

IOWA



UNIVERSITY OF IOWA

STRATEGIC PLAN

2022–2027

PRESIDENT BARBARA J. WILSON



We are delighted and proud to present the University of Iowa’s Strategic Plan 2022–2027. This plan positions our institution for success in the coming years, with priorities in:

- student, faculty, and staff success
- transformational research and discovery
- diversity, equity, and inclusion
- holistic well-being
- public engagement and impact embedded throughout all the above areas.

Our overarching goal is to be a destination university of first choice for talented faculty, staff, and students. Throughout the process, we have kept a focus on leveraging our existing strengths to identify areas of opportunity that will advance our mission as a premier public research university.

The plan evolved from a truly collaborative process. It was developed with broad campus consultation and supported by strong data assessment. We have taken collegiate and central unit plans into consideration; conducted numerous listening sessions and focus groups; offered two online feedback opportunities; and collaborated with Shared Governance, the Council of Deans, the President’s Cabinet, the UI Center for Advancement, and more. I thank the Strategy Team, the Strategic Plan Development Teams, the Data and Assessment Team, and everyone else who has participated in this important and enlightening process.

The University of Iowa is fortunate to enjoy comprehensive strengths across the institution, from the liberal arts and sciences to professional programs to a wide array of health sciences and one of the largest and most acclaimed academic medical centers in the country. We are also proud of our culture of creativity at Iowa that is the engine of innovation across disciplines. And we celebrate a powerful, vibrant sense of community here. These widely recognized characteristics have fueled an ambitious strategic plan that will guide us in fulfilling our priorities, which in turn will move our university forward in addressing the needs of our state, nation, and world.

A handwritten signature in black ink, appearing to read 'Barbara J. Wilson'. The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Barbara J. Wilson
President

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EXCELLENCE IN
TEACHING LEARNING



INNOVATIVE RESEARCH
AND CREATIVE
DISCOVERY



WELCOMING
AND INCLUSIVE
ENVIRONMENT



HOLISTIC
WELL-BEING AND
SUCCESS



TRANSFORMATIVE
SOCIETAL IMPACT





INTRODUCTION

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

Today, the UI is one of the nation’s premier public research universities—and one of only a small number of universities nationwide to offer a full range of academic programs on a single campus, including arts, sciences, and humanities; professional programs; and comprehensive health sciences, with one of the largest and most acclaimed academic medical centers in the country. At the same time, as the second-smallest public member of the [Big Ten Academic Alliance](#) (BTAA) according to total student enrollment, the UI pairs extraordinary opportunities with a personalized educational experience built on relationships and collaboration. The UI is proud to be the only public university (sitting with Duke, Yale, Harvard, and Stanford) ranked in the [top 10 for writing across the disciplines](#), reflecting its commitment to teaching communication and writing skills throughout its 12 colleges.

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

As the university celebrates its [175th anniversary](#), it is charting a course that will build on its extraordinary history to lead to an even brighter future. Iowa will advance excellence in its core missions, accelerate progress in areas of strategic importance, and establish itself as a **destination of first choice** for talented students, faculty, and staff.

MISSION, VISION, AND CORE VALUES

MISSION

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

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

VISION

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

CORE VALUES

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

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

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

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

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

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

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

Inclusion—*We affirm and celebrate all backgrounds and identities.*

We achieve excellence by attracting and retaining a diverse, talented population of students, faculty, and staff, and building a welcoming and accessible environment in which individuals feel valued and respected and have the opportunity to thrive.

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

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

PLANNING CONTEXT

[Development](#) of the University of Iowa Strategic Plan for 2022–2027 took place during the COVID-19 pandemic, which critically affected university operations but also afforded an opportunity for the university to discover how nimble, resourceful, and resilient it can be in the face of unprecedented challenges. The pandemic compelled the university to engage in new ways of teaching and working, and highlighted the importance of attention to health and well-being. These experiences informed a series of strategies to better support the success and wellness of the university’s people as individuals and as a community.

The plan was informed by the university’s commitment to moving from a focus on diversity alone to a commitment to diversity, equity, and inclusion. Diversity (which the university [defines](#) broadly to refer to all aspects of human difference) is essential, but is not by itself sufficient to the pursuit of excellence. Development of the plan also followed a period of continuing national conversation that contributed to heightened awareness of the need to advance diversity, equity, and inclusion at Iowa. This plan’s implementation begins at a time when the university community is broadly supportive of meaningful change toward a more respectful and inclusive culture in which individuals feel a sense of belonging.

Ongoing and emerging research, scholarship, and creative activities, including research contributing to the development of effective COVID-19 vaccines and treatments, also framed the content of the plan. In FY2021 the UI secured its highest-ever level of external funding, further contributing to the institution’s unique strengths and societal impact. To remain competitive over the next five years, it will be important for the UI to leverage its strength in interdisciplinary collaboration and to strategically pursue traditional and non-traditional funding opportunities in new and emerging areas.



