Faculty Submitted Strategic Initiative Proposals

Student Success			
	Brief Description of Key Elements and Participants	Impact on the University or on Particular Constituencies	Initial and Ongoing Costs of Implementation
1	Incent student mentoring (flexibility in post-tenure effort allocation; not tenure requirement; mentoring counts as teaching)		
2	The philosophy department would be interested in being part of an interdisciplinary effort at UI that might be called "The Quality of Life Project at the University of Iowa." With other interested units, perhaps psychology, sociology, classics, gwss, religious studies, and others, we would like to co-host a multi-year annual conference that addresses quality of life issues that have become pressing in a context in which students can feel pressure to pursue careers less on the basis of significance and value and more on the basis of efficiency and expediency. The conference topics might include community, aging, gender, freedom, care, happiness, pleasure, justice, self-interest, other-interest, diversity, responsibility, and friendship, among others. The conference could easily evolve into an interesting and new faculty cluster area that involves work that is already being done by liberal arts and science faculty at the University of Iowa. The larger project could reinforce existing strengths on campus, allowing them to concretize and achieve more than they do in isolation.	The University of Iowa would put itself at the forefront of a national discussion that is taking place about the role of the liberal arts in higher education. The conference would feature speakers from the non-academic community who could testify to the personal and professional benefits of a liberal arts education, and there would be academic speakers as well. In addition, small amounts of funding could also be made available to encourage interested UI students to pursue internships that would increase the chances that they locate a career that they find both meaningful and productive. "The Quality of Life Project at the University of Iowa" would help us to lead a national discussion and also help our students to zero in on the different lives that they would be most inspired to lead. A meta-impact of the annual conference is that it could provide a model for how to select future clusters. For any potential cluster that the university might seek to pursue, the university could host a series of conferences and then measure faculty and student interest in the formation of the relevant cluster prior to its creation.	We propose an initial run of five annual conferences at $20K each. This is an estimate to cover honorarium and travel costs for speakers, among other expenses. The philosophy department has a couple of different ideas for funding the conference into the future. We have been working hard on the fundraising front, and we anticipate that there might be donors who are actively interested in directly supporting the effort -- "The Quality of Life Project at the University of Iowa" -- itself. The philosophy department has also begun to teach some online courses, and the departmental return that we receive to run those courses would be an important source of funds as well.

3	Provide incentives for faculty and graduate students to research and implement creative pedagogical approaches		
4	Center for Graduate Pedagogical Praxis for TA training		
5	We propose to make a significant impact on the undergraduate “core” curriculum at the University of Iowa. Our ambitious “Big Ideas” Program will consist of 12 multidisciplinary courses centered around topics of current interest to students and that connect with multidisciplinary faculty research collaborations. Currently there are 6 Big Ideas courses being taught each year, mainly in the College of Arts and Sciences, but not restricted to that College. Current Big Ideas courses involve the College of Engineering, Urban and Regional Planning, College of Public Health and the College of Education. Big Ideas courses are designed around themes and topics of current interest rather than discipline-specific courses. The courses are taught by interdisciplinary teams of faculty who work together to design the curriculum and model interdisciplinary thinking for students during class. Current courses are entitled and are each taught by a group of 3-6 faculty members and outside speakers/contributors: Big Ideas: Creativity for a Lifetime (Art, Art Education, College of Public Health, Rhetoric) Big Ideas: Origins of the Universe, Earth and Life (Astronomy, Biology, Earth and Environmental Sciences)	The main university constituency who will be impacted by the expansion and further development of Big Ideas courses are first and second year undergraduate students. Training students to read, write, think critically, and make arguments is one of the most important charges of a four-year college or university. This goal is more important than training students for a specific career. While students trained in a vocation may be immediately employable upon graduation, they are positioned for careers of the moment and may not be able to adapt for the careers of the future. Students who have received training in liberal arts thinking, however, are often able to excel across many careers, regardless of what specific topics they studied for their major. Indeed, the heads of several major corporations have argued that skills in problem solving and communication, not job-specific training, define the leaders and innovators in their companies (Zakaria 2015). Capitalizing on the heavily-invested TILE active-learning classrooms, a group of UI faculty across many disciplines has recently piloted a set of “Big Ideas” courses. These courses aim to enhance success of undergraduate students during their first year of study, by focusing on timely and pressing topics that require insight from different fields (rather than traditional single disciplines). These courses also expose students to areas of study they may not have previously considered. Big Ideas courses are designed around inquiry-based learning	The main costs of implementation are the following: (1) Faculty development time for new Big Ideas courses, (2) Additional TA support above the usual amount of TA support for a "traditional" course - the TAs who have worked with Big Ideas courses have gained valuable training for future careers in higher education teaching jobs and have gotten an opportunity to help develop and test curriculum, (3) Part-Time support for a faculty coordinator to help guide and oversee the program of courses, and (4) Part-time administrative support for a staff member to help coordinate the logistics of cross-listing courses, classroom scheduling, and calls for course proposals, etc. Internal funding and support has been relied on thus far, however, we are in the process of applying for some external funding. We also believe that this program could be a priority for private/UI Foundation donations in the way that several other centers focusing on undergraduate educational priorities have been funded partly through private funding.

	Big Ideas: Evolution of Life and the Search for Life in the Universe (Astronomy, Biology, Earth and Environmental Sciences, Anthropology) Big Ideas: Equality, Opportunity, and Public Policy in America (Political Science, Sociology, Public Community) Big Ideas: People and the Environment: Technology, Culture and Social Justice (Anthropology, Gender, Women's and Sexuality Studies, Engineering, Urban and Regional Planning, Geographical and Sustainability Studies) Big Ideas: The History and Science of Oil All courses have been approved for GE credit so students are earning required credits for graduation by taking each of the courses; all courses assume NO pre-requisites. Course enrollments vary between 80-100. We propose to expand the Big Ideas offerings so that the scope of the program is broader, covering all “core” requirements (in CLAS) and reaching more students to explore options for majors and careers. The final goal is for at least one quarter of all first-year undergraduate students (~1500) to have a Big Ideas experience each year. To do this, we plan to (1) formalize the structure of the Big Ideas Program, (2) assign competitive, part-time Teaching Apprenticeship positions to each of the courses (in which graduate students will gain invaluable experience in developing their teaching portfolio), and (3) evaluate the success of student learning in Big Ideas courses using evaluation methods	styles (e.g., Handelsman et al. 2007), and utilize teams of faculty from across multiple departments to address Big Questions. During each class period students are given several learning objectives and a combination of engaged lectures and open-ended modules that encourage them to pursue knowledge semi-independently, working in teams and guided by the faculty and teaching assistants. In these Big Ideas class sessions, students define their own questions and apply novel learning principles to build new conceptual knowledge. The ultimate goal is to teach Iowa students how to learn during their first year of college. No other Big-Ten peer institution is providing such an innovative way for students to fulfill their general education requirements. Several other universities nationwide (e.g., UCLA - "Freshman Cluster" program and UC-Berkeley "Big Ideas" courses) have been offering such opportunities and this would be a unique strength of the U Iowa undergraduate experience if it were expanded. Finally, opportunities for connecting research clusters to Big Ideas courses could definitely be explored, benefitting both faculty and students across campus. See - for more information the following links: http://teach.its.uiowa.edu/initiatives/big-ideas and http://teach.its.uiowa.edu/resources/extraordinary-teaching-project/big-ideas-authentic-learning	

	proven effective in the scholarship of teaching and learning. Ultimately, the success of this Big Ideas program will allow us to build internal and external funding support in order to sustain the program as a vital part of the undergraduate experience at the University of Iowa.		
6	This is in response from an interdisciplinary faculty group in CLAS to the UI Faculty Senate seeking faculty suggestions for strategic priorities to advance the University. We are faculty in the Department of Mathematics and the Department of Statistics & Actuarial Science. Our suggestion: A new Master's program in Financial Mathematics. In more detail, we envision a new two-year Master's Program (with strong students possibly finishing in one-and a half year). Such a program will build on our existing strengths, it will serve a need, and it will expand opportunities for our students in the financial industry, a non-academic job-market. Because of existing strengths in several CLAS departments, such an interdisciplinary program would be competitive right away. It will be truly collaborative between multiple departments: In addition to faculty in the two mentioned departments, we will also draw on expertise of our colleagues in Department of Physics & Astronomy, and in departments within the Henry B. Tippie College of Business and the College of Engineering.	As we currently have some of the needed expertise in the two CLAS departments to support a competitive Financial Mathematics program, a new Master's Program can build on existing courses, and it could start to enroll new students relatively fast. Moreover, such a program fits well within our existing interdisciplinary group in the Stochastic Analysis and Applications, in our Applied Mathematical and Computational Sciences (AMCS) program. This group includes Professors Weimin Han, Palle Jorgensen in Math, and Professors Elias Shiu, Qihe Tang in Statistics & Actuarial Science. Moreover, our colleagues in the College of Engineering and the Tippie College of Business (e.g., Professors David Bates and Erik Lie) also have an interest in it. Indeed, stochastic analysis impacts almost every branch of science and engineering. Many universities across the country (including most of the Big Ten Universities) already have a successful Financial Mathematics program. So good models and many excellent textbooks already exist. Some of us have taught pilot courses in the area. To get started with a new Master's Program in CLAS, we need support (see below), but we do not need to "reinvent the wheel." Financial Mathematics is truly interdisciplinary. While it combines themes from separate departments on Campus, it also involves tools quite different from those of the other sciences.	A Financial Mathematics program at the University of Iowa can well be justified by its scientific merit, and it will be a source of both strength and of new revenue. (Even an enrollment here of 36 students will project into new revenue of a million dollars for CLAS.) Moreover, a new Master's Program in Financial Mathematics will serve our students with a strong interest in mathematics and statistics, and with view to seeking jobs in the financial industry. Currently, it is especially important for our students to be able to expand on job-opportunities in the non-academic job-market, both traditional and non-traditional. We anticipate students coming to the new program both from the State of Iowa and from outside, and we expect to attract international students.

