Our star shines with a bright light—on Iowa, but also on the world. We wish to remain Iowa's reliable pole star in the 21st century world of learning, discovery, and engagement . . . . Yet as we aim to be stars, we must always remember we are people—people working together, people working for each other . . . . While we aim to excel, we also desire to serve.

—Sally K. Mason, University of Iowa President

Introduction

General Overview of The University of Iowa

Founded in 1847 as the state's first public institution of higher education, The University of Iowa (UI) is a comprehensive, nationally competitive public teaching and research university with a strong foundation in the liberal arts and sciences and a range of excellent professional programs. Under the 2006 Carnegie basic classification system, The University of Iowa is a "Research University—very high research activity" (RU/VH). In the other five classifications, the University is in the following categories:

Undergraduate Instructional Program—Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program—CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Enrollment Profile—HU: High undergraduate

Undergraduate Profile—FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in

Size and Setting—L4/R: Large four-year, primarily residential

The University carries out its academic mission primarily through its 11 colleges: the Henry B. Tippie College of Business, the Roy J. and Lucille A. Carver College of Medicine, the Graduate College, and the Colleges of Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. About 80% of the University's almost 21,000 undergraduate students are enrolled in the College of Liberal Arts and Sciences (CLAS). The University enrolls almost 5,500 graduate students, most of them formally in the Graduate College, which collaborates with other colleges and directly oversees several interdisciplinary programs and academic units. About 4,000 students pursue professional education each year in the Tippie School of Management, the Carver College of Medicine, and the Colleges of Dentistry, Law, and Pharmacy. International Programs promotes internationalization of the University's undergraduate, graduate, and professional curricula. The Division of Continuing Education collaborates with other colleges and departments to extend academic offerings to traditional and non-traditional learners both on- and off-campus.

Identity Statement

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

—*The Iowa Promise: The University of Iowa Strategic Plan, 2005-2010*

The General Education Fund (GEF) is the central fund that supports the majority of UI instruction-related expenses. In FY 2008 GEF budgeted revenues total $553 million, split about equally between tuition and fees and state appropriations with a small percentage coming from indirect cost recoveries and interest earnings. Total budgeted revenues (all funds) for FY 2008, including the health sciences center, are $2.4 billion.

The smallest public member of the Big Ten Division I athletic conference and of the Committee on Institutional Cooperation (CIC, the academic consortium of Big Ten universities plus the University of Chicago), UI also has the lowest tuition among those universities, earning it national recognition as a good educational value. The University is large enough to offer more than 100 areas of study but small enough to give undergraduates the chance to work closely with faculty members on research, public service projects, and other initiatives. The University also offers an attractive balance between strengths in the arts and humanities and in the sciences.

According to the most recent *U.S. News & World Report* rankings of graduate schools (2007), more than 40 UI graduate and professional programs rank among the top 25 such programs at public universities across the country, with 21 of them among the top 10. *U.S. News* ranked The University of Iowa the 24th best public university in the country in its 2008 edition of "America's Best Colleges." The University is internationally known for the Writers' Workshop and International Writing Program (UI is known as "The Writing University"), pioneering space research, the creation of speech and hearing science, and innovations in educational testing and measurement, among other strengths. UI also is famous for being the first in the nation to accept creative work in theatre, writing, music, and art as theses for advanced degrees.

The University of Iowa is a member of the Association of American Universities (AAU), a select organization of institutions recognized for excellence in research. In FY 2007 UI researchers attracted more than $382 million in external grants and contracts. In a 2005 report, the National Institutes of Health (NIH) ranked UI 13th in NIH awards among all public universities. Health care and the biosciences are particular areas of strength in research.

The UI Health Sciences Center—which includes the University of Iowa Hospitals and Clinics (UIHC), the University Hygienic Laboratory, the Carver College of Medicine, and the Colleges of Dentistry, Nursing, Pharmacy, and Public Health—is one of the most comprehensive health centers in the U.S. and plays a major role in the provision of health care and the preparation of health professionals for the citizens of Iowa and the nation. About half of the state's physicians and pharmacists, almost 80% of the dentists, and 45% of nurses received their degrees at The University of Iowa.

The UIHC is one of the nation's largest university-owned teaching hospitals, recording more than 850,000 ambulatory clinic visits and more than 25,000 patient admissions each year. *U.S. News & World Report* has ranked UIHC among "America's Best Hospitals" each year since the rankings began in 1990. The most recent issue (2007) ranked eight of the UIHC's medical specialties in the top 50 in their respective categories.

The University of Iowa has a long tradition of leadership in commitment to diversity. When the University first opened to students in 1855, it became the first college in the country to admit men and women on an equal basis. UI was the first public university in the country to grant a law degree to a woman (1873) and to an African American (1879). Almost 100 years later, UI became the first state university to officially recognize the Gay, Lesbian, Bisexual, Transgender, and Allied Union (1970), and we were the first public

university in the country to offer insurance benefits to employees' domestic partners, in 1993.

The University of Iowa is governed by the Board of Regents, State of Iowa, as described under Criterion 1, below.