PLANNING THEMES: CHALLENGES AND OPPORTUNITIES

From summer 2021 through early spring 2022, members of the UI community participated in more than 60 listening sessions, key informant meetings, and focus groups—as well as submitting feedback online—to provide input into the developing strategic plan. Additional meetings were held with key external stakeholders to review the mission, vision, and overarching goals. Several prominent themes regarding the planning context, both pandemic-related and not, emerged from those feedback sessions. They included:

- The impact of the pandemic on **student academic and career preparation and learning**, and on widening equity gaps that existed before the pandemic
- The need to provide enhanced **support for teaching**
- The need to identify **emerging research areas** for strategic growth and promote interdisciplinary collaboration in order to remain competitive in research funding and position UI researchers to have a positive impact on the world
- The need for improved **communication, coordination, and accountability in diversity, equity, and inclusion** efforts
- The importance of attention to **well-being and mental health** for all members of the community
- The need to evaluate **flexible work opportunities** for some staff
- The need to enhance **career development** opportunities for faculty and staff
- The need to explore proactive, campuswide approaches to **recruitment and retention of faculty**
- The need to seek **new sources of revenue** and ensure both new and existing resources are aligned with strategic priorities
- The need to strengthen and coordinate **communication** to more effectively tell the story of the university's excellence and impact and to understand better the needs of stakeholders

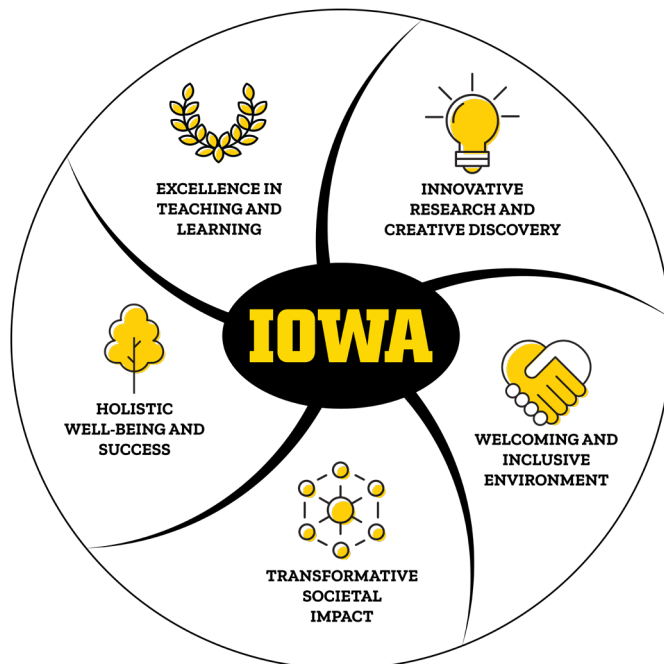
PLANNING THEMES: AREAS OF DISTINCTION

Participants in the feedback sessions also commented on what they perceive as Iowa's areas of distinction—strengths the university should protect, invest in, and leverage as it plans for the future. Points of pride that emerged from those discussions include:

- Exceptional **breadth of academic programs**, rooted in a strong liberal arts foundation that prepares students to succeed in an ever-changing, diverse world
- The ability to offer students **experiential learning opportunities** and unprecedented connections to world-renowned scholars and practitioners
- A culture of **collaborative and interdisciplinary research** approaches to address societal challenges at a global level
- Excellent and **comprehensive health sciences** programs, translational research, and holistic patient care
- **World-class writing programs**, a vibrant literary culture, and an emphasis on quality writing across disciplines
- **Impact on every Iowan** through contributions to education, research, health care, economic and workforce development, cultural and artistic experiences, Big Ten athletics, and the presence of alumni and active partnerships in every county in Iowa
- Talented, engaged, inclusive, and collaborative **students, faculty, and staff** who contribute to a vibrant environment for learning, innovation, and discovery
- A **uniquely integrated town and campus milieu**, with vibrant partnerships between the university and Iowa City

PRIORITIES

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



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

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

GOALS

- **Excellence in teaching and learning:** Foster high-quality teaching and dynamic educational experiences that empower all students to achieve their aspirations.
- **Innovative research and creative discovery:** Advance the success of UI scholars, researchers, and artists and build on the university's distinctive strengths in areas of current and emerging research and creative discovery.
- **Welcoming and inclusive environment:** Facilitate proactive campus cultural change to cultivate a more respectful, inclusive environment that embeds diversity and equity into the Iowa experience.
- **Holistic well-being and success:** Provide a comprehensive foundation of support for individuals throughout all stages of their relationship with the university, beginning by attracting and retaining talented students, faculty, and staff who will contribute to a thriving university community.
- **Transformative societal impact:** Expand the university's impact on local and regional communities, the state of Iowa, and the world by leveraging its areas of distinction, the resources entrusted to it, and the collective talent of its people.

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

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

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

- A. Enhance support, incentives, and structures that facilitate teaching excellence and student learning.**
 - 1. Provide departmental and program level resources and ensure accountability for the implementation of sustained course and curriculum innovation.
 - 2. Promote an institutional culture that elevates the value of teaching excellence by expanding comprehensive support and professional development for teaching.
 - 3. Identify opportunities to expand instructor support for course and curriculum development and teaching approaches that strive to better address the needs of all students.
 - 4. Evaluate current educational spaces, such as classrooms and online offerings, and recommend improvements that support student learning.
 - 5. Expand cohesive, evidence-based academic support for students and strengthen collaboration across support units.