		Quantitative analysts (quants) use mathematical and statistical methods in the financial industry to design and price financial derivatives: trading strategy development, portfolio optimization, derivatives pricing and hedging, risk management, and credit analysis. Funds employing mathematical formulas and models used for deciding buy/sell strategies control a third of the assets in a $2.3 trillion hedge fund industry now. However, it is difficult for our students to enter the trading profession without a good background in quantitative analysis (financial mathematics). Iowa has a high fraction of the nation's insurance jobs. These jobs pay 68% more in salary than the average of Iowa nonfarm jobs. In the State of Iowa alone, the insurance industry employs 40,000 people, and it generates more than $11 billion in economic activities. Ranked by size of its insurance industry, Iowa is the 10th from the top. Add to this the fact that the insurance and financial industries have multiplier effects via linkages with other Iowa industries and with the rest of Iowa's economy. Yet there is no Master's program in Financial Mathematics in the State of Iowa. By contrast, universities in neighboring states already have Financial Mathematics programs.	
7	Interprofessional Education - this includes healthcare students in Dentistry, Medicine, Nursing, Pharmacy, Physical Therapy, Public Health, Social Work and others we have yet to connect with. A program exists on campus, but there is little funding, and it is planned and executed only by faculty champions in addition to their main positions. All deans of the health professions colleges are in favor of	This is a national endeavor to improve team work in health care, increase efficiency, reduce costs and improve patient outcomes. We have assessed students on this learning piece with positive results.	Please see the proposal in the Office of the Provost that has been submitted by the Interprofessional Steering Committee.

	this initiative. An Interprofessional Steering Committee has been established and helps to coordinate all functions at this point in time. Changes in curriculums in Medicine and Pharmacy and the plans for a Simulation Center in the hospital open opportunities for interprofessional education to improve and expand on our campus.		
8	The "Crops and Coding" Strategic Initiative. As a degree requirement, all University of Iowa undergraduates will learn how to solve problems in their discipline using computer programming. The expected long-term outcome of this initiative will be to diversify the Iowa economy from predominantly agriculture (i.e. Crops) to a more balanced portfolio based on attracting technology companies such as IBM, Google, Apple, Oracle, Microsoft, etc. (i.e. a Crops & Coding economy). Proof of Concept: All College of Engineering undergraduates currently complete a course called "Engineering Problem Solving II" (EPS II), which teaches them to use computer programming to solve engineering problems. Even future Law Professors may benefit from understanding how to program, due to the emergence of legal cases that require a sophisticated understanding of programming languages (i.e. the US Supreme Court case Oracle vs. Google regarding the Java language). Unfortunately, CLAS and CCOM undergraduates (i.e. Chemistry and Biochemistry undergraduates) lack such a	The University of Iowa, and state of Iowa, can be a leader in computer literacy via The "Crops & Coding" Strategic Initiative, or we can be followers. We can give our students an edge, or maintain the status quo. For a high-profile example of such an initiative, New York City mayor Bill de Blasio recently announced such an initiative for high school students: http://www.nytimes.com/2015/09/16/nyregion/de-blasio-to-announce-10-year-deadline-to-offer-computer-science-to-all-students.html	Low Cost/Risk Initial Implementation: The "Engineering Problem Solving II" approach can be adapted to solve "biological" problems in the Carver College of Medicine (CCOM) or "chemical" problems in the College of Liberal Arts and Sciences (CLAS). I'm qualified to lead the CCOM initiative if there is support. As a former College of Engineering Dean, Provost P. Barry Butler is familiar with EPS II and may be well positioned to consider if The "Crops & Coding" initiative is practical at this time. The impact on the state of Iowa economy, 10 years out from when the initiative is launched, could be profound. Major tech companies like IBM, Google, Apple, Oracle, Microsoft, etc. might then consider creating new jobs in Iowa due to an abundance of highly qualified graduates and our low cost of living.

	requirement, which contributes to endemic computer illiteracy across the UI campus and the state of Iowa.		
9	Mentoring for first generation or at-risk students		
10	Develop UI pipeline for minority graduate professional students to become faculty		
11	Recruit students from traditionally black/minority colleges to become graduate students at UI		
12	Recruit graduate students from traditionally black/minority colleges to become UI faculty		
13	Central administration $ for underrepresented faculty		
14	Improve the climate for inclusion of underrepresented minority students of color, and women- for undergraduates, graduate students, faculty, and staff. Focus on the climate within schools and colleges, and disciplines to develop micro-communities of inclusion.	The climate for learning and working is critical for persistence and retention.	A campus climate survey would be a great start. Scholars in the Higher Education and Student Affairs program, and their graduate students, could be called upon to support this work.
15	Before deciding to enroll at the University of Iowa, students (undergraduate, graduate and professional) should have as much information as possible about graduation rates, time-until-graduation and post-graduation financial outcomes (e.g., job placement, typical income, debt load, proportion of students w/ loan debt who face difficulties paying off their student loans) for their chosen degree and department. Recommend convening a committee to determine what metrics can be easily collected and provided via an online query		

	tool to prospective or current students and other stakeholders.		
16	As UI seeks to evaluate the impact on the state, assist academic programs in tracking where their students are placed - the extent to which UI students, stay in Iowa after concluding their studies is part of serving Iowa. At present, the rhetoric is largely on serving in-state residents at the point of admission.		An IR function could assist with this process. HESA faculty could assist with thinking these processes through.
17	More opportunities for faculty to listen to each other's teaching. Teaching is a collective endeavor and our students experience a wide range of disciplines and styles, whereas most of us faculty rarely or ever see anyone else teach, esp. outside our area. I'm not sure how specifically to do this, but even, say, designating certain class sessions as open to colleagues (because one is teaching a particularly exciting topic?) might start opening up the possibility that we shouldn't just hide our teaching from each other but rather share it.		

Enhance Knowledge Production and Research Status			
	Brief Description of Key Elements and Participants	Impact on the University or on Particular Constituencies	Initial and Ongoing Costs of Implementation
18	Study AAU criteria and gap between input and outcome and devote resources appropriately (e.g., hiring stars, sabbaticals?)		
19	There is a need in science departments in CLAS for major funds (beyond salary lines) that can enable us to hire tenure-track faculty. I do not know if this is as much of an issue in other Colleges, but it may be so. The costs of setting up new laboratories in the sciences are very high. Even when salary lines are available, the lack of start-up funds for faculty in these areas is a serious barrier to competitive hiring, and it seems that a special initiative in this area may be needed.	The impact on the University will be vital in maintaining and improving relevant rankings and stature among core science departments that are central to our undergraduate and graduate teaching and research missions.	Competitive start-up packages in laboratory experimental sciences—even for new probationary faculty—can range from 500 to 750K or even more per individual, depending on research discipline and specialty. Some approaches to ameliorating this, e.g., via shared core equipment facilities, or cluster hires can help, but only go so far. Current policy (at least in CLAS) also requires Departments to provide a large fraction of these costs, resulting in a considerable and unsustainable drain on limited Departmental foundation resources (and this is arguably not the most appropriate use of such funds).
20	Evaluate potential changes for promotion criteria, e.g. include student mentoring as teaching.		
21	Review expectations for allocation of faculty effort (post tenure) in teaching, research, and service. Develop new metrics and incentives for performance within each.		
22	There is a strong need to incentivize funded clinical research in the health sciences. Currently, departments pay 100% of their	Initially, there would be an initial drop in the total amount of indirect fees collected by the University. However, by providing clinical	Costs are dependent on the percentage returned to the department and the number of

	indirects to the University without a return to the department. Given that federal salary caps actually make the acquisition of these grants a net NEGATIVE to the clinical departments, the University could increase the overall amount of indirect funds obtained by returning a percentage to the originating department. In addition, clinical research does NOT use additional physical space that would justify a separate tax as this, in effect the University is asking clinical departments at UIHC to pay for the same space twice, quite unfair	departments the means to cover their losses by obtaining research grants, the eventual net affect would be a positive.	new grants obtained. This will give clinical departments the means and the motive to obtain new grants.
23	Reconsider the size of salary raises for tenure and promotion compared to peer institutions.		
24	Reworking the distribution of indirect cost recovery. At present, the way the University redistributes indirect costs recovered is problematic for several reasons. First, it is opaque and makes an accounting of which units are subsidizing others, for example, impossible. Second, it reduces the incentive for units to pursue external funding that includes indirect costs. Finally, it puts us at a disadvantage with our peers almost all of which distribute a much greater share of indirect costs to the units responsible for producing them.	This would make many units more competitive with peer units in other universities more competitive in recruiting students and faculty. It would also put unit leaders (Deans and DEOs) in a much more strategic position to make decisions about reinvestment/reallocation that they know more about than does someone in central administration. It would also the University community to start a needed and productive conversation about which units on campus are actually subsidizing and being subsidized. This is essential information with which to make strategic decisions about what the area(s) the University should emphasize in the future.	There would be significant cultural and political costs to doing this and it would require a type of accounting that the University may not be doing already. But, I think there is significant support for this across many units on campus (including among those who might be identified as subsidized rather than subsidizing).
25	Center for Interdisciplinary Studies. This center would both provide space and "mini-sabbaticals" (6 - 8 weeks, or summer support) for faculty interested in developing a major research portfolio around some critical social or scientific issue, and conduct research on how to facilitate effective interdisciplinary research.	This would provide an incubation space and time for cutting edge multi-perspective approaches to addressing significant problems that are currently being pursued in "silos". It could involve all of the colleges and most of the departments and perhaps energize faculty who have attained tenure and are focused on broadening their research portfolios.	Allocation of space should involve minimal capital cost unless a new facility is build or new space leased. Ongoing expenses would be primarily for the mini-sabbaticals. Assuming teams of 6 - 10 persons for 10 weeks, this probably amounts to $150K - $200K annually.