See Appendix I-A for the University of Iowa Institutional Snapshot, which contains current data about the University's student body, faculty, academic programs, and financial resources. Appendix I-B provides the University's statement on Federal Compliance.

Accreditation History

The University of Iowa has been accredited by the North Central Association of Colleges and Schools (NCA) since the organization of that association in 1913.

The last NCA comprehensive accreditation review occurred in February 1997.

Significant Developments Since the 1997-98 NCA Accreditation Evaluation

OVERVIEW

Table I-1 provides a snapshot of changes in some key indicators between FY 1998 and FY 2008 (except where a different timeframe is noted).

Table I-1:
Changes in Selected Indicators, 1997-98 to 2007-08

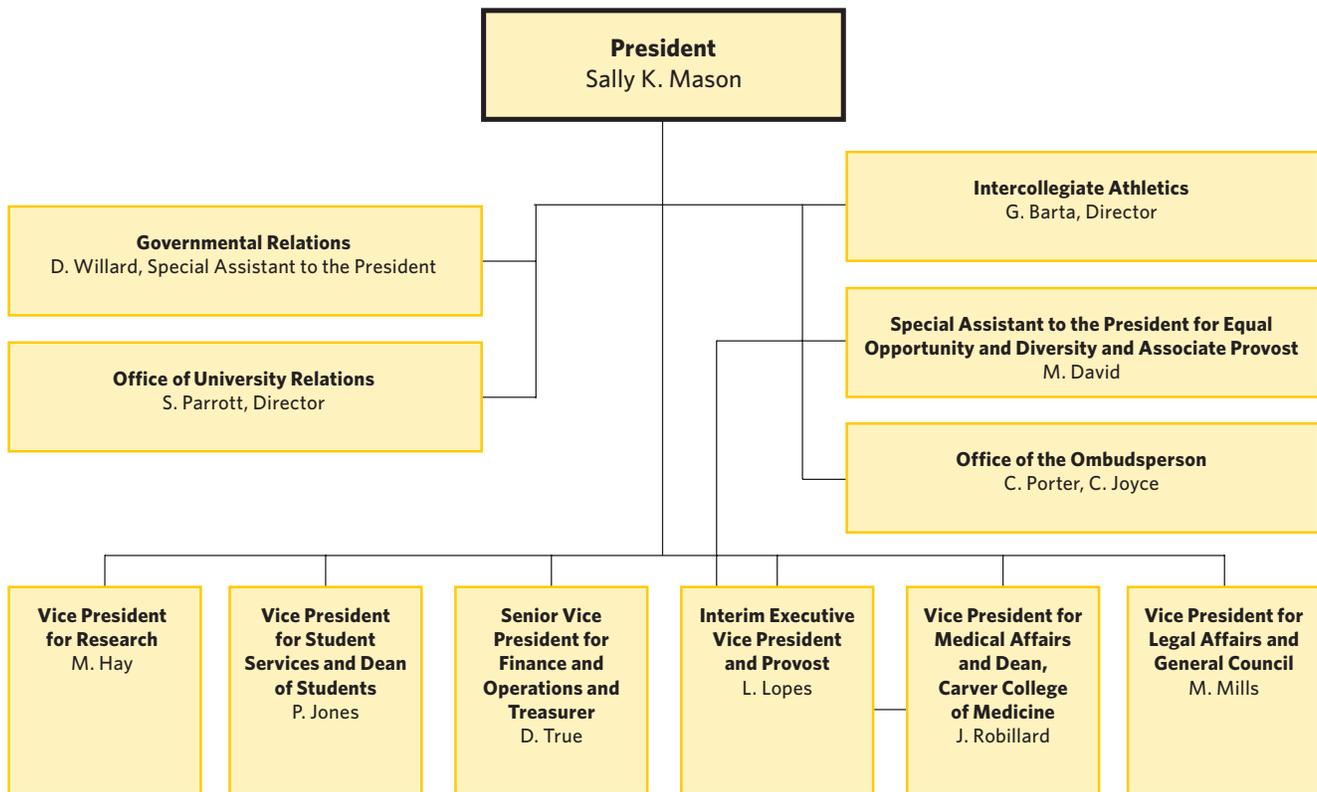| Indicator	1997-98	2007-08
Undergraduate enrollment (fall)	18,754	20,907
Graduate enrollment (fall)	6,235	5,482
Professional enrollment (fall)	2,882	4,020
Total enrollment (fall)	27,871	30,409
4-year graduation rate	32.3% (1992 entering cohort)	40.5% (2002 entering cohort)
6-year graduation rate	62.6% (1990 entering cohort)	65.5% (2000 entering cohort)
Undergraduate degrees awarded (FY)	3,406	4,219 (FY07)
Graduate degrees awarded (FY)	1,640	1,395 (FY07)
Professional degrees awarded (FY)	513	827 (FY07)
Total degrees awarded (FY)	5,559	6,441 (FY07)
External funding for sponsored programs (FY)	$215 million	$382 million (FY07)
Proposals for external funding (FY)	2,671	3,263 (FY07)
Members of national academies (fall)	21	31
Racial/ethnic minority student enrollment as a percentage of total student enrollment (fall)	9.5%	9.3%