- B. Expand structured guidance and support for student curricular and co-curricular learning and career planning and networking.**
 - 1. Promote a comprehensive academic advising network and campuswide philosophy using approaches based on national best practices.
 - 2. Evaluate stages of the student experience to identify and address institutional barriers to student progress to degree.
 - 3. Provide integrated resources that help facilitate student planning of curricular, co-curricular, and career pathways.
 - 4. Promote pipelines for undergraduate to graduate and professional programs that align with student and/or workforce needs.

- C. Elevate as an area of institutional distinction the diverse mentoring networks that connect students with faculty, staff, peer leaders, and alumni.**
 - 1. Provide support and incentives for those who serve as mentors and more formally recognize the value of mentoring.
 - 2. More clearly define existing areas of strength and opportunities to increase student access to and participation in diverse mentor relationships with faculty, staff, peers, and alumni.
 - 3. Strengthen mentoring networks by making available a central hub of tools and resources to support best practices that can be tailored to various mentoring opportunities.

- D. Improve equitable access to distinctive, [high-impact educational opportunities](#) for students.**
 - 1. Identify and address challenges in student access to and participation in high-impact activities.
 - 2. Create an infrastructure to promote shared high-impact practices such as research, scholarship, and creative activities; internships; study abroad and other international experiences; civic and community engagement; and mentored student employment.

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

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

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

1. Using a data-driven approach, identify and prioritize existing areas of distinction and emerging areas of excellence.
2. Develop plans to support strategic areas of growth in research and creative activity.
3. Use existing resources and internal funding opportunities to promote cutting-edge research and interdisciplinary teams.

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

1. Create and support collaborative groups of thought leaders and innovators to advance interdisciplinary collaboration in strategic areas, including sciences; well-being and mental health; arts and humanities; and diversity, equity, and inclusion.
2. Leverage campus resources and external connections to develop and promote entrepreneurship opportunities and foster economic and social impact.
3. Identify opportunities to enhance support for [translational](#) and community-engaged research.

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

1. Continue development and implementation of short- and long-term plans to manage research space, including deferred maintenance and new construction.
2. Ensure support services for research and creative work meet institutional needs and contribute to the success of researchers and scholars.
3. Explore traditional and non-traditional avenues to increase external funding.
4. Accelerate entrepreneurship and support broader economic development through innovative engagement and partnerships with industry and community organizations.

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

1. Assess available training opportunities for students who are engaged in or are seeking to engage in research, and integrate or expand opportunities as needed.
2. Seek increased external funding for faculty and staff to expand opportunities for student participation in research and creative work.
3. Expand and improve awareness of institutional pathways for student participation in research and creative work and for presenting, publishing, and otherwise disseminating student work outside the university.

Welcoming and inclusive environment: *Facilitate proactive campus cultural change to cultivate a more respectful, inclusive environment that embeds diversity and equity into the Iowa experience.*

Diversity (broadly [defined](#)), equity, and inclusion are essential to every aspect of the University of Iowa's mission and are embedded in each of the strategic priority areas, with attention to the myriad ways they are foundational to excellence in teaching, research, and service. The university is dedicated to transparency, communication, collaboration, and accountability in its diversity, equity, and inclusion growth and seeks to provide an inclusive environment in which individuals have a sense of belonging and have the ability to achieve their potential.

- A. Evaluate and improve programs and policies to enhance diversity, equity, and inclusion throughout the university community.**
 - 1. Launch a comprehensive evaluation of university policies and procedures to identify and address gaps related to diversity, equity, inclusion, and accessibility.
 - 2. Expand institutional programming and promote individual engagement in activities focused on diversity, equity, and inclusion.
 - 3. Evaluate and improve student transition and orientation programming.
 - 4. Identify and address gaps in mentoring, training, and recognition programs related to diversity, equity, and inclusion.
- B. Promote expansion and campuswide awareness of physical spaces and resources that provide dedicated support for diverse students, faculty, and staff.**
 - 1. Assess accessibility of physical spaces on campus and prioritize needed improvements.
 - 2. Expand and increase awareness of physical spaces and resources that provide engagement with diverse communities.
 - 3. Expand and increase awareness of opportunities for the campus community to learn across perspectives and experiences.
- C. Use best practices and data-driven, evidence-based policies and procedures to retain talented and diverse students, faculty, and staff.**
 - 1. Identify factors contributing to students, faculty, and staff leaving the institution, and develop plans to reduce attrition.
 - 2. Coordinate and optimize the use of existing retention programs informed by best practices.
- D. Develop a process for communicating and elevating the institution's values related to diversity, equity, and inclusion through unified campuswide strategy, narratives, content, and promotion.**
 - 1. Assess the feasibility of a hub-and-spoke communications model to better coordinate diversity, equity, and inclusion messaging, narratives, and content, and share best practices across colleges and central administrative units.
 - 2. Embrace, communicate, and promote university core values in messaging while broadly defining diversity and inclusion.