26	The STEM@UIOWA Network would provide an avenue for a more unified STEM presence across campus, as well as throughout the state and nation. This network would more purposefully bring together the various STEM efforts, organizations, and personnel currently active across campus as well as provide a means for the development of new and innovative STEM programming, ideas, and opportunities. This unified effort would be instrumental in helping develop STEM literate citizens in our state and nation by providing quality STEM education for all students, in providing greater opportunity for encouraging student exploration of STEM related careers, and in positioning the University of Iowa as a leader in STEM education and STEM innovation.	Outreach Activities STEM outreach providers are currently meeting on a monthly basis to discuss different outreach activities across campus. The individual STEM outreach providers are currently offering a variety of programing for a range of age-groups. These providers are interacting with students, parents, educators, business partners and other interested groups. Work is currently underway to improve coordination of the efforts of all these providers in order to better publicize and communicate opportunities available for both external audiences as well as opportunities for University of Iowa faculty and staff members to collaborate with the outreach providers. In addition, current efforts are underway to work with Admissions staff to involve STEM outreach partners in helping to promote the University of Iowa in general and to track the impact of participation in STEM outreach activities on student decisions to attend the University of Iowa. K-12 STEM Education Much work is being done in the area of K – 12 STEM education. These efforts include ongoing research and professional development aimed at improving teaching and learning in science and math at the K – 12 level. In addition, efforts are underway to explore new and unique ways to provide STEM education such as working with businesses and community partners, and the use of technology enhanced classrooms. The recent efforts throughout the state of Iowa in regard to STEM education have led to interest in engineering education, the development of STEM teaching endorsements and graduate degrees, and development of effective STEM	Funding Opportunities While I do not think there would be a great deal of upfront costs associated (except to buy out or pay for a couple of staff members), many opportunities exist for exploring potential funding opportunities that leverage the strengths of STEM interested faculty and staff campus-wide. Potential grant applications and proposals could ideally be strengthened through coordinated efforts to establish partnerships between faculty and staff in different Colleges. Greater opportunity to enhance proposed broader impact efforts could be realized if greater awareness regarding the STEM activity happening across campus existed. A more systematic and focused approach to communicate opportunities for collaborative proposals as well as matching up potential partners could improve the securing of funding to continue to develop and improve STEM programming across campus. Benefit of Creating the STEM@UIOWA Network:

		career counseling opportunities for students. Emerging opportunities in researching integrative STEM teaching and learning and the impact of new educational techniques on student learning could be capitalized on with current University of Iowa resources. The Kirkwood Regional Center at the University of Iowa would provide an excellent opportunity to begin to explore many of these emerging questions. Undergraduate and Graduate STEM Education Efforts are also taking place in various STEM related departments across campus to improve teaching and learning in undergraduate and graduate programs. These efforts include curriculum revision and design, professional development to improve instructional practices, and evaluation and analysis of current practices. In addition, faculty members in theses Colleges are engaging in research related to promoting best practices in undergraduate and graduate STEM education. Increased cooperation between and among the various efforts and between faculty members in the College of Education and in other Colleges across campus could help enhance and promote these efforts. STEM Research and Innovation In addition to the teaching and learning in STEM disciplines at the undergraduate and graduate level, innovative and cutting-edge research is taking place across campus in STEM related areas. This research is being implemented by faculty, graduate students, and undergraduate students. Coordinated efforts to promote awareness of the research activities could improve the ability to link this activity to	

		activity in the other STEM areas, as well as ultimately enhance the broader impact of the research activity. In addition, the growing emphasis on research experiences for undergraduate students could be connected to ongoing efforts in this area. Two main goals of the STEM@UIOWA network would be increasing the number of STEM majors at the University of Iowa without decreasing majors in other areas and developing a cohesive community that would be more capable of pursuing, applying for and securing funding for innovative STEM activity. In terms of the first goal, activity in this area would encourage students who would not have otherwise selected the University of Iowa to pursue programs of study in STEM areas here. This could be accomplished by • More effective connection with Kirkwood Community College, and specifically the Kirkwood Regional Center at the University of Iowa, to clearly articulate pathways for students at these institutions to continue their studies at the University of Iowa and to support the students who do to increases retention. • More effective evaluation of STEM outreach activities offered by UI programs and the impact on student choices in what areas they pursue degrees in and what institutions they attend. • More effective coordination of the promotion of STEM outreach activities and the use of these outreach activities as an opportunity to recruit students to study in STEM fields at the University of Iowa.	

27	We propose that the UI should make a formal investment in sustainability by restructuring current assets to form a meta-department, or a School of Sustainability. Research in fields relating to sustainability is increasingly important, and an understanding of the cultural and scientific aspects of sustainability will help Iowa graduates be productive contributors to society. Students need to learn to think critically with a sustainability "filter", an awareness of need for global and local sustainability efforts; and an awareness of how to think about addressing these problems in integrated way. Iowa can and should position itself as a leader in these areas. Participants: this proposal is cross-departmental and cross-collegial, involving faculty and expertise from departments across CLAS, Engineering, Public Health, Business, Law, etc. Importantly, a school of sustainability would formalize linkages between STEM fields and the liberal arts. Existing curricular assets include at least three already strong undergraduate programs, the Environmental Policy and Planning (EPPL) Major, the Environmental Sciences (ES) major, and the Sustainability Certificate (SC) Program. ES and SC are in large part faculty-driven initiatives, representing collaborations among departments and colleges. Despite their importance (with ~ 160 students, ES is the largest interdisciplinary major in CLAS; ~120 students are enrolled in the SC at any given time), neither program has much input with respect to relevant faculty hiring decisions, course design, or research priorities, and participating faculty currently have no reason to invest in these programs	The UI is a small R1 institution and one way to compete with larger peer institutions is to seek out opportunities that allow us to 1. Have an impact on important problems/issues at regional/national/international scales. Investing in sustainability allows us to make such an impact. United Nations Secretary-General Ban Ki-moon recently referred to sustainable development as the “central challenge of our times” because it encapsulates so many of the most pressing threats facing humans and the planet. Climate change, access to sufficient food, clean water, and healthy air, safe and reliable energy, long-term economic wellbeing, and conflict over limited resources are all at a fundamental level issues related to sustainability. For this reason, we must encourage some of our best and brightest to seriously study how humans interact with the environment and how we can guide our world toward a more sustainable future. 2. Overcome the constraints associated with the limited human and financial resources associated with typically small UI departments…building on collective strengths to pursue a common goal One way to overcome the constraints associated with being a small R1 with typically small departments is to embrace interdisciplinary education and research. Academia has discussed the need to lower the walls of academic silos for years, but has only recently made any real progress in this area. Some of this progress is due to pressing problems that require an interdisciplinary perspective; some is due to a new generation of researchers willing and able	Costs of implementation are difficult to estimate and depend significantly on the scope and form of implementation. The formation of a School of Sustainability) might involve moving faculty and curricula with connections to sustainability into a single unit (perhaps dissolving existing “silos”, perhaps not), targeted faculty hiring in areas of need, and possible investment in new infrastructure. The concept of a meta-department requires less investment and structural change. The fundamental challenge is that interdisciplinary research and degree programs often suffer from a lack of institutional structure and, as a result, a lack of ownership. A meta-department attempts to overcome this problem at a level between a single department and a school through formalized, synergistic connections among portions of departmental resources and focused on shared interdisciplinary teaching and research interests (e.g., sustainability, informatics). The intended result: adaptive programs that help UI stay competitive, meet the rapidly changing needs of society, and project an academic footprint larger than our numbers may otherwise suggest.

	when the interests or demands of their own departments must come first.	to confront related topics. UI should seek strategic opportunities to maximize existing investments in faculty/staff/resources through synergistic interdisciplinary collaboration/programs. Sustainability is inherently interdisciplinary. It combines not just STEM fields, but integrates the Liberal Arts as well. UI is therefore capable of producing important products in sustainability research because of widespread interest and existing expertise in the College of Liberal Arts and Science (Geographical and Sustainability Sciences, Biology, Earth and Environmental Sciences, Political Science, Arts, Philosophy, English, International Studies), College of Engineering (Civil and Environmental Engineering, Mechanical and Industrial Engineering), College of Law, College of Business, College of Public Health, Graduate College (Urban and Regional Planning). 3. Be a leader in certain areas… get "ahead of the curve" on important issues in academia Through sustainability, innovative new approaches for disciplinary and interdisciplinary education and research can be developed that are designed for the challenges currently confronting academia (e.g., the need to illustrate relevance of environmental sustainability to society, do more with available resources through creative interdisciplinary programs, develop students capable of meeting needs of tomorrow- ability to adapt, problem solve/think creatively, collaborate, communicate, use computational tools). 4. Lead by example	

		Sustainability is not just education and research – it is a perspective and a way of living. UI can (and does) lead by example through the development of a campus culture dedicated to sustainability. This can be supported by the work of the Sustainability Office, facilities management, and service learning opportunities.	
28	Cross-campus discussion of sound and voice that would involve Otolaryngology, Communication Sciences and Disorders, the School of Music, Communication Studies, Cinematic Arts, and other interested departments. It is a historic strength of this campus.		
29	Cluster hiring initiative in Renewable Energy Science and Technology - including new research in energy technologies (batteries, solar cells) and biofuels? Faculty/departments primarily in CLAS, Engineering and COM. May include Humanities, Social Sciences faculty, and Biocatalysis faculty. Will also include faculty who perform computational modeling of new materials and their surface reactions to guide experiments.	Clusters such as this should be a useful way to attract top faculty talent to UI. It can provide a good launch point for interdisciplinary and large group research grant proposals to agencies such as the Department of Energy. This agency currently funds very little research at UI, despite quite a few people in chemistry, physics, biochemistry, and engineering working on renewable and clean energy science and technology.	Expensive. Currently CLAS appears unable and unwilling to shoulder the expense of hiring new faculty to offset recent losses of world class faculty who have left UI. These faculty took high funding and publication records with them and will negatively affect UI external reputation in the short term. The cost of science and engineering faculty lies mostly in one-time high laboratory startup costs (~$500 - $800K/faculty member). Much of this funding builds up our equipment and infrastructure or supports graduate student and postdoctoral researchers. A realistic cluster seems to require hiring at least 6 new faculty to complement twice that number already at UI. In addition, strong commitments to maintaining existing materials characterization equipment on campus and

			upgrading some systems would be useful.
30	4 December 2015 Faculty Senate Solicitation—Strategic Priority Recommendations Proposal for a University of Iowa Campus-Wide Resource on Systems Science: Theory, Research and Applications Background: While there is some important skill and talent in systems science on campus, overall my evaluation is that we are behind many first tier universities in this area. Systems science is fundamentally a mathematically-based approach to better understand, plan, structure, predict and execute complex phenomena. It is a set of tools that can enhance many quantitative endeavors, both in research and practice. Application Examples: Systems science is not new, and has been applied to or has implications for many domains and disciplines. However, it continues to grow and find many modern applications, including: -Business and industrial processes -Physics, applied and theoretical -Astronomy and space travel -Individual and group social behavior -Climate change and climatology -Cellular and other complex biological processes -Disease causation and public health -Innumerable engineering programs	Above is a two page memo on a proposal for campus-wide program in systems science. I believe that most domains of the University can benefit, particularly the sciences, engineering, business, and health care.	It is very difficult to cost this program out, particularly because some of it leverages existing resources. If there is interest in this, I'd be happy to work with the Senate and others to try to develop cost estimates.