Indicator	1997-98	2007-08
Racial/ethnic minority undergraduate student enrollment as a percentage of total undergraduate student enrollment (fall)	8.4%	8.9%
Racial/ethnic minority tenured/tenure-track faculty as a percentage of total tenured/tenure track faculty (fall)	11.4%	17.1%
Racial/ethnic minority P&S staff as a percentage of total P&S staff (fall)	5.0%	6.6%
Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty (fall)	24.0%	29.1%
Annual contributors	46,911 (CY97)	68,363 (FY06)
Patient visits to UI Hospitals and Clinics (FY)	643,216	864,409

Institutional Leadership

The University of Iowa has undergone several transitions in senior leadership over the past ten years. While each new leader has brought a unique perspective, energy, and vision to his or her role and to the University, each has honored the enduring character of the institution, upheld the University's commitments to its many constituencies, and embraced its ambition to become an even greater resource for the people of Iowa and beyond.

In 2002, Mary Sue Coleman—University of Iowa president since 1995—left UI to become president at the University of Michigan. President Emeritus and Professor of Law Willard "Sandy" Boyd, who served as the University's president from 1969 to 1981, took the helm in the interim. In 2003 the University's search for a new president resulted in the appointment of David J. Skorton, UI vice president for research and professor of internal medicine and electrical and computer engineering. In 2006 Dr. Skorton was named president of Cornell University, and Henry B. Tippie College of Business Dean Gary C. Fethke stepped into the interim presidency until the appointment of the University's 20th and current president, Sally K. Mason, effective August 1, 2007. **Figure I-1** illustrates the current structure of the University's central administration under President Mason.

Figure I-1:
University of Iowa Organizational Chart Fall 2007

President
Sally K. Mason

Governmental Relations
D. Willard, Special Assistant to the President

Office of University Relations
S. Parrott, Director

Intercollegiate Athletics
G. Barta, Director

Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost
M. David

Office of the Ombudsperson
C. Porter, C. Joyce

Vice President for Research
M. Hay

Vice President for Student Services and Dean of Students
P. Jones

Senior Vice President for Finance and Operations and Treasurer
D. True

Interim Executive Vice President and Provost
L. Lopes

Vice President for Medical Affairs and Dean, Carver College of Medicine
J. Robillard

Vice President for Legal Affairs and General Council
M. Mills

6

Other transitions in senior leadership since 1997-98 include the executive vice president and provost, the vice president for research, and a number of deans. President Skorton eliminated the position of vice president for external relations, re-titled the provost position executive vice president and provost, and gave the vice president for finance and operations (formerly finance and University services) the title of senior vice president. He established a direct reporting relationship between the University athletic director and the president.

In 2006 a new position was created to report directly to the president: special assistant to the president for equal opportunity and diversity. During 2006-07 responsibilities for the new position included leading the reorganization of the Office of Equal Opportunity and Diversity, Support Service Programs and Opportunity at Iowa (now merged into the Center for Diversity & Enrichment, as described in the special emphasis section of this self-study), and the Faculty Diversity Opportunities Program (which helps departments and colleges hire minority faculty). Continuing responsibilities for the new position include overseeing the reorganized office, representing the Office of the President on matters related to diversity, and providing campus-wide leadership regarding the importance of diversity to the educational mission of a public research university.

In 2007 Interim President Fethke created the position of vice president for medical affairs, to better integrate UI patient care organizations (the University of Iowa Hospitals and Clinics, the Carver College of Medicine, and University of Iowa Physicians). UI had not had a vice president-level position for health care since President Skorton chose not to fill the vice president for health affairs position vacated

by Robert P. Kelch in 2003. Currently, the positions of vice president for medical affairs and dean, Carver College of Medicine, are held by the same person: Dr. Jean Robillard. In his role as vice president, Dr. Robillard reports to the president. In his role as dean, he reports to the provost.

Strategic Planning

Since the last NCA accreditation review, The University of Iowa has been through two more five-year strategic planning cycles. *New Century Iowa: Bridges to the Next Horizon* was the University's strategic plan for 2000 to 2005, written in 1999 by a strategic planning committee under the leadership of then-President Mary Sue Coleman. Our current strategic plan for 2005 to 2010 is *The Iowa Promise*, written in 2004 by a strategic planning committee under the leadership of then-President David Skorton.

Each plan has upheld the University's aspiration, originally articulated in our 1990 plan *Achieving Distinction*, to become one of the ten most distinguished public universities in the country.

Funding

Trends in the University's revenue sources are described under Criterion 2, below. Highlights to note from the past 10 years include:

In FY 1998 state appropriations accounted for 63% and tuition and fees for 30% of General Education Fund revenues. In FY 2008 state appropriations account for 47% and tuition and fees for 46% of these revenues.

UI undergraduate tuition remains the lowest in the Big Ten.

The University of Iowa Foundation's *Good. Better. Best. Iowa!* campaign, launched in 1999 and ended in 2005, surpassed its $1 billion goal by $58 million. (Incorporated in 1956 as a nonprofit IRC Sec. 501(c)(3) organization, The University of Iowa Foundation is legally, organizationally, and operationally separate from The University of Iowa and is governed by an independent board of directors. The Foundation's purpose is to solicit, receive, and manage gifts to support research and educational activities at The University of Iowa.)