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

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

- A. Embed [well-being](#) and mental health into all aspects of campus culture to better support students, faculty, and staff.**
1. Evaluate the effectiveness of and recommend improvements to existing well-being programs, and identify service gaps based on population data.
 2. Identify well-being and mental health needs of diverse groups and evaluate effectiveness of existing programs in meeting those needs.
 3. Create a cohesive framework of existing holistic well-being services and resources for students, faculty, and staff to ensure a more inclusive and equitable well-being and mental health infrastructure.
 4. Increase access to and awareness of mental health and well-being resources.
 5. Expand curricular and co-curricular learning for all students that provides foundational well-being knowledge and skills.
 6. Centralize reporting of sexual assault, misconduct, bias, discrimination, and harassment to include multiple checks and balances to the reporting and investigative processes.
- B. Promote institutional excellence and success by attracting and recruiting a talented body of students, faculty, and staff to create an inclusive and engaged community rich in diversity of experiences, perspectives, and expertise.**
1. Recruit talented undergraduate, graduate, and professional students.
 2. Recruit exceptional faculty, with a focus on areas of strategic importance.
 3. Recruit talented staff, with attention to areas of critical need to the institution.
- C. Retain talented faculty and staff through professional development, recognition, and a culture of connection and employee value.**
1. Identify and address gaps in faculty and staff satisfaction within the career lifecycle.
 2. Ensure access to training and professional development and clarify pathways to career advancement.
 3. Identify internal and external opportunities for cultivating emerging leaders and provide training and mentoring to expand leadership skills.
 4. Identify opportunities to enhance supervisor development.
 5. Review reward and incentive structures and make recommendations to increase recognition of excellence in key areas that support strategic priorities.
 6. Assess the potential impact of innovative workplace strategies, such as flexible work practices on staff recruitment and retention.
- D. Explore improvements in [infrastructure](#)—including people, processes, policies, and technology—to support faculty, staff, and campus leadership in using institutional data to plan, implement, and assess efforts to advance individual and institutional success.**
1. Cultivate a campus culture of data-informed assessment and continuous improvement.
 2. Identify the needs of information users that are not being addressed by existing information resources and infrastructure, including potential enhancements to data collection and reporting tools.
 3. Examine the feasibility of creating a central hub for institutional data and assessment coordination to support data literacy and data-driven decision making.

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

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

- A. Increase access to higher education in the state of Iowa.**
1. Minimize financial barriers to enrollment and progress to degree for qualified students.
 2. Cultivate partnerships with K-12 institutions and community colleges to enhance college-readiness and academic success.
 3. Pursue innovative degree and non-degree programs, including online programs, to meet the lifelong educational and career development needs of Iowans and beyond.
- B. Provide excellent patient care and services for Iowans and the world.**
1. Meet the growing community demand for services by increasing patient access.
 2. Grow clinical programs of excellence to differentiate UI Health Care.
 3. Improve UI Health Care's ranking as a destination academic health system that optimizes the current standard of care and advances patient care.
 4. Build high functioning interprofessional health care teams to ensure the highest quality of care for patients.
- C. Expand opportunities and support for students, faculty, and staff to engage in mutually beneficial partnerships with communities across Iowa and around the world, including those with underserved populations.**
1. Bolster community partnerships in areas of institutional excellence—including health, arts and cultural programming, sustainability, entrepreneurship and business development, policy leadership, well-being and mental health, and others—to positively impact communities in Iowa and advance the university's mission around the world.
 2. Strengthen and expand opportunities for students to support communities through community-engaged coursework, service, and research.
 3. Support and recognize faculty and staff who teach community-engaged courses, conduct community-engaged research, and advise and mentor students in civic engagement.
 4. Enhance coordination and collaboration among students, faculty, and staff to provide clearer pathways for partnerships on campus and with communities across Iowa and beyond.
- D. Continue to exercise responsible and effective stewardship of resources, prioritize sustainability, and address the needs of stakeholders in the state of Iowa and beyond.**
1. Further integrate sustainability into the university's teaching, research, and public engagement missions as well as its operations.
 2. Support a culture of innovation, entrepreneurship, and collaboration that contributes to economic development in Iowa communities.
 3. Identify growth opportunities for existing and/or new programs that address student, societal, and/or workforce needs.
 4. Identify and address opportunities to strengthen operational efficiencies and effectiveness and to maximize resource utilization.
- E. Enhance and coordinate communication to better understand the emerging needs and priorities of stakeholders and also to more effectively represent the university's impact as an extraordinary resource for leading-edge research, education, health care, culture, and economic vitality.**
1. Identify and promote campuswide best practices in communication with stakeholders to ascertain community needs.
 2. Enhance communication of UI research that impacts the state and nation.
 3. Evaluate strategies to coordinate campuswide content production, messaging, and advertising.
 4. Evaluate content distribution platforms to determine the most effective forms of external and internal communication.
 5. Provide resources for colleges and central administrative units to produce content and distribute simultaneously within the institution to maximize content reach and frequency.



METRICS AND INDICATORS OF PROGRESS

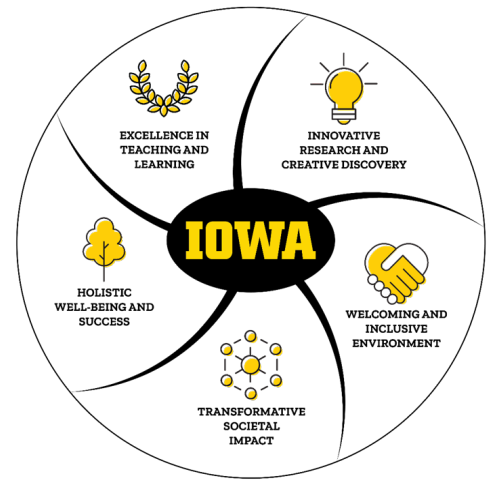
In preparing to implement the strategic plan over the next five years (as described below), the university has committed to prioritize ongoing, focused measurement and assessment of activities in support of the plan. Each critical tactic added to the implementation plan will include metrics and indicators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

