principles** Fiscal year 2003 will be the fourth consecutive year that the University of Iowa has suffered cuts or mid-year deappropriations in state funding. To manage the budget cuts, the University of Iowa has developed principles to guide budgeting decisions; quality and centrality to the University's mission are the guiding principles. Budget reductions continue to have a direct, negative impact on progress on some performance indicators.

**Progress Measures Categorized** The Analysis section of this memorandum categorizes the progress measures, the University's performance indicators and the Board of Regents performance indicators, which relate directly to the University's Strategic Plan, into those in which increases/advances occurred from the previous year and those in which decreases/declines occurred.

**Institutional Indicators** The University's performance indicators can be found in Attachment A, pages 7-11. The report describes the indicator, provides baseline data from 1999-2000, includes narrative and statistical data, and concludes with the targets. The corresponding five-year data tables and charts can be found in Attachment B, pages 12-25.

**Board of Regents Indicators** Attachment C, pages 26-36, provides data on the Board of Regents performance indicators. Attachment D, pages 37-49, includes the five-year data tables and charts.

**Strategic Plan:** The University of Iowa 2000-2005 Strategic Plan, *New Century Iowa: Bridges to the Next Horizon*, emphasizes the University's aspiration to become one of the ten most distinguished public research universities in the nation. The mission and core values of the University of Iowa as a research university are strongly endorsed in its Strategic Plan and are consistent with the Board's expectations and its Strategic Plan.

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**Background:**  
Strategic Plan In its presentation to the Board of Regents in November 2000, the University of Iowa presented 24 new indicators it would use to measure progress toward its 2000-2005 Strategic Plan. This was a more focused set of measures than the previous lengthy list of targeted and progress indicators the University had used to measure progress toward its 1995-2000 Plan. Because some of the Board of Regents performance indicators had been derived from the University's 1995-2000 planning indicators, which were being discontinued, in July 2000 it was agreed that SUI would replace eight of the existing 43 Board performance indicators with relevant measures derived from the University's new set of 24 planning indicators.

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The University's aspiration, mission, core values, and culture are described in its Strategic Plan:

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Aspiration Statement The University of Iowa aspires to become one of the ten most distinguished public research universities in the nation.

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Mission Statement The University of Iowa 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 conduct these activities in a culturally diverse, humane, technologically advanced, and increasingly global environment.

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Core Values Statement Founded by Iowa's first legislature in 1847, and entrusted with a threefold mission of teaching, research, and public service, The University of Iowa is rooted in a culture that values education. In planning, setting priorities, and making decisions, the University is guided by five interdependent commitments:

- 1) Learning
  - 2) Community
  - 3) Responsibility
  - 4) Integrity
  - 5) Quality
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Culture  
Statement

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

**Analysis:**

Institutional  
Indicator Changes

This section categorizes changes in selected University institutional performance indicators. Not all of the University's indicators are reported, including those in which no baseline and/or target are reported and those in which there was no change (no increase or decrease).

Increases/  
Advances

The following increases/advances from 2000-01 to 2001-02 are reported in the University's institutional performance indicators:

Indicator	Indicator Description	2000-01	2001-02	Target 2004-05
SUI 2	Increase to 1,000 the # of undergraduate participants in the study abroad program	564	594	1,000
SUI 3a	Increase by 20% the # of students graduating with honors	298	316	359
SUI 3b	Increase by 20% the # of students participating in the comprehensive K-12 honors program	1,429	1,668	1,725
SUI 4c	Increase to 25% the 2-year graduation rate for community college AA degree-holders	19.5% (Fall 99 cohort)	22.1% (Fall 00 cohort)	*25%
SUI 4d	Increase to 66% the 4-year graduation rate for community college AA degree-holders	59.5% (Fall 97 cohort)	61.2% (Fall 98 cohort)	*66%
SUI 6	Increase to 50 the # of graduate and professional students winning nationally competitive fellowships or awards	38	52	50
SUI 11	Increase to \$300M the amount of external funding received by faculty and staff for research, scholarship, and artistic creation.	\$277.9M	\$341.0M	\$300M
SUI 12b	Increase the # of staff members receiving external support for research, scholarship, and artistic creation	156 (revised)	165	*172
SUI 13	Increase to 100 the # of intellectual property disclosures	65	88	100

Increases/  
Advances (cont'd)