	-Global and local health systems -Modeling and predicting disease outbreaks -STEM and other educational programs -Military weapons, strategies and tactics -Complex operational decision-making -Information systems -Computer science Why Haven't We Done More Systems Science? I don't have easy answers for this. Some possibilities include: absence of suitable centralized planning, resource distribution and programmatic oversight on campus to promote important strategic areas; existing STEM faculty have had some success without local systems science resources (but in my view not nearly enough); other universities and research organizations have filled the vacuum and needs; and we don't have large scale industries around us that require and share systems resources (e.g., aero-space, heavy manufacturing, military-industrial, automotive). How should the strategy of systems science development be approached at the UI? This will require campus-wide strategic planning, which itself could be aided by systems science, and faculty and staff information collection on interests and activities. One vision is to establish a University-based institute that is headquartered in and managed by the Office of the Vice President for Research. Faculty, staff, and other programmatic interests can be brought		

	together with economic development interests to help the program grow. My personal belief is that "Cluster Hiring" is not the right approach, for several reasons: 1) These programs generally move slowly, by hiring young faculty, and don't have enough central University direction and monitoring; 2) an approach that leverages resources requires computer specialists, health planners, research staff, perhaps business and military experts and others—many of whom are not and should not be faculty, and 3) the clusters are in my view too small and selectively placed for this activity. Developing partnerships with government and private organizations where possible could help in providing resources, aegis and exploratory projects. However, there are areas and disciplines where key faculty skills will be needed. It may also be necessary to offer "in-service" training to faculty who might have an interest but not the requisite skills. Establishing a systems science resource activity for faculty as soon as possible should be helpful to get the program moving. Leveraging and rewarding existing faculty who possess systems skills, such as those in engineering, computer science, health planning, genetics and informatics, could also help jump-start this activity. Some Key Words: Simulation Computational modeling Systems biology and synthetic biology		

	Discrete event simulations Health planning Bioinformatics Network modeling Software engineering Defense systems Systems analysis Industrial systems		
31	The University of Iowa should turn its eminence in communication into an emphasis for recruiting, educating, and placing its students. It can develop and present itself in important part as The Communication University. The foundation for this initiative is already extensive. Specific projects to build on it can reach from greater education in most fields for writing, speaking, and electronic communication to student contests, workshops, internships, and certificates as well as professional conferences and publications. These can enhance the University of Iowa's quality and visibility, especially with communication skills prized for employers, entrepreneurs, and personal lives. For a century, Iowa has been a world leader in the fields and initiatives that teach communication. Iowa pioneered the speech disciplines; and it features top-rated programs in Communication Studies, Rhetoric, Speech Pathology, and Audiology. Iowa invented the	Communication is crucial for expressing ourselves as individuals, learning with others, even making sense of life. When college graduates say after a decade which classes still are paying dividends, many name the courses that improved their speaking, writing, reading, or viewing. Communication skills have been their routes to later learning. When analysts note the keys to good government, they lead with the communication capacities of individuals and institutions. Communication skills produce informed citizens and leaders in touch with them. When CEOs tell how colleges can educate students better for the worlds of work, they stress the capacities for conveying ideas, hearing suggestions, facilitating discussions, presenting reports, and persuading people. Communication skills enable effective collaboration. The single best way to improve university education is to enhance the attention students pay to any and every mode of communication. That holds for general education as much as specialized education. Therefore a university-wide emphasis on	Thus Most of the needed resources are already in place. What is mainly needed are declarations of priorities, organizational work on educational opportunities and recognitions, plus funds for publicity efforts. An interdisciplinary faculty cluster or two could be formed, but less for new recruitments than for further networking among faculty already at Iowa, who would then be positioned to pursue grant funds to support the educational initiatives.

	writer's workshop and the MFA degree, with the Iowa Writers' Workshop and the International Writing Program long the best in the world. Iowa has notable programs in Art and Art History, English, Music, Theater, Cinema, Journalism and Mass Communication, with several in beautiful, state-of-the-art buildings. All are communicational. Iowa's new strength in informatics feeds into faculty who work on political communication and claim international attention for at least one year out of every four due to the Iowa Caucuses and the Hawkeye Poll. Iowa's Center for the Book has become the home for advancing the art and craft of book-making. The Iowa Writers Learning Community gives entering students a residential setting for a focus on creative writing. Iowa's Virtual Writing University provides a global archive of readings, recordings, debates, drafts, journals, and more. The full roster of resources and reasons for Iowa to become The Communication University is much longer. The idea is to tap Iowa's excellence in communication more systematically to enrich the education of its students. Speaking skills create first impressions and contribute to the most pervasive of human practices. Already the University of Iowa is unusual and celebrated for the attention its Rhetoric requirement gives to oral speech. Writing skills propel the professions and remain the mark of the educated person. No university is as well known for excellence in writing as the University of Iowa, and greater emphasis on student writing can capitalize on this. Multimedia skills generate communications that address great numbers, vast distances,	communication would foreground many ways in which the University of Iowa is a world leader, it would help add to these, and especially it would help serve students even better.	

	virtual realities, and other dimensions of increasingly electronic cultures. Again Iowa faculty have been pioneers in multimedia scholarship and education, with the TILE classrooms ideal for educational initiatives to take advantage of Iowa's unusual interest and expertise.		
32	Studying and promoting physical activity - potentially including researchers from across disciplines, ranging from medicine, health and leisure studies, physical therapy, exercise science, public health and nursing. This could involve numerous colleges, such as CCOM, COPH, CON and CLAS.	Obesity and sedentary behavior are leading causes of numerous health concerns. Adults are increasingly not meeting physical activity guidelines. Studying benefits across health systems (medical, psychological, etc.) as well as how to increase participation and reduce barriers could not only impact Iowans across the state but across our nation.	We have several faculty who have related research interests in this area, but little centralized support. I would propose potential cluster hires as well as a shared core laboratory for research equipment and analysis, such as activity accelerometers, oxygen consumption measurement (portable units), and informatics/analysis expertise to generate standardized analysis techniques for large scale studies. There is also potential for collaboration with ISU as they have individuals with interests in this area as well and could demonstrate a strong link for our state between universities.
33	Significantly invest resources and protected faculty time into currently well-integrated and highly functional groups of basic, translational, and clinical faculty scientists investigating novel redox biology based therapy interventions going directly from basic science funded projects to high profile clinical trials that show promise of therapeutic efficacy in large patient populations. These initiatives have been ongoing at Iowa for the last 15 years with moderate investments from the Holden Cancer Center and the Carver Trust. These efforts could move much more rapidly with further investment. If these	Huge impact on cancer and other diseases affecting citizens of Iowa and the country that will bring lots of free media attention and investment to the University of Iowa.	Invest $1,000,000/year in keeping the ongoing clinical trials and investigative teams currently doing the most novel mechanistic redox biology approaches; 1) moving forward as fast as possible with all aspects of their current endeavors, 2) seeking out and developing from within the institution a larger well-integrated critical mass of faculty with new highly promising and rapidly translatable initiatives; by supporting a Center for

	endeavors are successful at changing the current practice of medicine in the USA based on the scientific principles of redox biology initiated at Iowa, they will do more than any scientific endeavor I am aware of, to immediately catapult the University of Iowa Biomedical Research Community onto the national stage in a way that will lead to significant increases in both patient based clinical income as well as NIH and private sector investment in future therapy development.		Excellence in Redox Biology and Medicine that will provide the leadership structure to move already existing efforts quickly into high profile clinical trials/grants as the centerpiece of success as well as providing a nucleation point for bringing in more existing biomedical research faculty with similar interests into the process.
34	Develop a robust endowment specifically supporting basic discovery biomedical research. There is a great need for regular, predictable investment in basic biomedical research. Such support could be used to invest in high risk/reward research, support graduate or postdoctoral education, reward and therefore incentive the most productive faculty, purchase new technology etc.	Would have major impacts on constituencies involved in biomedical education and research.	A $100,000,000 endowment would provide $5,000,000 a year to invest in research. Thus, the fund raising for this effort would have to robust and involved the highest leadership of the university and medical center.
35	Central University Support for Cluster Hiring	The University benefits from ongoing faculty recruiting in growing, interdisciplinary areas. Faculty were involved from the outset in creating most of the clusters, such as water sustainability, digital humanities, genetics, obesity, aging mind & brain, etc. However, the ability to hire into these clusters has been limited by deal-making and resources that are not available to all colleges and units. The clusters that are doing well should be allowed to expand to at least 20 positions with recurring and start-up costs being provided by central administration.	
36	More venues and opportunities for faculty to listen to each other's research. We have the Presidential Lecture, and most of us give occasional talks (often just to our own department), but could we find some way of facilitating and enabling faculty to present		

	their research to other faculty from widely different disciplines, and find ways of encouraging more of us to attend.		
37	I submit the following proposal, which will require only a modest investment of funds and will capitalize on one of the University's world-class assets: our top-ranked Law Library. I propose the creation of an Institute for Advanced Study in Law and Policy, the centerpiece of which would be an internationally competitive scholar-in-residence program. This would build on the University's unique strengths and fill a need both nationally and globally. For scholars of law and legal policy, there are not many options for where to pursue research while on a research leave or Career Development Award. The Institute for Advanced Study in Princeton, the Center for Advanced Study in the Behavioral Sciences at Stanford, the Cullman Center for Scholars at the New York Public Library, the National Humanities Center in North Carolina, All Souls College in Oxford, and the Wissenschaftskolleg in Berlin may occasionally admit a legal scholar, but these institutions are primarily designed for scholars in fields other than law. The program most on-point would be the Program in Law and Public Affairs at Princeton University, which annually invites a small number of visiting fellows, but the Princeton program suffers from having neither a law school nor a law library.	In addition to having full access to the rich collections of a superb Law Library, scholars in residence at the proposed Institute for Advanced Study in Law and Policy would benefit from presenting their research within the special workshop tradition at the College of Law. Our Legal Studies Workshop is similar in format to the rigorous Iowa Writers' Workshop: the participants commit to read the paper carefully, and it is the readers of the text who speak, not the author, except perhaps for a few words at the workshop's conclusion. It is a superb format for critical, constructive feedback on a draft. Reaching well beyond the College of Law, scholars in residence at the proposed Institute for Advanced Study in Law and Policy would contribute to and benefit from the interdisciplinary, cross-collegiate intellectual life of the University. Moreover, the Institute would contribute to the University's public mission by fostering the very best research on important matters of law and legal policy. This proposal builds on the Law Library's successful Bonfield Fellows program. Funded entirely by a small private donation, that program enables scholars from outside the University to spend a few days researching in the Law Library's collections and to present a paper to the College of Law faculty. Because of limited funding, each Bonfield Fellow can be in residence only for a few days. However, we have attracted scholars of the highest caliber:	The cost of a scholar-in-residence program would be approximately $10,000-$12,000 per visiting scholar per semester. Each scholar would be on research leave from his or her home university, which would continue to provide salary and benefits. All that would be needed for each scholar would be a monthly stipend (say, $1,500 or $2,000) to cover accommodation in Iowa City. The program could also provide a return-trip air ticket to Iowa City (approximately $500-$1,500, depending on the scholar's location).