UI faculty, together with staff and students, have been very successful in attracting external funding for research over the last ten years. New records were set in FY 2002 ($341 million), FY 2003 ($353 million), FY 2005 ($360 million), FY 2006 ($366 million), and FY 2007 ($382 million).

In fall 2007 the National Institutes of Health announced that Iowa would receive a five-year, $33.8 million Clinical and Translational Science Award (CTSA). The CTSA will support the University's Institute for Clinical and Translational Science, which was formally approved by the Board of Regents, State of Iowa, in December 2006 to expand and enhance "bench-to-bedside" research. The CTSA is the second-largest research award in UI history.

Facilities

From 1998 to 2007, new construction added about 2.9 million gross square feet (GSF) of building space to campus. From 1998 to 2005 the University renovated approximately 1.4 million GSF in campus buildings and 440,000 GSF in University of Iowa Hospitals and Clinics (UIHC) facilities; the UIHC added approximately 280,000 GSF of space.

Not counting the renovation of Kinnick Stadium, which accounts for about 350,000 GSF, new and renewed space 1998 to 2005 totaled about 4.2 million GSF, or about 30% of the existing physical plant. This rate of growth is consistent with an average annual rate (since 1960) of about 250,000 GSF of new space per year.

New or expanded academic facilities since 1997-98 include the award-winning Art Building West (2006), the Adler Journalism and Mass Communications Building (2005), an addition to the Seamans Center for the Engineering Arts and Sciences (2001), and the Biology Building East (2000). The Glenn Schaeffer Library, an 8,500 square foot addition to the Dey House (home of the Iowa Writers' Workshop), was completed in 2006. Major renovations to the Chemistry Building will be completed in 2008, and renovations of the original Art Building are under way.

The Blank Honors Center was dedicated in 2004, and the Pomerantz Center, which houses the Admissions Visitors Center, Academic Advising Center, and Pomerantz Career Center (all units considered in the special emphasis section of this self-study), was dedicated in 2005. Phase I of a major renovation to the Iowa Memorial Union (IMU), including the addition of the IMU River Terrace, was completed in 2007. The IMU renovation is addressed in the "Environments and Resources for Learning" section of the special emphasis section of this self-study.

On the health sciences campus, the Medical Education and Biomedical Research Facility (MERF) was completed in 2002, the Carver Biomedical Research Building (CBRB) in 2005, and in fall 2007 the University held a groundbreaking ceremony for the new Iowa Institute of Biomedical Discovery, to be built adjacent to MERF and CBRB. The Newton Road parking ramp and chilled water facility was completed in 2002, and a new pedestrian walkway was built over Highway 6 to connect the health sciences campus with the area that will become the site of a new academic building for the College of Public Health. The University held a groundbreaking ceremony for the new Public Health building in October 2007.

New facilities since 1997-98 that incorporate a recreational or athletic component include the Hawkeye Tennis and Recreation Complex (2006), the Karro Athletics Hall of Fame (2002), and the Gerdin Athletic Learning Center (2003). A major renovation of Kinnick Stadium, completed in 2006, replaced the aging south end zone stands and included the construction of a new press box. In fall 2006, the Board of Regents, State of Iowa, approved plans to build a Campus Recreation and Wellness Center (CRWC) on the east side of campus. Construction of the CRWC should be complete by spring of 2010.

The University Services Building, completed in 1999, allowed the University to move some business services and make space in central campus buildings available for academic use. The building also serves faculty and staff better by making the Office of Human Resources more accessible. Since 2005, the University has also acquired, remodeled, and fully occupied vacant space in the Old Capitol Mall (University Capitol Centre).

While the University highlighted new construction projects in the first part of the decade, in planning for 2005 forward the emphasis has been on renovation of existing facilities.

Technology, Data, and Decision Support Systems

In 1999 the University implemented a new, integrated **human resources information system** to provide data ranging from payroll and benefits to performance appraisal and management reporting.

In 1999 the Division of Sponsored Programs (DSP) launched the University of Iowa **Research Information System** (UIRIS) as a pre-award grant administration system that included the UI Routing Form (the mechanism whereby an investigator requests University approval of a sponsored research project) and internal applications for DSP and the Human Subjects Office. The scope of the system was expanded over the next several years. Version 2.0 of UIRIS, launched in 2004, includes applications for internal funding initiatives, contract management, human safety programs, and conflict of interest. Several more applications are in development, and version 3.0 is scheduled for release in summer 2008.

In 2000 the University Libraries inaugurated InfoHawk, an **online catalog system** to replace the former text-based system, OASIS.

In 2003 the **Manage Academic Revenue System** (MARS)—the product of two years of development by staff in Information Technology Services (ITS), the Office of the Registrar, and the Cashier's Office—went into production. MARS is a web-based system designed to provide accurate and timely tuition and fee information for the purposes of assessment, billing, reporting, analysis, and management.