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

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

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

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



Targeted Progress Indicators	Current State ¹	2027 Target	Goals
Fall-to-fall retention for first-year undergraduate students	87%	Increase to 90%	
Four-year undergraduate completion rates	56%	Increase to 58%	
Six-year undergraduate completion rates	73%	Increase to 75%	
Attainment gap ² in fall-to-fall retention of underrepresented minority ³ undergraduate students	4%	Decrease to 2%	
Attainment gap ² in fall-to-fall retention of first-generation ⁴ students	10%	Decrease to 6–8%	
Attainment gap ² in four-year graduation rate of underrepresented minority ³ undergraduate students	11%	Decrease to 7–9%	
Attainment gap ² in four-year graduation rate of first-generation ⁴ undergraduate students	13%	Decrease to 9–11%	
Attainment gap ² in six-year graduation rate of underrepresented minority ³ undergraduate students	11%	Decrease to 6–8%	
Attainment gap ² in six-year graduation rate of first-generation ⁴ undergraduate students	12%	Decrease to 7–9%	
Include employment outcomes of graduates in academic program reviews	Not currently required	Included in all reviews	
Need- and merit-based philanthropic scholarship support for undergraduate, graduate, and professional students	\$27.4M	Increase to \$32.4M	
Success rate for online courses	95%	Maintain at 95% or greater	



EXCELLENCE IN
TEACHING AND
LEARNING



INNOVATIVE RESEARCH
AND CREATIVE
DISCOVERY



















































WELCOMING
AND INCLUSIVE
ENVIRONMENT



HOLISTIC WELL-BEING
AND SUCCESS



TRANSFORMATIVE
SOCIETAL IMPACT

Targeted Progress Indicators	Current State ¹	2027 Target	Goals
UI Health Care patient capacity—unique annual patient encounters across all UI Health Care settings	2.18 million ⁵	Increase by 10%	    
UI Health Care Vizient Quality and Accountability Study ranking of comprehensive academic medical centers	Ranked 71 of 101 ⁶	Rank in top 50	    
Annual increase in research expenditures ⁷	3%	5%	   
Philanthropic support for faculty prizes/awards, fellowships, professorships, chairs, and deanships	\$18.3M	Increase to \$21.6M	    
Percentage of students reporting participation in a high-impact, experiential learning opportunity in responses to the Senior Exit Survey	85-88%	Increase to 90%	   
Percentage of campus participation in campus climate surveys	30%	Increase to 60%	    
Reduction in greenhouse gas emissions	N/A	47%	    
Undergraduate students completing a sustainability-focused course	Baseline to be established in year 1	75%	    
Net Asset Value index score ⁸ of GEF facilities	79% ⁹	Maintain at 79% or greater	    
Percentage of new buildings and renovations designed and constructed to standards that meet or exceed LEED design certification thresholds	N/A	100%	    

¹3-year average unless otherwise noted

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

³In the narrow context of monitoring gaps in retention and graduation rates between underrepresented students and other students, this plan defines underrepresented minority (URM) to include members of the following federally-defined race/ethnicity categories that have traditionally been underrepresented in higher education: Hispanic/Latinx, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or More Races (where at least one race is included in the preceding list). URM counts include only U.S. citizens and permanent residents (international students are counted separately).

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

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

⁶Baseline period is 2021 Vizient Quality and Accountability Study

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

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

⁹Baseline as of FY2021

APPENDIX

STRATEGIC PLAN DEVELOPMENT

DEVELOPMENT PROCESS

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

STRATEGY TEAM

The Strategy Team, co-led by the executive vice president and provost and vice president for research, was charged by the university president to develop a new five-year strategic plan to be implemented on July 1, 2022. Strategy Team members were selected based on their areas of expertise and/or oversight of key units. Faculty, staff, and collegiate dean representatives were nominated by the Faculty Senate, Staff Council, and Council of Deans, respectively. Ex officio members of the team included the presidents of student, faculty, and staff shared governance bodies, as well as liaisons from the Data and Assessment Team and the writing and administrative support group.

DEVELOPMENT TEAMS

Development Teams were created in four core areas: Student success; faculty and staff success; research and discovery; and diversity, equity, and inclusion. Each team was co-chaired by campus experts in the topic area and comprised broad representation of students, faculty, and staff from across campus and from a variety of disciplines, as well as a representative from the UI Center for Advancement. Membership was decided with input from shared governance leaders. The Strategy Team co-chairs charged the Development Teams to identify themes and priorities from collegiate and central administrative unit strategic plans, hold campuswide listening sessions and key informant meetings, and identify areas of university distinction, and to use that input to generate preliminary plans for their core areas. The Development Teams met during spring, summer, and fall 2021, and submitted their preliminary plans in December 2021.

DATA AND ASSESSMENT TEAM

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

WRITING AND ADMINISTRATIVE SUPPORT

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

INTERNAL AND EXTERNAL ENGAGEMENT

The Strategy and Development Teams engaged in campuswide iterative feedback processes, as well as meetings with external stakeholders, to collect input and promote transparency during plan development.