	The University of Iowa, which has a world-class Law Library, a strong workshop tradition within the College of Law, and the interdisciplinary, cross-collegiate strength of an AAU research university, is the ideal institution for an Institute for Advanced Study in Law and Policy with a competitive scholar-in-residence program. Our Law Library is the second-largest academic law library in the nation (second only to Harvard), with more than 1.4 million volumes and volume equivalents. The Law Library is renowned for the depth, breadth, and diversity of its holdings in U.S., foreign, comparative, and international law, in all formats: print, microform, and electronic. I propose starting modestly, with two Institute scholars in residence each semester. This will enable the scholars to be fully integrated into the intellectual life of the College and the University. For example, shortly after the start of each semester, there would be a luncheon in the College of Law faculty lounge to introduce the Institute scholars to the College of Law faculty. There would also be a dinner in the faculty lounge to introduce the scholars to key faculty from other colleges, thereby fostering interdisciplinary connections. I envision the following division of responsibility: <u>Law Library</u> Administers the Institute and the scholar-in-	2015 Bonfield Fellow: Dr. Matthew Dyson of Cambridge University 2016 Bonfield Fellow: Prof. Yun-chien Chang of the Academia Sinica in Taiwan and Visiting Professor at the University of Chicago Law School In the same way that the International Writing Program directed by Christopher Merrill attracts authors from around the globe who wish to spend a semester in residence while working on their writing, the proposed Institute for Advanced Study in Law and Policy is poised to become the ideal destination for scholars in law and related disciplines from across the United States and abroad who are on research leave from their home institutions. Moreover, in the same way that the Institute for Advanced Study in Princeton is one of the world's leading centers of research in the humanities and the social and theoretical sciences, the proposed Institute for Advanced Study in Law and Policy can bring together the most thoughtful and innovative legal minds and be the incubator for the very best and most transformative research in law and legal policy.	

	residence program Provides each Institute scholar with workspace (a lockable closed carrel) and computer Provides research and reference assistance to the Institute scholars <u>College of Law</u> Provides secretarial support for the Institute scholars Fully includes the Institute scholars in the College's intellectual life, including an invitation to present work in progress in the Legal Studies Workshop <u>Other colleges</u> Assist in connecting the Institute scholars with UI faculty in all relevant disciplines <u>Central administration</u> Provides funding for the Institute (for two scholars each semester): $50,000/year		
38	Center for Interdisciplinary Studies. This center would both provide space and "mini-sabbaticals" (6 - 8 weeks, or summer support) for faculty interested in developing a major research portfolio around some critical social or scientific issue, and conduct research on how to facilitate effective interdisciplinary research.	This would provide an incubation space and time for cutting edge multi-perspective approaches to addressing significant problems that are currently being pursued in "silos". It could involve all of the colleges and most of the departments and perhaps energize faculty who have attained tenure and are focused on broadening their research portfolios.	Allocation of space should involve minimal capital cost unless a new facility is build or new space leased. Ongoing expenses would be primarily for the mini-sabbaticals. Assuming teams of 6 - 10 persons for 10 weeks, this probably amounts to $150K - $200K annually.
39	Amass information about current offerings in sustainability across the university (business, health, law, engineering, social sciences, physical sciences, humanities, arts) and create a plan to include education in sustainability across the curriculum, undergrad and grad. Create an Office of	Changing climate and human population growth--to name two of the biggest issues in sustainability studies-- are already having major impacts on water availability, agriculture, human health, biodiversity, human migration, and thus global political stability. For some time the US military has named climate change as the greatest security risk to the US. A university that fully embraces	The initial cost is in hiring a leader to guide the information gathering and vision in the provost's office. At least one staff assistant is surely necessary as well. Ongoing costs are in hiring faculty in

	Sustainability within the Provost's Office to coordinate this activity and dovetail its operations with the Facilities Management placed Office of Sustainability. I use the word "sustainability" as a short hand for a set of research agendas that stretch across disciplines. One could speak of risk and resilience--language I prefer. But I use the word "sustainability" because it is already embedded in some facets of university research and teaching and public partnerships.	these challenges across its endeavors and not just in pockets is one that will be embracing its responsibility to its students, its patients and clients, and its public partners.	virtually all disciplines, as needed, to develop new knowledge in the many areas of sustainability and to share that knowledge in and out of the classroom.
40	International collaboration. I am a visiting professor of the Department of Mathematics. I keep also my permanent position of a leading researcher in the National Academy of Sciences of Ukraine. I have also close relations with the Kharkiv National University, the second-ranked university in Ukraine. I refer to the web sites https://en.wikipedia.org/wiki/University_of_Kharkiv and http://www.univer.kharkov.ua/en for detailed information. I think that the University of Iowa and Kharkiv University could collaborate in various areas: mutual visits for joint research projects, short course lectures for students, etc. This collaboration would definitely benefit both sides.	As I am familiar with advantages and disadvantages of the education systems used in Iowa and Ukraine, I hope that the exchange of teaching methods and ideas would be useful for both universities. Another important aspect is that the University of Iowa can recruit talented students for the PhD programs.	I am not an expert in finance. I suppose that the costs are rather moderate. First of all, they would be related to the reimbursement of travel and living expenses.
41	The Clinical Trials Statistical and Data Management Center (CTSDMC), a Center within the Department of Biostatistics in the College of Public Health, serves as the Data Coordinating Center for the Network of Excellence in Neuroscience Clinical	If implemented successfully in a way that is attractive to the Institute, this would have the potential to allow for a visible informatics-type initiative - as well as the potential to provide a great deal of visibility to the university.	Unknown, but likely variable - depending on how many "bells and whistles" are desired to be included in the data repository.

	Trials (NeuroNEXT - see www.neuronext.org for additional details). Per the NIH data sharing policy, we need to make data from the clinical trials completed in the Network available to external investigators at the end of the study. We have other projects funded from NINDS that have similar requirements. Through discussions, we have found that there is a requirement to share data from the Institute - but limited infrastructure in place regarding how the data are shared and/or made accessible to an external user. We aim to use NeuroNEXT as a template that we can use across other studies - where data sets can be stored and made accessible to these external users. However, while our current funding and infrastructure only allow us to implement this in a very basic format (basically just making data sets available for download), there is a lot of potential to expand the offerings available. This could include any number of informatics components that would allow a user to perform more complicated tasks (like querying across different data sets - i.e., looking for males above 55 with Parkinson's disease, etc.). Given the lack of existing infrastructure, we feel that having something already in place might be very attractive to market to the Institute - and could potentially become a more broader data repository across studies conducted at different institutions (in Iowa terms, kind of an "if you build it, they will come"). Implementing this type of complexity would likely require more of an institutional commitment, and collaboration across different groups.		

	We aim to use NeuroNEXT as a template that we can use across other studies - where data sets can be stored and made accessible to these external users. There is a lot of potential to expand the offerings available. This could include any number of informatics components that would allow a user to perform more complicated tasks (like querying across different data sets - i.e., looking for males above 55 with Parkinson's disease, etc.). Given the lack of existing infrastructure, we feel that having something already in place might be very attractive to market to the Institute - and could potentially become a broader data repository across studies conducted at different institutions		

New Frontiers in the Arts			
	Brief Description of Key Elements and Participants	Impact on the University or on Particular Constituencies	Initial and Ongoing Costs of Implementation
42	Cross-campus discussion of sound and voice that would involve Otolaryngology, Communication Sciences and Disorders, the School of Music, Communication Studies, Cinematic Arts, and other interested departments. It is a historic strength of this campus.		

Better Futures for Iowans			
	Brief Description of Key Elements and Participants	Impact on the University or on Particular Constituencies	Initial and Ongoing Costs of Implementation
43	1) Recommend that the activities and focus of the Office of Engagement and Outreach become a major priority of the University. Specifically, I recommend that faculty, staff, and students engaged with constituencies locally, regionally, nationally, and on a global level to become engaged citizens. This would involve Associate Provost Linda Snetselaar and the currently engaged members of the University community to promote this important institutional agenda. The University will reapply for the Carnegie designation for engaged campuses; in order to receive the designation again, we need to show progress. The Obermann Center provides strong support. Some Colleges (Business) are moving in this direction and others have a history of engagement (Public Health, Education, Medicine, Dentistry). We are a prime moment to continue this agenda.	1) The University has a wonderful beginning in its connection with constituencies around the State. We can quietly and effectively show our contributions to the State and the region with engagement activities. Research shows that undergraduate students seek opportunities to become engaged but this requires faculty who understand how to embed service learning activities and classrooms without walls. This approach would be a wonderful antidote to promoting online learning. Let's do both. If this were a value of the University, we could recruit more campus participants thus increasing our impact on the State and the Region.	1) Because we have the Office of Engagement and Outreach, the initial costs will be minimal. But as we elevate their activities, it might involve adding staff and funding for various activities. A partnership between the VP for R/Econ Develop will strengthen these activities because the focus moves along parallel and complementary lines. Embracing what is currently in place may suggest minimal costs initially. There is already pay off from the Office of Engagement which may justify increased funding.
44	We propose that the UI should make a formal investment in sustainability by restructuring current assets to form a meta-department, or a School of Sustainability. Research in fields relating to sustainability is increasingly important, and an understanding of the cultural and scientific aspects of sustainability will help Iowa graduates be productive contributors to society. Students need to learn to think critically with a sustainability "filter", an awareness of need for global and local sustainability efforts; and an awareness of how to think about addressing these problems	The UI is a small R1 institution and one way to compete with larger peer institutions is to seek out opportunities that allow us to 1. Have an impact on important problems/issues at regional/national/international scales. Investing in sustainability allows us to make such an impact. United Nations Secretary-General Ban Ki-moon recently referred to sustainable development as the “central challenge of our times” because it encapsulates so many of the	Costs of implementation are difficult to estimate and depend significantly on the scope and form of implementation. The formation of a School of Sustainability) might involve moving faculty and curricula with connections to sustainability into a single unit (perhaps dissolving existing “silos”, perhaps not), targeted faculty hiring in areas of need, and possible investment in new infrastructure. The concept of a meta-department requires less