One recommendation of a 2003 "E-Learning Assessment Project" was that the University should adopt a single, centrally supported **course management system**. Following an extensive process of evaluation, in 2005 the University chose Iowa Courses Online, or ICON, to replace the two previously used systems, WebCT and Blackboard. Information Technology Services first implemented ICON in fall 2005, and retired Web CT and Blackboard at the end of the fall 2006 semester. ICON is described in greater detail in the special emphasis section of this self-study.

In the summer of 2002 the Office of the Provost and the offices of Admissions, Continuing Education, Student Financial Aid, the University Registrar, and Information Technology Services formed a steering committee to explore strategies to replace the University's 30-year-old **student information system**. After an intensive review, the committee determined that the most appropriate strategy would involve a hybrid approach—using purchased software components for specific functionality and integrating them with internally developed modules. The project has been dubbed "Project MAUI," for "made at The University of Iowa." The first components were implemented in fall 2006, and the fully integrated system is expected to be complete by 2011. Project MAUI also is described in greater detail in the special emphasis section of this self-study.

Academic Programs

In 1999 the University established the College of Public Health—its first new college in 50 years—in response to the clear message that research faculty in the field of public health were considered essential if the University was to advance in biomedical and health science research. Also, the University recognized that the national and global importance of public health and the federal funding available had risen sharply in the last decade. Since the College's first year, its faculty and graduate student body have more than doubled in size, and external funding for research has tripled (to $39.7 million in FY 2007). The College is fully accredited by the Council on Education for Public Health.

Over the last ten years the University has also created several new undergraduate, graduate, and professional degree programs, all in response to emerging needs, opportunities, and changes in disciplines.

The **Doctor of Nursing Practice** program, approved by the Board of Regents, State of Iowa, in June 2007, was created to respond to the American Association of Colleges of Nursing decision to move the level of preparation required for advanced nursing practice from the master's degree to the doctorate by 2015.

B.A. and B.S. degrees in Informatics, approved in June 2007, offer undergraduate students a broad interdisciplinary option at the intersection of computer science with the humanities, the arts, and the natural, biological, health, and social sciences. The creation of the undergraduate program followed on the September 2006 approval of the **M.S. and Ph.D. degrees in Informatics**.

The interdisciplinary **M.S. and Ph.D. degrees in Human Toxicology**, approved in September 2006, were created to prepare individuals to study chemical, biological, and radiological toxicants in the environment—an area of expertise for which there is growing demand, and that draws on fields in which UI has particular strengths.

The **Master's in Medical Education**, approved in June 2006, responded to an Association of American Medical Colleges report that called for "preparing a cadre of teaching faculty" who would "develop, implement, and evaluate teaching strategies" that would bring medical education in line with substantial changes in the nature of medical practice over the last 50 years.

The **M.S. in Clinical Investigation**, approved in September 2005, is an interdisciplinary training program in patient-oriented clinical research for physicians, pharmacists, nurses, dentists, and other health professionals. The program was created to respond to requests from health professionals for focused training in clinical research methods, and to prospective employers' expressed expectation that clinical researchers will have formal training demonstrated by a graduate degree.

The **Bachelor of Applied Studies** degree (B.A.S), approved in June 2005, allows graduates of community college applied science programs to complete baccalaureate degrees via distance education.

The **B.S. in Anthropology**, approved in May 2004, was established to complement the existing B.A. degree, foster interdisciplinary interaction, and better meet the needs of students who might wish to pursue post-graduate study or employment in the sciences.

The **clinical doctorate in Audiology** (Au.D.), approved in March 2003, revised the professional M.A. track in audiology to meet standards set by the national accrediting body, the American Speech-Language Hearing Association, which mandated a clinical doctorate as the entry level degree.

The **B.A. in Performing Arts Entrepreneurship**, approved in March 2003, created an interdisciplinary option for multi-talented student artists who hope to pursue leadership roles in arts innovation.

The **B.A. in International Studies**, approved in November 2002, consolidated a number of small programs and created better coordination across units so that students could design truly multidisciplinary programs.

Master's and doctoral degree programs in Community and Behavioral Health, approved in November 2002, were created to address the lack of graduate level programs in Iowa dealing with community and behavioral health or addiction

studies from a public health perspective.

The **Master's in Nursing and Healthcare Practice**, approved in June 2002, was designed to respond to a recommendation of the American Association of Colleges of Nursing and to address a shortage in nurses able to engage in sophisticated health management and clinical decision-making. (In June 2007, the Board of Regents approved the University's request to suspend admissions to this program, the goals of which will be met instead by the Clinical Nurse Leader sub-track of the Masters of Science in Nursing program.)

The **B.A. in Women's Studies**, approved in March 2001, created a new interdisciplinary major option founded on strengths of UI faculty.

The **B.S. in Radiation Sciences**, approved in March 2000, allows practicing technologists to earn a baccalaureate degree, increasingly required for career advancement and more recently for entry into the profession.

The **Ph.D. in Second Language Acquisition**, approved in September 1999, was created as a multidisciplinary program in an area of high demand that also supported the goal to improve the climate for diversity.