Listening Sessions	Key Informant Meetings	Focus Groups	External Stakeholder Feedback	Online Feedback
July - October 2021	October 2021	Fall 2021 and Spring 2022	Spring 2022	Spring 2022
Gather campus-wide feedback on priorities, areas of distinction, and opportunities for growth	Gain insight on needs of development team focus areas	Gather input on drafted strategic plan goals	Collect feedback on institutional mission and vision, areas of distinction, and drafted key priority goals	Gather campus-wide feedback on drafted plan content
More than 20 sessions held with student, faculty, and staff groups	More than 30 meetings held with campus content area experts	More than 10 discussions held with content experts and campus stakeholders	Multiple meetings held with key stakeholders, spanning alumni and community leaders	Asynchronous open-ended feedback from the campus community

In January and February 2022, the strategic plan was drafted based on the plans submitted by the four development teams, the collegiate and central administrative unit strategic plans, and input from the internal and external feedback sessions. The plan was refined throughout spring 2022 based on input from focus groups and individual consultations with campus experts in the strategic priority areas, as well as feedback from alumni, and other key external stakeholders. In addition to the Strategy Team, drafts were shared with the Council of Deans and President’s Cabinet.

The UI Strategic Plan for 2022–2027 was submitted to the Board of Regents, for approval in May 2022.



STRATEGIC PLAN IMPLEMENTATION AND EVALUATION

IMPLEMENTATION

An Implementation Team comprising campus leaders in each of the strategic priority areas will be formed in summer 2022. It will be charged with leading the process to carry out the strategic plan over the next five years.

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

The strategic plan will be supported by the General Education Fund budget, the UI Center for Advancement Comprehensive Campaign, internal and external resources, and funds from the university's [public-private partnership](#) (P3) with ENGIE North America and Meridiam. The Implementation Team will identify the resources needed to support critical tactics.

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

EVALUATION

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

The Implementation Team will meet quarterly to review and discuss progress and make any needed adjustments. The team will discuss and review the impact of the implementation plan on progress toward strategic plan goals, and to promote transparency in the process will share such progress at least annually with the campus community and stakeholders.

DEFINITIONS

Diversity, equity, and inclusion: The UI [defines](#) diversity, equity, and inclusion as follows:

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

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

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

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

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

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

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

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

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

TEAMS PARTICIPATING IN STRATEGIC PLAN DEVELOPMENT

Strategy Team Members (March 2021–June 2022)

Co-Chairs

Kevin Kregel, executive vice president and provost, Office of the Executive Vice President and Provost

Marty Scholtz, vice president for research, Office of the Vice President for Research

Team Members

Ted Abel, chair and department executive officer, Department of Neuroscience and Pharmacology; director, Iowa Neuroscience Institute; and Roy J. Carver Chair in Neuroscience, Carver College of Medicine

Steve Fleagle, associate vice president and chief information officer, Information Technology Services

Sarah Hansen, vice president for student life, Division of Student Life

Brooks Jackson, vice president for medical affairs and dean, Carver College of Medicine

Terry Johnson, chief financial officer and treasurer, Office of Finance and Operations

Amy Kristof-Brown, professor, Department of Management and Entrepreneurship, and dean, Tippie College of Business

Lynette Marshall, president and chief executive officer, UI Center for Advancement

Danielle Martinez, director of student retention, Academic Support and Retention, University College

Dan Matheson, associate professor of instruction, and director of sport and recreation management, Department of Health and Human Physiology, College of Liberal Arts and Sciences

Laura McLeran, associate vice president for administrative affairs and senior advisor to the president, Office of the President

Amanda Haertling Thein, professor, Department of Literacy, Culture, and Language Education, College of Education; associate provost for graduate and professional education, Office of the Executive Vice President and Provost; and dean, Graduate College

Liz Tovar, executive officer for diversity, equity and inclusion and associate vice president, Division of Diversity, Equity, and Inclusion

Tanya Uden-Holman, clinical professor, Department of Health Management and Policy, College of Public Health; associate provost for undergraduate education, Office of the Executive Vice President and Provost; and dean, University College

Kevin Washburn, professor and N. William Hines Dean, College of Law

Shared Governance Team Members (ex-officio)

Moala Bannavti, PhD candidate, Department of Civil and Environmental Engineering, College of Engineering, and Graduate and Professional Student Government president

Teresa Marshall, professor, Department of Preventive and Community Dentistry, College of Dentistry, and Faculty Senate president

Regan Smock, undergraduate student, College of Liberal Arts and Sciences, and Undergraduate Student Government president

Kevin Zihlman, assistant athletics director of compliance, Department of Intercollegiate Athletics, and Staff Council president

Support Team Members (ex-officio)

Kathy Andrews, senior executive assistant, Office of the Executive Vice President and Provost

Mirra Anson, coordinator of strategic plan and student success initiatives, Office of the Executive Vice President and Provost, and senior director, Academic Support and Retention, University College

Wayne Jacobson, director, Office of Assessment, Office of the Executive Vice President and Provost; and Data and Assessment Team lead

Charlie Taylor, director of communications, Division of Diversity, Equity, and Inclusion

Mike Weaver, program manager and executive assistant to the vice president, Office of the Vice President for Research