	in integrated way. Iowa can and should position itself as a leader in these areas. Participants: this proposal is cross-departmental and cross-collegial, involving faculty and expertise from departments across CLAS, Engineering, Public Health, Business, Law, etc. Importantly, a school of sustainability would formalize linkages between STEM fields and the liberal arts. Existing curricular assets include at least three already strong undergraduate programs, the Environmental Policy and Planning (EPPL) Major, the Environmental Sciences (ES) major, and the Sustainability Certificate (SC) Program. ES and SC are in large part faculty-driven initiatives, representing collaborations among departments and colleges. Despite their importance (with ~ 160 students, ES is the largest interdisciplinary major in CLAS; ~120 students are enrolled in the SC at any given time), neither program has much input with respect to relevant faculty hiring decisions, course design, or research priorities, and participating faculty currently have no reason to invest in these programs when the interests or demands of their own departments must come first.	most pressing threats facing humans and the planet. Climate change, access to sufficient food, clean water, and healthy air, safe and reliable energy, long-term economic wellbeing, and conflict over limited resources are all at a fundamental level issues related to sustainability. For this reason, we must encourage some of our best and brightest to seriously study how humans interact with the environment and how we can guide our world toward a more sustainable future. 2. Overcome the constraints associated with the limited human and financial resources associated with typically small UI departments…building on collective strengths to pursue a common goal One way to overcome the constraints associated with being a small R1 with typically small departments is to embrace interdisciplinary education and research. Academia has discussed the need to lower the walls of academic silos for years, but has only recently made any real progress in this area. Some of this progress is due to pressing problems that require an interdisciplinary perspective; some is due to a new generation of researchers willing and able to confront related topics. UI should seek strategic opportunities to maximize existing investments in faculty/staff/resources through synergistic interdisciplinary collaboration/programs. Sustainability is inherently interdisciplinary. It combines not just STEM fields, but integrates the Liberal Arts as well. UI is therefore capable of producing important products in sustainability research because of widespread interest and existing expertise in the College of	investment and structural change. The fundamental challenge is that interdisciplinary research and degree programs often suffer from a lack of institutional structure and, as a result, a lack of ownership. A meta-department attempts to overcome this problem at a level between a single department and a school through formalized, synergistic connections among portions of departmental resources and focused on shared interdisciplinary teaching and research interests (e.g., sustainability, informatics). The intended result: adaptive programs that help UI stay competitive, meet the rapidly changing needs of society, and project an academic footprint larger than our numbers may otherwise suggest.

		Liberal Arts and Science (Geographical and Sustainability Sciences, Biology, Earth and Environmental Sciences, Political Science, Arts, Philosophy, English, International Studies), College of Engineering (Civil and Environmental Engineering, Mechanical and Industrial Engineering), College of Law, College of Business, College of Public Health, Graduate College (Urban and Regional Planning). 3. Be a leader in certain areas… get "ahead of the curve" on important issues in academia Through sustainability, innovative new approaches for disciplinary and interdisciplinary education and research can be developed that are designed for the challenges currently confronting academia (e.g., the need to illustrate relevance of environmental sustainability to society, do more with available resources through creative interdisciplinary programs, develop students capable of meeting needs of tomorrow- ability to adapt, problem solve/think creatively, collaborate, communicate, use computational tools). 4. Lead by example Sustainability is not just education and research – it is a perspective and a way of living. UI can (and does) lead by example through the development of a campus culture dedicated to sustainability. This can be supported by the work of the Sustainability Office, facilities management, and service learning opportunities.	
45	Place more recycling bins in the neighborhoods around Kinnick Stadium. This will lessen beer cans being thrown in the trash	Less trash, more money.	I'm a pharmacist not an accountant. Maybe a few thousand dollars overhead which would be

	and on the ground and increase revenue for the university. Not to mention the university should be leading state on being green.		paid off within the first few games. The people placing the trash cans can place the recycling bins.
46	Situated inside a UNESCO City of Literature, the University of Iowa prides itself as "The Writing University," and aims for a "writing culture" open for public access. Home to the world re-known Iowa Writers' Workshop, the International Writing Program, and the Nonfiction Writing Program, the university is committed to extending its literary culture to the wider community through publicly engaged creative writing initiatives. As a writer, writing teacher, and literacy educator serving as a faculty fellow in the Provost's Office of Outreach and Engagement, a clinical assistant professor in the College of Education, and the director of the College of Education Writing Resource, my scholarship centers around creating writing spaces both inside and outside of school walls that challenge artificial, yet often very salient, boundaries between the academy and the public. I am particularly committed to broadening our understanding of what it means to be a writer in our city—or anywhere. I ask: who gets to participate in the writing culture of the university? Who hears the writer's words; who reads what she writes? Writers, poets, and essayists with MFAs and prestigious publications? The everyday men and women in our community? Or both? In the past five years my public engagement has focused on the Community Stories Writing Workshop, a writing group I founded at the local homeless shelter and the Veterans Affairs in 2010. Premised on the principles of social justice and public engagement that	As noted, the university would be at the forefront of (re)defining what counts as valued knowledge. In an age of ever-growing disconnection between higher education and the community, public engagement focused on "public literacy" is of all the more importance. Indeed the academy cannot sustain itself without the support and respect of the public whom it serves. Such support and respect must translate into efforts that seek and recognizes the public as literate--as experts who possess valuable ways of knowing and who can and do contribute to our understanding of the world. We must expand access to membership to the academy, to our practices, to our culture, and to opportunities that allow members to share and participate in the forming and growing of our scholarship. In particular the idea of public literacy is grounded in the understanding that literacy is vast and expansive. It is also owned with and by the general public. It challenges our assumptions of ownership and what we privilege and whom we privilege.	

	recognize the necessity for, and the power of, mutually beneficial collaborations between the university and the community, the workshop serves as a creative, literary and scholarly space where contributors could share and co-construct literacy practices, meaning, and stories through writing art forms. Each week writers from diverse backgrounds and experiences come from all over the community—both inside and outside of Shelter House—to participate in the literary practices and culture of their town. Through the Community Stories Writing Workshop I have learned about the rich literacies in our community and how everyday writers can and do contribute to our understanding of the literary arts. Similarly my work has afforded me firsthand witness of the powerful ways in which sponsoring public writing opportunities can empower community writers who may not otherwise have access to the university's (and city's) writing culture. To this end I propose expanding our support for cross-disciplinary collaborations across campus and the community. As a public institution re-known for its writing culture and identity, for example, I see the University of Iowa at the forefront of public engagement initiatives that recognizes, celebrates, and legitimizes the creative talents and literacies of our multicultural and socio-economically diverse communities. The University of Iowa is in the best position to collaborate with community partners to define and expand what counts as valued knowledge—or in the case of my work in the Community Stories Writing Workshop, what constitutes writing, and importantly, who has access to participate in the literary practices and culture of our		

	town? Indeed supporting public engagement initiatives such as the Community Stories Writing Workshop and the likes that focus on public literacy would allow the university to authentically connect with our communities. It would speak to our genuine efforts as an institution to learn from individuals with diverse knowledge, and our recognition that community members can and do contribute to our understanding of our world. For just as we, as the academy, have valued knowledge to share, so too do our community partners.		
47	Increasing evidence has linked adverse childhood experiences with ongoing neurological status, negatively affecting educational, occupational, and health outcomes, among others. Recognition of the long-term impact of these experiences has informed better practice in providing educational and health services to individuals -- an approach called Trauma Informed Care. Several leading University groups are involved in education, research, and service associated with trauma informed care, both focused within campus and with external partners. Thus far, this partnership as included the College of Medicine, College of Public Health, College of Education, School of Social Work, the ICTS, the Injury Prevention Research Center, RVAP, and the Threat Assessment Team. For example, the College of Education has brought together partners across campus to explore working more cohesively; individuals in COM are working to implement Trauma Informed Care at UIHC; and, the ICTS and Injury Prevention Research Center are working with Iowa community agencies to organize statewide ACE efforts. Through these and many more examples, we are poised to become a leading	Internally, expanded and coordinated TIC at the University could improve work life, student experience, and retention. Although the University has many resources to respond to students and faculty/staff experiencing challenges, little prevention or up-stream efforts are conducted. Teaching collaborations could help the University become known for preparing students who are leaders on this topic. Externally, research and service activities could link us to leading state and national agencies interested in this topic, which includes the Departments of Education, Health, Public Health, and Public Safety; medical care and mental health care agencies; and foundations such as United Way. Research has been done to show that 55% of Iowa adult population has at least one ACE, and 15% has four or more ACEs. Especially the latter population is at higher risk for all the negative outcomes listed above. Research has shown that individuals dealing with four or more ACEs are much more likely to have at least 2 dysfunctional days at work, which has been calculated to lead to more than 1000 work days lost over a life time. Thus, the problems listed above affect at least 15% of our student	Initially, infrastructure funds to support the establishment of a Council would be helpful. Long-term, this initiative has great potential for external funding. There is adequate number of faculty and staff from across the campus interested and dedicated to this work. Infrastructure funds to support the establishment of a campus wide TIC council would be very helpful. Especially through research efforts to identify the benefits of TIC on campus would certainly lead to external funding in the intermediary and long terms.

	University in this area. Key elements of this initiative would involve establishing a University Council on this topic that could explore educational and research opportunities, methods to implement Trauma Informed Care (TIC), and opportunities to partner with state and national agencies. There is increasing evidence that Adverse Childhood Experiences (ACEs) are related to short- and long-term negative behavioral, social, physical and mental health consequences among children and adults. The pathophysiology of these negative outcomes is related to toxic stress chronic childhood adversity leads to with subsequent adaptations in the brain, which helps the individuals survive in the short run with negative outcomes in the long run. As a result of neurodevelopmental and epigenetic changes, individuals subjected to chronic adversity without nurturing support may develop maladaptive behaviors. These include smoking, overeating, alcohol and substance abuse, unsafe sexual behaviors. These behaviors may lead to social consequences such as family dysfunction, violence, trouble with the law among others. Studies of the last three decades on ACEs and traumatic stress have emphasized that these behavioral and social maladaptations may then lead to mental and physical health problems. The former includes addiction, anxiety, depression, eating disorders, and personality disorders, among others. The latter involves an increased risk for diabetes mellitus, cardiovascular diseases, lung and liver cancer, chronic obstructive pulmonary disease, immunologic problems, and premature death, among others.	and employee population, if not more. Currently, our campus has multiple services to address self-reported problems of depression, addiction, etc. as well as those that come to the attention of disciplinary bodies. However, preventive services such trauma informed care (TIC) to unearth the actual body of survivors of childhood trauma that are utilizing unhealthy coping mechanisms to be able to provide them with support services and trauma specific services are scarce if at all existing. Implementation of TIC on our campus may increase retention rate, especially of our minority students, who also come from a section of society exposed to higher rates of childhood trauma as well as preventing occasional suicides that occur on campus. Additionally, TIC may increase the productivity of our employees and decrease sick leave that they use to deal with mental and medical consequences of childhood trauma. Implementation of TIC on campus for both students and employees will also make the UI the leader in the nation with this effort.	