M.S. and Ph.D. programs in Translational Biomedicine, approved in July 1999, were created in response to a dramatic decline in the number of physician-scientists (M.D.s who perform clinical research) and an emerging emphasis of the National Institutes of Health. The program trains students holding M.D. degrees to perform hypothesis-driven research, using principles from the basic sciences, to address clinical problems.

The **B.S. degree in Applied Physics**, approved in October 1998, was designed to prepare graduates to enter scientific and technical positions in industry.

The **Master of Computer Science**, approved in July 1998, was created to complement the M.S. degree, in response to demand for a terminal degree designed for persons entering business or industry.

The **Ph.D. in Physical Therapy**, approved in April 1998, responded to a national shortage of doctorally prepared faculty to teach in physical therapy programs. In September 2002 the Board of Regents approved changing the University's Master of Physical Therapy to a Doctor of Physical Therapy degree, which had become more attractive to potential employers. The University therefore now offers an entry-level D.P.T. degree and advanced M.A. and Ph.D. degrees in physical therapy.

During this time, the University terminated undergraduate degree programs in health occupations education; social studies; and literature, science, and the arts, as well as a master's program in quality management and productivity. Admission was suspended to the graduate program in Russian language and literature.

Other changes affecting the University's academic programs include:

In 2001 the University changed the name of the College of Liberal Arts to the College of Liberal Arts and Sciences, to recognize the full breadth of the College's educational mission.

In 2000-01 the University inaugurated a new academic term: Winter Session. The Winter Session is three weeks in duration, starting in late December and ending just

prior to the beginning of spring semester. Undergraduate and graduate/professional courses are offered, and approximately 500 students enroll. Winter Session allows students the opportunity to focus on one class and accelerate their time to degree. Students can also use this time period to take advantage of study abroad opportunities.

In 2005 the University College was created as the administrative umbrella under which academic credit would be administered for programs that do not "belong" to a single college, such as the University of Iowa Honors Program, the Office for Study Abroad, and College Success Initiatives.

Many additional changes affecting undergraduate programs are described in detail in the special emphasis section of this self-study.

Response to Issues Raised in the Last Evaluation

The report of the 1997-98 NCA accreditation evaluation of The University of Iowa identified no formal issues of concern that would affect the University's accreditation.

The consultant-evaluators did provide, in their consultative capacity, suggestions and advice for progress—both related to meeting the criteria for accreditation as an institution, and with regard to the special emphasis self-study, which dealt with the application of information and communication technology to teaching and learning in a research university. The University acted on almost all of the team's advice and realized positive results.

Table I-2 below lists the challenges the 1997-98 consultant-evaluator team identified, and—briefly—how the University has dealt with them. Tables I-3 and I-4 list the advice and suggestions offered in the 1997-98 report (for the institution as a whole and with regard to the special emphasis, respectively), and how the University followed up on each of those suggestions.

Table I-2:
Challenges Identified by the 1997-98 Consultant-Evaluator Team

Challenge	Response
While many of the physical facilities are excellent and well maintained, there remains a significant backlog of buildings, laboratories, and other facilities that are in need of renovation and/or repair.	The University has made maintenance of facilities one of its budget goals and has allocated additional resources to this budget category in the FY 2006 to FY 2008 timeframe. As noted above, UI's planning emphasis has been on renovation of existing facilities.
While the University has submitted an acceptable plan for the assessment of student academic achievement to the NCA, the implementation at the department, school, or college level is uneven. There appears to be a question as to the degree of institution-wide commitment to assessment.	UI has renewed its commitment to formal outcomes assessment over the last two years.

Challenge	Response
As the institution progresses with its information technology and other technological upgrades, significant attention should be given to the personnel and maintenance funding requirements that will be necessary to optimize its use.	Human Resources undertook a major effort to update the personnel classifications of professional IT staff on campus. This effort resulted in a more logical and consistent categorization of the University's technical professionals. As IT has matured, new funding models that anticipate staffing, replacement, and other operational needs have been implemented for major IT services. The University has completed its first campus-wide IT strategic plan.
The quality and strength of the University may be weakened by an inability to retain faculty who are recruited and offered attractive opportunities to move to other institutions.	The University undertook the Faculty Vitality initiative in the FY 2006 to FY 2008 timeframe to address the competitiveness of faculty salaries (described below). The University offers attractive benefits.
At the time of the 1987 NCA review, concern was expressed about the University Library by that team. The current NCA team notes that staffing continues to be inadequate at a time when there are many new staff-intensive initiatives.	The University addressed competitive salary issues for the professional librarians through a one-time reallocation of the acquisition budget. The University has not been able to add faculty or staff in the General Education Fund over the past decade due to tight budgets and decisions to focus incremental budget allocations to improve the salaries of existing personnel.
The pending policy change regarding membership in the College of Liberal Arts faculty assembly that could affect curricular decisions by faculty in the College of Education was discussed by the NCA team. The team suggests that this issue be given careful consideration by the institution.	In 1998 two changes were made to membership in the Faculty Assembly. The number of appointed representatives from the College of Education was reduced from two to one, and the number of elected representatives that any one voting group could elect from any one unit was limited to four. In a later revision, the total number of elected representatives from each voting group was reduced from fifteen to six with no more than two coming from any one unit. The College of Education agreed to these changes and they were passed in a referendum of all faculty.