Kristina Yows, associate director of administration and planning, Office of the Executive Vice President and Provost; and Data and Assessment Team and Strategy Team writing support



DEVELOPMENT TEAM MEMBERS

Student Success Development Team

Team Leads

Tanya Uden-Holman (lead), clinical professor, Department of Health Management and Policy, College of Public Health; associate provost for undergraduate education, Office of the Executive Vice President and Provost; and dean, University College

Angie Reams (co-lead), associate vice president and dean of students, Division of Student Life

Amanda Haertling Thein (co-lead), professor, Department of Literacy, Culture, and Language Education, College of Education; associate provost for graduate and professional education, Office of the Executive Vice President and Provost; and dean, Graduate College

Team Members

James Ankrum, associate professor, Department of Biomedical Engineering, College of Engineering

Heidi Arbisi-Kelm, assistant dean of academic affairs, Graduate College

Pauline Beazer James, senior international student and scholar advisor, International Programs

Broderick Binns, executive director of the Office of Diversity, Equity, and Inclusion, Department of Intercollegiate Athletics

Kathy Mellen, associate professor of instruction, Department of Health and Human Physiology, College of Liberal Arts and Sciences

Noel Mills, MPA candidate, School of Planning and Public Affairs, Graduate College, and Undergraduate Student Government former president

John Murry, Jr., associate professor, Department of Marketing, Tippie College of Business

Cody Pritchard, project director, TRIO Student Support Services,

Center for Inclusive Academic Excellence, Division of Diversity, Equity, and Inclusion

Scot Reisinger, assistant dean of student services, College of Public Health

Regan Smock, undergraduate student, College of Liberal Arts and Sciences, and Undergraduate Student Government president

Shaun Vecera, professor, Department of Psychological and Brain Sciences, College Liberal Arts and Sciences, and director, Honors Program, University College

Susan Vos, clinical professor, Department of Pharmacy Practice and Science, and associate dean of student affairs, College of Pharmacy

Data and Assessment Team Liaisons

Matt Anson, associate director for institutional research and assessment, Office of Assessment, Office of the Executive Vice President and Provost

Teri Schnelle, director of projects and partnerships, Division of Student Life

Duane Staskal, data, analytics, and insights workgroup leader, Information Technology Services

Support Team

Mirra Anson, coordinator of strategic plan and student success initiatives, Office of the Executive Vice President and Provost, and senior director, Academic Support and Retention, University College

Jayme Johnson, office manager, Office of the Executive Vice President and Provost

Research and Discovery Development Team

Team Leads

Edith Parker (lead), professor, Department of Community and Behavioral Health, and dean, College of Public Health

Joshua Weiner (co-lead), professor, Department of Biology, and associate dean for research, College of Liberal Arts and Sciences

Team Members

Alaa Albashayreh, PhD candidate, College of Nursing

Ethan Anderson, associate professor, Department of Pharmaceutical Sciences and Experimental Therapeutics, College of Pharmacy

Shalini Birari, undergraduate student, College of Liberal Arts and Sciences

Erin Brothers, research administrator, Office of Research, Carver College of Medicine

Colleen Campbell, clinical associate professor, Department of Internal Medicine, Carver College of Medicine

Liz Constantine, director, Grants and Research Services Center, College of Education

David Frisvold, associate professor, Department of Economics, Tippie College of Business

Nicole Green, postdoctoral research scholar, Tina Tootle Lab, Department of Anatomy and Cell Biology, Carver College of Medicine, and UI Postdoctoral Association president

Steven Hitlin, professor, Department of Sociology and Criminology, College of Liberal Arts and Sciences

Keri Hornbuckle, professor, Department of Civil and Environmental Engineering, College of Engineering

Michael Julius Idani, MFA candidate, creative writing, College of Liberal Arts and Sciences

Allison Jaynes, assistant professor, Department of Physics and Astronomy, College of Liberal Arts and Sciences

Anya Prince, associate professor, College of Law

Ann Ricketts, associate vice president for research, Office of the Vice President for Research

Tina Tootle, associate professor and director, Biomedical Sciences: Cell and Developmental Biology Program, Department of Anatomy and Cell Biology, Carver College of Medicine

Xian Jin Xie, Centennial Professor, Department of Preventive and Community Dentistry; associate dean for research; and director, Biostatistics and Computational Biology, College of Dentistry and Dental Clinics

Data and Assessment Team Liaisons

Nate Cook, manager of accounting and financial analysis, Division of Sponsored Programs, Office of the Vice President for Research

Boyd Knosp, associate dean for information technology, Carver College of Medicine

Support Team

Kathy Andrews, senior executive assistant, Office of the Executive Vice President and Provost

Mirra Anson, coordinator of strategic plan and student success initiatives, Office of the Executive Vice President and Provost, and senior director, Academic Support and Retention, University College

Kimberly Nye, administrative assistant, Office of the Executive Vice President and Provost

Steve Pradarelli, director of strategic communications, Office of the Vice President for Research

Diversity, Equity, and Inclusion Development Team

Team Leads

Liz Tovar (lead), executive officer for diversity, equity and inclusion and associate vice president, Division of Diversity, Equity, and Inclusion

Armando Duarte (co-lead), professor; director, Bachelor of Fine Arts program; and director, Dance Production, Department of Dance, College of Liberal Arts and Sciences