48	Develop UI pipeline for minority graduate professional students		
49	Enhanced communication with the state, starting with elected officials. (We have a great story to tell!!) Educational outcomes articulated for our undergraduate program collectively. Partnering to enhance the diversity of the skilled workforce in Iowa.		
50	Iowa Small Community Wastewater Project My team proposes to apply over 20 years of research, program expertise, and practical experience to rapidly bring less expensive and more effective wastewater treatment to Iowa communities with populations of less than 5,000. The multi-year effort has the potential to positively impact 867 communities, 648,821 Iowans, and reach each of Iowa's 99 counties. Within two years of implementation, data from the Iowa Small Community Wastewater Research Project could save over $250,000 in capital expenditures for just one community of approximately 1,500 people facing a wastewater treatment upgrade. In the longer-term, much smaller Iowa communities, and even individual households, could also benefit financially from the Small Communities Wastewater Research Project. We propose to explore and evaluate multiple cost-effective wastewater treatment options that may be suitable for small Iowa communities. A recent success story is in	This proposal was shared, in person, with the Lt. Governor, the head of the Iowa Department of Natural Resources, and the head of the Iowa Finance Authority on January 8th, 2016. The University of Iowa legislative liaison, Keith Saunders, was present as well. The impacts are given in the narrative above.	The initial costs are estimated to be $2.5-3 million. Ongoing costs (a five year budget is currently being proposed) are $1.5-2 million. The educational component will eventually generate revenue through online, distance learning course fees and will hopefully self-perpetuate once established.

	Walker, IA, where Submerged Attached Growth Reactors (SAGR) have been shown to successfully meet ammonia discharge requirements year-round. SAGR-based systems are now being proposed that are 30% smaller (and less expensive) for similar communities in Iowa based on performance data from Walker. The Walker project cost $2,535,515 ($3200/person). We estimate that over $150,000 could have been saved with a more appropriately-sized system. There are 267 Iowa communities larger than Walker, yet smaller than 5,000 people. This means there are millions of dollars of potential cost savings to be pursued for Iowans via the Small Community Wastewater Research Project. Alternatives to SAGR, with approved technology assessments from the Iowa Department of Natural Resources (IDNR), include: • LemTec™ is a lagoon system that can be followed by a polishing reactor to remove ammonia. • AdvanTex uses engineered textile media with a design similar to long-used sand filters. There are commercially available wastewater treatment technologies that are not permitted due to a lack of winter-time performance data in Iowa. Such systems include: • NitrOx™ is a cold weather, lagoon-based ammonia removal approach.		

	• Aire-O2 Bio-film® is a fixed film media system that claims to provide year-round ammonia treatment. • Bio-Domes can be placed into an existing lagoon to potentially improve ammonia treatment. • Algaewheel® uses algae, grown on rotating paddle wheels, to treat ammonia. • IDEAL™ uses existing lagoons and a "fill and draw" technique to treat ammonia. The IDNR is not staffed to do the full technology assessments required to approve all available systems for use in our state. Our team is working with some excellent engineering design firms in Iowa to propose the use of potentially innovative systems to the IDNR whenever possible. To accelerate the process, we need Iowa communities to advocate that financial investments be made to construct and operate a performance testing facility for these systems. The Small Community Wastewater Research Project is available as a connection point for communities that are seeking solutions to their wastewater treatment challenges. We want to connect communities with the knowledge and resources needed to make sustainable and affordable wastewater infrastructure improvement decisions. My current proposal to meet Iowa's small community wastewater (and associated point source nitrogen discharges) needs is threefold 1. Build and operate a Small Community Wastewater Technology Park to test existing		

	commercial systems in Iowa weather and to research how to improve, or develop new, systems for enhanced point source nitrogen removal. 2. Design and implement a testing program for a handful of recently built small community wastewater systems to learn how to optimize performance and how to size them appropriately. Appropriately sized systems save capital costs and operate more efficiently. 3. Create and maintain an online operator training program for all of Iowa. These new wastewater systems are not that complicated, but they are different than lagoons and other more passive wastewater treatment technologies that small town operators are familiar with. We need to educate our operators in a way that recognizes their busy schedules and acknowledges the inconvenience of traveling long distances for training.		
51	Do not seek to charge public schools, or public agencies for services and research supplied by the university. These costs should come from the state; this is why (in part) why states develop their own public research universities to provide knowledge creation, dissemination, and service to public constituents.	The citizens served by UI's support, especially through schools, will develop a long-term understanding of the distinguishing feature and role of world-class public education in a state. This is part of creating a better future for all Iowans.	Shifting costs
52	1) systematically engage state officials on the great things going on at this University 2) articulate the educational outcomes for the undergraduates	1) State would know who we are and how we impact Iowa 2) Our students, faculty and public would know what we aspire to with our students and how we know we are achieving these outcomes.	Minimal - more a culture change.

53	Before deciding to enroll at the University of Iowa, students (undergraduate, graduate and professional) should have as much information as possible about graduation rates, time-until-graduation and post-graduation financial outcomes (e.g., job placement, typical income, debt load, proportion of students w/ loan debt who face difficulties paying off their student loans) for their chosen degree and department. Recommend convening a committee to determine what metrics can be easily collected and provided via an online query tool to prospective or current students and other stakeholders.		
54	As UI seeks to evaluate the impact on the state, assist academic programs in tracking where their students are placed - the extent to which UI students, stay in Iowa after concluding their studies is part of serving Iowa. At present, the rhetoric is largely on serving in-state residents at the point of admission.		An IR function could assist with this process. HESA faculty could assist with thinking these processes through.

University Community Success			
	Brief Description of Key Elements and Participants	Impact on the University or on Particular Constituencies	Initial and Ongoing Costs of Implementation
55	Increasing evidence has linked adverse childhood experiences with ongoing neurological status, negatively affecting educational, occupational, and health outcomes, among others. Recognition of the long-term impact of these experiences has informed better practice in providing educational and health services to individuals -- an approach called Trauma Informed Care. Several leading University groups are involved in education, research, and service associated with trauma informed care, both focused within campus and with external partners. Thus far, this partnership as included the College of Medicine, College of Public Health, College of Education, School of Social Work, the ICTS, the Injury Prevention Research Center, RVAP, and the Threat Assessment Team. For example, the College of Education has brought together partners across campus to explore working more cohesively; individuals in COM are working to implement Trauma Informed Care at UIHC; and, the ICTS and Injury Prevention Research Center are working with Iowa community agencies to organize statewide ACE efforts. Through these and many more examples, we are poised to become a leading University in this area. Key elements of this initiative would involve establishing a University Council on this topic that could explore educational and research opportunities, methods to implement Trauma	Internally, expanded and coordinated TIC at the University could improve work life, student experience, and retention. Although the University has many resources to respond to students and faculty/staff experiencing challenges, little prevention or up-stream efforts are conducted. Teaching collaborations could help the University become known for preparing students who are leaders on this topic. Externally, research and service activities could link us to leading state and national agencies interested in this topic, which includes the Departments of Education, Health, Public Health, and Public Safety; medical care and mental health care agencies; and foundations such as United Way. Research has been done to show that 55% of Iowa adult population has at least one ACE, and 15% has four or more ACEs. Especially the latter population is at higher risk for all the negative outcomes listed above. Research has shown that individuals dealing with four or more ACEs are much more likely to have at least 2 dysfunctional days at work, which has been calculated to lead to more than 1000 work days lost over a life time. Thus, the problems listed above affect at least 15% of our student and employee population, if not more. Currently, our campus has multiple services to address self-reported problems of depression, addiction, etc. as well as those that come to the attention of disciplinary bodies. However, preventive services such trauma informed care	Initially, infrastructure funds to support the establishment of a Council would be helpful. Long-term, this initiative has great potential for external funding. There is adequate number of faculty and staff from across the campus interested and dedicated to this work. Infrastructure funds to support the establishment of a campus wide TIC council would be very helpful. Especially through research efforts to identify the benefits of TIC on campus would certainly lead to external funding in the intermediary and long terms.