Indicator	Indicator Description	2000-01	2001-02	Target 2004-05
SUI 15	Increase to 10 the average annual # of faculty/staff receiving Guggenhiem, Fulbright, NEH, and NEA fellowships	3	6	10
SUI 18	Increase to 100% staff-supervisor participation in annual performance reviews in all departments and units	68.5%	78.7%	100%
SUI 19b	Increase to 30.0% female tenure/tenure-track faculty	26.6%	27.3%	30.0%
SUI 19d	Increase to 7.0% minority merit staff	6.1%	6.8%	7.0%
SUI 19e	Increase to 32.0% women in executive, administrative and managerial positions	29.3%	31.8%	32.0%
SUI 20a	Increase SUI Alumni Association membership to 57,500	53,000	55,325	57,500
SUI 22a	Increase to \$5.5M funding for New Clinical Initiatives	\$5.63M	\$5.87M	\$5.50M
SUI 24	Increase to 200 the # of mean monthly news citations of SUI activities	121	140	200

\*Revised Target

Decreases/  
Declines

The following decreases/declines from 2000-01 to 2001-02 are reported in the University's institutional performance indicators:

Indicator	Indicator Description	2000-01	2001-02	2004-05 Target
SUI 4a	Increase to 40% the 4-year graduation rate	37.6% (Fall 97 cohort)	35.8% (Fall 98 cohort)	*40%
SUI 4b	Increase to 69% the 6-year graduation rate	64.9% (Fall 95 cohort)	64.4% (Fall 96 cohort)	*69%
SUI 12a	Increase to 60% the percentage of faculty receiving external support for research, scholarship, and artistic creation	50.5%	48.4%	60.0%
SUI 19a	Increase to 14.5% minority tenure/tenure-track faculty	12.9%	12.6%	14.5%

Decreases/  
Declines (cont'd)

Indicator	Indicator Description	2000-01	2001-02	2004-05 Target
SUI 19c	Increase to 7.5% minority P&S staff	6.1%	6.0%	7.5%
SUI 19g	Increase to 12.0% minority student enrollment (full-time, on-campus, degree-seeking students)	9.1%	8.9%	12.0%
SUI 20b	Increase annual total gift productivity to \$200M	\$171.8M	\$145.1M	\$200M
SUI 21a	Increase to 1.0% building value funding for facilities renewal	0.65%	0.47%	1.0%

\*Revised Target

Board of Regents  
Indicator Changes

This section categorizes changes in selected Board of Regents performance indicators, organized by those indicators in which increases/advances occurred and those in which decreases/declines occurred. Not all of the Board's performance indicators are listed, including those that parallel the University's performance indicators.

Increases/  
Advances

Indicator	Indicator Description	2000-01	2001-02	Target
BOR 1	% of undergraduate student credit hours taught by tenured/tenure-track faculty	55.0%	57.2%	60%
BOR 2	% of senior faculty teaching undergraduates	90.0%	90.9%	87.5%
BOR 5	Avg. undergraduate class size (upper division)	26.5	27.0	28.0
BOR 7	# and % of general assignment technology equipped classrooms	100(#) 50.0%	105(#) 52.2%	100(#) 50.0%
BOR 38	Fall enrollment (Total)	28,311	28,768	NA
BOR 28	Headcount enrollments in credit courses offered through extension and continuing education	20,230	20,668	NP
BOR 40	Off-campus graduate student enrollment in degree programs offered through distance education	663	676	NP
BOR 33	# of annual contributors	52,602	56,931	50,000
BOR 39	Dollar value in millions of resident undergraduates receiving financial aid	\$67.3M	\$72.2M	NA

Decreases/  
Declines

Indicator	Indicator Description	2000-01	2001-02	Target
BOR 5	Avg. undergraduate class size (total: lower and upper division)	32.7	33.2	32.0
BOR 13b	% of ALL graduates employed within one year after graduation	83.8% (99-00)	74.5% (00-01)	NA
BOR 28	Headcount enrollments in non-credit courses offered through extension and continuing education	60,393	42,667	NA
BOR 40	Off-campus undergraduate student enrollment in degree programs offered through distance education	170	140	NA

**Performance Indicators:**

A complete report of the Board of Regents performance indicators, including charts and tables, is presented in the Annual Report on Performance Indicators.

  
William R. Nelson

Approved:   
Gregory S. Nichols