Table I-3: **Suggestions and Advice from the 1997-98 Consultant-Evaluator Team Related to Overall Compliance with the Criteria for Accreditation**

Suggestion	Response
The special emphasis on information technology should not overshadow the basic educational mission of the institution.	The University agreed and has not neglected other areas of importance to its core mission.
Some students, faculty, and administrators have a pejorative view of the library and its administration; too much "library money" going into the virtual library; some students expressed dismay at the limited library hours and high copying costs.	The former University Librarian retired in 1999 and a new one was hired in 2000. The Libraries have conducted ongoing formal assessments of various programs and user satisfaction surveys over the last seven years, and results indicate that most users are generally pleased with library services. Demand for electronic resources has increased. Neither funding nor layout of the Main Library has permitted access to the library at all hours, but hours have been adjusted to better serve user needs, and online reference services have been introduced. Printing costs have not emerged as an issue in recent user studies.

Suggestion	Response
UI needs to develop reserves to reward and retain its productive faculty; the endowed chair policy might be made more flexible.	The highly successful *Good. Better. Best. Iowa!* campaign allowed the University to create 155 new deanships, chairs, professorships, and faculty fellowships. The University undertook the Faculty Vitality initiative in the FY 2006 to FY 2008 timeframe to address the competitiveness of faculty salaries (described below).
The engineering building program may not be adequate to remedy space problems for that college.	In 2001 the University completed a four-year project to modernize the engineering building, including a new addition and renovations to the existing structure. The Seamans Center for the Engineering Arts & Sciences is a dramatically improved learning environment for the College's students.
Students are not completely aware of available computer resources.	ITS has created a number of outreach and advertising efforts to make students aware of available resources. Approximately half the incoming freshmen class takes the course "Online@Iowa" that introduces students to IT concepts and services.
The UI Foundation will need to work closely and effectively with all internal constituencies to maximize its effectiveness as it launches a major campaign.	The *Good. Better. Best. Iowa!* campaign surpassed its $1 billion goal by $58 million.
As the UI contemplates creating a school of public health, it is important to consider carefully which health sciences should be involved, and whether the program should be free-standing or embedded in the College of Medicine.	The free-standing College of Public Health (CPH) established in 1999 has grown dramatically and achieved great success, particularly in attracting research funding. CPH faculty collaborate extensively with faculty in other colleges.
The budget for the associate provost for health sciences may need to be augmented as new initiatives are developed.	The position of associate provost for health sciences was eliminated. The University now has a vice president for medical affairs. The provost works with the Health Sciences Policy Council to coordinate health science-related issues.
The team expressed concern that a disclaimer at the beginning of the University's *General Catalog* gave the impression that the University could alter a student's degree requirements at any time.	The content of the disclaimer statement has not changed, but UI policy holds that once the major requirements for a *General Catalog* year are set they may not change (in a way that would add a requirement that did not exist previously, or that would remove a previously existing course option) for the cohort of students who declare the major in that year. Continuing students generally have the option, if requirements change after they have declared, to graduate under the old or new requirements. See the College of Liberal Arts and Sciences Student Academic Handbook for a description of the policy, which is implemented automatically via the University's degree audit process.

Table I-4:

**Suggestions and Advice from the 1997-98 Consultant-Evaluator Team Related
to the Special Emphasis on the Application of Information and Communication Technology
to Teaching and Learning in a Research University**

Suggestion	Response
Streamline the entire campus governance of IT and bring the structure to a focus at the executive level.	The position of chief information officer was created. The University has completed a campus-wide IT review and its first-ever campus-wide strategic plan for information technology.
Complete the campus wiring project as soon as possible.	The project is complete.
Consider making a thorough assessment of the connectivity of dormitories.	Ethernet wiring was completed in all residence halls in January 2001.
Consider central funding rather than a la carte pricing for campus-wide services, and other funding models for distributed services.	The funding model has been changed.
Consider enlarging the basic LAN suite; provide appropriate tools for instructional development, including web authoring.	The basic LAN suite has been expanded and web authoring tools included.
Find alternative means to provide reasonably priced, robust, up-to-date remote internet access.	All students in residence halls have Ethernet access to the internet. Nearly all students who live off campus have internet access through private providers (commonly their cable or phone providers). Students also have free access to a dial-up modem pool.
Resist substituting expanded Instructional Technology Center (ITC) access for satisfactory student remote access; concentrate on timely refreshment (three-year cycle) in the ITCs.	Student remote access is now available. ITC equipment is refreshed in a timely manner.
Consider deciding on a faculty desktop replacement cycle, costing it out, and dedicating funds.	Colleges have responsibility for managing the replacement cycle for faculty desktop computers, typically on a three- or four-year cycle.
Consider using classroom technical support as a prototypic case for streamlining the campus governance of information technology.	UI has recently examined governance and taken a substantial step forward with the first ever campus IT strategic plan.
Address the critical lack of appropriate local technical support staff in certain disciplines.	At the time of the 1997-98 review, this problem was particularly critical in the College of Liberal Arts and Sciences. CLAS has expanded its technical support staff.
Proceed with plans to migrate to a new Integrated Library System.	The new state-of-the-art Integrated Library System was introduced in 2000 and has been further enhanced throughout the last seven years.
Continue partnerships to improve web interface design.	Web design has matured and best practices are readily available. A group of campus webmasters meets monthly to discuss best practices.