Team Members

Moala Bannavti, PhD candidate, Department of Civil and Environmental Engineering, College of Engineering, and Graduate and Professional Student Government president

Venise Berry, professor and department executive officer, Department of African American Studies, and professor, School of Journalism and Mass Communication, College of Liberal Arts and Sciences

Will Coghill-Behrends, clinical associate professor, Department of Teaching and Learning, College of Education

John Culshaw, Jack B. King University Librarian, University Libraries

Nicole Del Castillo, director of the Office of Diversity, Equity, and Inclusion, Carver College of Medicine

Paul Gilbert, associate professor, Department of Community and Behavioral Health, College of Public Health

Nicole Grosland, distinguished professor, Department of Biomedical Engineering, and associate dean for academic programs, College of Engineering

Weimin Han, professor and department executive officer, Department of Mathematics, College of Liberal Arts and Sciences

Angie Lamb, assistant director, Academic Support and Retention, University College

Elizabeth Lara, manager of diversity, equity, and inclusion, College of Public Health

Noel Mills, MPA candidate, School of Planning and Public Affairs, Graduate College, and Undergraduate Student Government former president

Bill Nelson, associate dean and executive director, Iowa Memorial Union, Division of Student Life

Sara Sanders, professor of School of Social Work, and dean, College of Liberal Arts and Sciences

Charlie Taylor, director of communications, Division of Diversity, Equity, and Inclusion

Data and Assessment Team Liaisons

Matt Anson, associate director for institutional research and assessment, Office of Assessment, Office of the Executive Vice President and Provost

Sriram Chari, executive director, Administrative Information Systems, Information Technology Services

Deb Tiemens, associate director of institutional data, Office of the Executive Vice President and Provost

Support Team

Kathy Andrews, senior executive assistant, Office of the Executive Vice President and Provost

Mirra Anson, coordinator of strategic plan and student success initiatives, Office of the Executive Vice President and Provost, and senior director, Academic Support and Retention, University College

Jayme Johnson, office manager, Office of the Executive Vice President and Provost

Faculty and Staff Success Development Team

Team Leads

Lois Geist (lead), professor, Department of Internal Medicine, Carver College of Medicine, and associate provost for faculty, Office of the Executive Vice President and Provost

Cheryl Reardon (co-lead), chief human resource officer and associate vice president, University Human Resources

Team Members

Erin Barnes, clinical assistant professor, Department of Counselor Education, College of Education

Sue Bodine, professor, Department of Internal Medicine, Carver College of Medicine

Nicole Brogden, associate professor, Department of Pharmaceutical Sciences and Experimental Therapeutics, College of Pharmacy

Brandi Carr, senior human resources director, UI Health Care

Lawrence Cook, lecturer, Master of Finance Professional Director, Department of Finance, Tippie College of Business

Sean Hesler, interim director, Organizational Effectiveness, University Human Resources

M. Lindell Joseph, clinical professor and director of graduate health systems/administration, College of Nursing

Ruthina Malone, departmental administrator, Department of Psychological and Brain Sciences, College of Liberal Arts and Sciences

Jamie Matthews, director of information technology, Information Technology Services and College of Law

Heather Mineart, department administrator, Department of Physics and Astronomy, College of Liberal Arts and Sciences, and UI Staff Council past president

David Ryfe, professor and director, School of Journalism and Mass Communication, College of Liberal Arts and Sciences

Sarah Tallman, associate director of operations, Office of the Vice President for Research

Data and Assessment Team Liaisons

Deb Tiemens, associate director of institutional data, Office of the Executive Vice President and Provost

Kristina Yows, associate director of administration and planning, Office of the Executive Vice President and Provost

Support Team

Mirra Anson, coordinator of strategic plan and student success initiatives, Office of the Executive Vice President and Provost, and senior director, Academic Support and Retention, University College

Kim Carter, executive administrative assistant, Office of the Executive Vice President and Provost

Data and Assessment Team

Team Lead

Wayne Jacobson, director, Office of Assessment, Office of the Executive Vice President and Provost

Team Members

Matt Anson, associate director for institutional research and assessment, Office of Assessment, Office of the Executive Vice President and Provost

Sriram Chari, executive director, Administrative Information Systems, Information Technology Services

Nate Cook, manager of accounting and financial analysis, Division of Sponsored Programs, Office of the Vice President for Research

Gokul Murugesan, senior data scientist, UI Center for Advancement

Boyd Knosp, associate dean for information technology, Carver College of Medicine

Mike Noel, senior director, Administrative Information Systems, Information Technology Services

Dan O'Connell, assistant vice president, Constituent Insights and Analytics, UI Center for Advancement

Teri Schnelle, director of projects and partnerships, Division of Student Life

Duane Staskal, data, analytics, and insights workgroup leader, Information Technology Services

Don Szeszycki, associate vice president and director of administration and planning, Office of the Executive Vice President and Provost

Deb Tiemens, associate director of institutional data, Office of the Executive Vice President and Provost

Kristina Yows, associate director of administration and planning, Office of the Executive Vice President and Provost

→ [STRATEGICPLAN.UIOWA.EDU](https://strategicplan.uiowa.edu)



The University of Iowa Strategic Plan 2022–2027 was approved by the Board of Regents, State of Iowa on June 2, 2022.

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