Suggestion	Response
Desktop installation staff should systematically inquire of faculty and staff what information resources they intend to use, and install the correct clients initially.	"Clients" have become much less of an issue in the web era. Most desktops are now installed with a standard image that meets the needs of all users.
Aim toward consolidating servers in the Libraries.	The Libraries moved a number of services to virtual machines to accommodate an increasing number of applications on fewer physical hardware devices. This move permitted standardization on one model of hardware, simplifying support while increasing redundancy and reliability. All servers moved to the enterprise Active Directory for a common infrastructure and to permit Information Technology Services (ITS) enterprise administrators to provide backup support in an emergency.
Continue to emphasize partnership and collaboration, on and off campus, to leverage the cost of information resources and enrich the research environment for faculty and students.	The Libraries have worked closely with the colleges and other campus entities during the past seven years on a number of initiatives, including purchasing new resources, upgrading branch libraries, fundraising, and making various campus collections more accessible to users. Under the leadership of the University Libraries, a digital project offering electronic access to collections of materials pertinent to Iowa history and culture is under development with libraries and museums around the state.
Consider greater funding of library subscription databases to provide remote access to more library resources.	Even during years of system-wide budget reductions, the University has provided 5% increases each year to support library subscriptions/licenses and to maintain purchasing levels for print publications. Better group pricing for electronic resources through the Committee on Institutional Cooperation and Iowa's Regent universities, along with a policy to eliminate duplicate print subscriptions to journals when a suitable electronic version is available, have helped the Libraries cope with demand for new electronic databases.
Continue to pursue grant funding for the Scholarly Digital Resources Center.	The Scholarly Digital Resources Center has been repurposed into a repository for digital preservation with more than 100,000 digital masters now stored there. Grants and gifts have supported the digitization of many collections. The University continues to pursue additional funding opportunities. The digital library has grown to over 160,000 items in more than 60 collections.
Find long-term or continuing support for the highly successful Information Arcade and Information Commons.	The Information Arcade and Information Commons have long-term and continuing support within the existing Libraries budget. This funding is leveraged through collaboration and coordination with Academic Technology Services. The Arcade underwent a significant renovation in 2006-07.
Be clear about the criteria and process for selecting participants to nTITLE.	The program ran its course and no longer exists.

Suggestion	Response
Increase the coordination of the various programs and groups introduced to develop faculty and students.	It can be a challenge to keep constituents informed about the Libraries' rapidly changing resources and services. Since the last review, the Libraries have implemented a much more proactive outreach program for faculty and students. There has also been a much greater emphasis on library partnerships with teaching faculty, to integrate the use of library collections and searching skills into coursework. The Libraries work closely with Academic Technologies on various initiatives designed to help faculty and students become more comfortable and skilled with the use of technology in their work.
Participate actively in education applications using the new high-speed networks like Internet2.	UI has taken advantage of several opportunities to participate in high-speed networks, including, most recently, BOREAS (the Broadband Optical Research, Education, and Sciences Network).
Consider continuing CIC as one of the major partnerships to leverage remote information resources and to enrich the learning and research environment of faculty and students .	The CIC has become even more valuable for the Libraries during the last decade. In addition to over 50 shared licenses for electronic resources, the CIC recently signed an agreement with Google to provide digitized copies of books from member libraries and is creating a shared digital repository for these and other digital collections. All of these initiatives have and will continue to increase the resources readily available to UI faculty, students, and staff.
Improve remote internet access for UI students and faculty off campus and internet access for students in dorms.	See above.

The Self-Study Process

The self-study steering committee compiled a first draft of the institutional self-study based on a wide range of existing sources and in consultation with University leadership. The development of the special emphasis self-study is described in the overview to Section II of this report.

The steering committee posted a first draft of the self-study ("Draft 0"), including both the institutional and special emphasis sections, on September 17, 2007. Via e-mail, all faculty, staff, and students were invited to comment on the draft, and also to attend either or both of two town meetings (held on October 3rd and October 5th) to voice their observations and suggestions. The town meetings were advertised in the *Daily Iowan*. Members of the steering committee visited key faculty, staff, and student groups— including collegiate deans, associate deans and directors, directors of student services units, student government leadership, and elected faculty and staff councils—to call attention to Draft 0 and to invite feedback.

Constructive suggestions received through these channels resulted in substantive changes to the next drafts of the report. Draft 1 was posted on October 29 and Draft 2 on November 17. These drafts also were advertised and comment encouraged. Feedback from various constituencies continued to inform the development of the final document.

Meeting the Criteria

Introduction

The special emphasis self-study that constitutes the bulk of this report highlights how The University of Iowa addresses the HLC criteria for accreditation with regard to undergraduate education. In this section of the report, our aim is to address in a focused and succinct way how the University meets those criteria in carrying out all aspects of its mission.