	Informed Care (TIC), and opportunities to partner with state and national agencies. There is increasing evidence that Adverse Childhood Experiences (ACEs) are related to short- and long-term negative behavioral, social, physical and mental health consequences among children and adults. The pathophysiology of these negative outcomes is related to toxic stress chronic childhood adversity leads to with subsequent adaptations in the brain, which helps the individuals survive in the short run with negative outcomes in the long run. As a result of neurodevelopmental and epigenetic changes, individuals subjected to chronic adversity without nurturing support may develop maladaptive behaviors. These include smoking, overeating, alcohol and substance abuse, unsafe sexual behaviors. These behaviors may lead to social consequences such as family dysfunction, violence, trouble with the law among others. Studies of the last three decades on ACEs and traumatic stress have emphasized that these behavioral and social maladaptations may then lead to mental and physical health problems. The former includes addiction, anxiety, depression, eating disorders, and personality disorders, among others. The latter involves an increased risk for diabetes mellitus, cardiovascular diseases, lung and liver cancer, chronic obstructive pulmonary disease, immunologic problems, and premature death, among others.	(TIC) to unearth the actual body of survivors of childhood trauma that are utilizing unhealthy coping mechanisms to be able to provide them with support services and trauma specific services are scarce if at all existing. Implementation of TIC on our campus may increase retention rate, especially of our minority students, who also come from a section of society exposed to higher rates of childhood trauma as well as preventing occasional suicides that occur on campus. Additionally, TIC may increase the productivity of our employees and decrease sick leave that they use to deal with mental and medical consequences of childhood trauma. Implementation of TIC on campus for both students and employees will also make the UI the leader in the nation with this effort.	
56	Implicit bias training for searches		
57	Overwriting rape culture and racism. The administration could reach out to involve more faculty in this effort in creative and	Students cannot learn effectively if they are worried about getting raped or harassed.	Unknown

	proactive ways rather than simply giving a cookie-cutter warning at each occurrence.		
58	Continue the initiative begun last fall to have critical discussions around issues of race on this campus. This was an important first step. What follows will be the hard important work this campus needs to do to promote a respectful inclusive campus. Sherry Watt will become a faculty Fellow in the Office of Diversity. Her work in this area along with the key leadership of Michael Hill and others on campus can provide invaluable leadership. For those involved in understanding issues of diversity and inclusion, we know this work is ongoing. Let's make it an ongoing priority to continue to examine how this campus can become more inclusive.	These ongoing conversations are needed if we continue to recruit underrepresented students. But in addressing how our campus can continue to be more inclusive, we strengthen our University community so we are better in our recruiting efforts and efforts in working with external constituencies.	2) Initial costs are minimal because of the faculty, staff, and student capacity. It is more a commitment of time and energy and commitment of effort.
59	Tuition-free Graduate Degree programs for all faculty. Respective Colleges would allow a diverse range of faculty to pursue additional graduate degrees on their own time and at their own pace. Assistant professors and clinical faculty may be more likely to take advantage of such a program to improve their scholarship and teaching. For example, a tenure-track professor in Management in the College of Business could pursue a Juris Doctorate in the College of Law in order to become proficient in employment law by taking one class a semester and several during the summer.	The program would be a win-win for students, faculty, the University, and other stakeholders. Faculty would become more qualified and could broaden and support their research interests.	The transaction costs and sunk costs would be minimal compared to the short-term benefits ("My professor is a top-notch researcher, teacher, and student too!") and long-term benefits (more qualified faculty; more faculty satisfaction; more faculty self-actualization; and greater faculty organizational commitment). The only cost is an obstacle - for faculty, Colleges must become flexible regarding admissions, part-time student status, one-course-at-a-time matriculation, time to degree, etc.
60	Paid Pregnancy leave throughout the College of Liberal Art	In a recent issue of the Chronicle of Higher Education, a physicist at MIT noted offhandedly that paid pregnancy leave exists at most major research universities now, and that it had made	The costs have never, so far as I know, been evaluated.

		her own career possible. I was startled by the progress that has been made elsewhere since our Provost's Task Force on Gender Equity made this recommendation in 2006 and it was dismissed as unworkable. It is long past time to readdress this matter. I separate biological pregnancy from child care and eldercare adjustments. Our system (even with a year or two postponement of tenure decisions] works to shepherd women into delayed pregnancies. One result is that when faculty women do try to have children, it is generally in their late 30s or even later. (I do not speak here of graduate students, also a placed in a dangerous situation, or medical faculty, who are better paid and have different negotiating situations, or people in the College of Law who, last I looked, have an exemplary system. But it is well known that the risks of birth defects and other complications is much higher for women over 30 and much much higher when they are over 35; my impression is that a significant proportion of pregnant faculty are placed on bed rest during some part of their pregnancy. Management varies, not only with the department but with any given chair at any given moment. To put it crudely: on one side of the Iowa river, we teach that medicalized pregnancies are more likely as the woman is older. [with, no doubt, increased medical expenses] On the other side of the river, we shepherd women into exactly that danger	To evaluate would include a) savings in pay-out of health insurance, since fewer complications of pregnancy b) Like the way in which we support Faculty Research Assignments [also known as career development leaves] we need not cost this out as though every leave required to be paid directly. Inventive departments in the past and elsewhere have included continuing advising duties, participation by SKYPE, and other modes of participation. We should find out what our exemplary peers do and learn from them. [Former University of Iowa Professor of Sociology Jennifer Glass, now holding a chaired professorship at the 'university of Texas, is a national leader in these matters and I am sure would be a helpful consultant because she knows our university so well.]

		To put it crudely, men get to be fathers without using up their sick leave. For women to be mothers, pregnancy leave comes out of sick leave. In 2003 the AAUP published an important report on academics and family life. One finding was that whatever the actual number, male faculty reported that they had the number of children they wanted to have. Female faculty reported that they had FEWER children than they wished. The university of Iowa should not be contributing to this situation any longer. We educate as many women as men. We prepare them for professional life among us. And then we undermine women's ability to have professional lives and family lives. We lose many mid-career women faculty. The university should retain the people we have nurtured and trained, not soak them in frustration.	
61	Faculty recruitment and retention remains a difficult venture in Iowa, especially within UI Healthcare. In order to recruit and retain the best and brightest, it will be essential to offer competitive salary and benefits compared to other academic institutions. A benefit that is strikingly absent at Iowa (and offered in many top academic institutions) is the college tuition benefit for immediate family of faculty. I would encourage the UI Faculty Senate to revisit this concept.	Significant - regarding faculty retention and recruitment.	Largely dependent on the tuition coverage model. There are many out there to explore.
62	Studying and promoting physical activity - potentially including researchers from across disciplines, ranging from medicine, health and leisure studies, physical therapy, exercise science, public health and nursing. This could	Obesity and sedentary behavior are leading causes of numerous health concerns. Adults are increasingly not meeting physical activity guidelines. Studying benefits across health systems (medical, psychological, etc.) as well as	We have several faculty who have related research interests in this area, but little centralized support. I would propose potential cluster hires as well as a shared core

	involve numerous colleges, such as CCOM, COPH, CON and CLAS.	how to increase participation and reduce barriers could not only impact Iowans across the state but across our nation.	laboratory for research equipment and analysis, such as activity accelerometers, oxygen consumption measurement (portable units), and informatics/analysis expertise to generate standardized analysis techniques for large scale studies. There is also potential for collaboration with ISU as they have individuals with interests in this area as well and could demonstrate a strong link for our state between universities.
63	Institutions of higher education, including the University of Iowa, employ a greater proportion of persons over 65 relative to the general labor force, and the median age of the professorate has now surpassed all other occupational groups. Such a novel demographic change in the academic workforce presents several unique challenges. While the University has initiated some effort to tailor institutional policies and programs that support continued healthy and productive faculty and staff engagement as well as mutually agreeable retirements, these appear to be nominal when compared to other institutions of higher education.	A holistic effort to modify policies and programs that provide more opportunities for aging faculty and staff to remain healthy and productive, as well as facilitate a mutually desirable retirement pathway will correspond with three desirable outcomes. Aging employees will experience improved health and productivity, and increased satisfaction in their transition from full time work to retirement. The institution will derive substantial cost savings. The University of Iowa will become a leading example of how to address the challenges and opportunities presented by the aging workforce, an issue of great concern within a state that is among the oldest in the country and for institutions of higher education across the country.	Costs are limited to increasing current efforts to train (initial) and then dedicate (ongoing) HR staff who are capable of designing, implementing and evaluating policies and programs tailored to an aging workforce. Costs also would include efforts associated with facilitating employees' awareness and engagement with these tailored policies and programs (i.e., marketing, information dissemination). These costs could be offset initially by enlisting support from our TIAA CREF Institutional Client program and through institutional savings thereafter.
64	University Hospitals have been running at 95-105% capacity for the past 18 months. The staff there is working really, really hard all the time. They do not get a month for the winter holiday or 3 months for summer vacation. They also work weekends, nights, and holidays. The rest of the staff at the University has in effect been told by the legislature that	Significant uplift in moral and feelings of gratitude towards the university. Just about everyone who works here loves working here and feels some sort of attachment to the sports teams. Most employees actually cannot afford to take their families to these events. I make a pretty good salary here at the UI and cannot afford to take my family of 4 to a football game.	Whatever it would cost to NOT sell the Box to some donor person. It doesn't actually need to be a "Box". There is plenty of room in the press box and on TV it looks like not all seats are ever filled. The press box exists and has been paid for. There is only

	their work is not that highly valued, that they need to suck it up and deal with it, and that they will not receive any sort of raises for the foreseeable future. This in spite of accepting ever increasingly larger classes of undergraduate students. The faculty and staff have then been asked by the foundation to participate in the "We are Phil" campaign. The staff are frequently paid less than they would working elsewhere, the regents keep reducing resources, and then the staff are asked to donate back part of their salaries to the university. When the university does well, various high level supervisors are rewarded with promotions, raises, bonuses while the front line workers (professors, maintenance staff, floor nurses, etc.) are rarely if ever rewarded in any way. Could the university keep one "Box at Kinnick" available to reward staff for a job well done throughout the year. Give the staff person a set of 2-4 complimentary tickets to a game. Let them meet other exceptional staff members. Do it for basketball and other events as well. Staff that are selected, are entered into a drawing for a "PAID" trip to whatever Bowl game or NCAA tournament the Hawks make that year for the person and their immediate family (up to 4-6 members). Give a real and tangible reward to the faculty and staff members that make the university the great place that it is on a daily basis. Show them some appreciation for how hard they work and they will return it to you by working even harder.	There is absolutely no way I could afford to go to the Rose Bowl. I have been a fan of the Hawks for over 40 years and an employee for 20. I'd love to go to a game and a Bowl game would be the trip of a lifetime but these events are just way too costly for an employee like me.	opportunity cost. In addition the cost of sending a family of four to the Bowl Game. That might cost $10,000 per year depending on how it is done. It might cost $4,000. Either way it is well worth the cost.
65	I strongly recommend that CLAS reconsider the salary raises for tenure and promotion. The T&P raises are dismally small, and less than that given at many our Big 10 peer	Larger raises at T&P will enhance faculty retention and improve faculty morale. Within this vein, the university should make every effort to retain high quality faculty in CLAS and	I have no idea.

	institutions. For example, the salary raise from assistant to associate at Indiana University is at minimum 10% of base (automatic) whereas at the University of Iowa this raise is fixed at around $2500. From what I understanding there is little leverage to increase the raise beyond $2500. For an assistant at Iowa earning say $80k this translates into a $5500 difference at tenure relative to schools like Indiana. This difference grows even more owing to raises at the time of promotion to full professor where, again, Iowa's raises are small relative to other schools. By my calculations these differences yield significantly lower career salaries at Iowa compared to other R1 schools in the region.	work more diligently to improve and restore the reputations of many of the departments in CLAS.	
66	There needs to be a review and overhaul of faculty termination and dispute procedures. The current system is slow, cumbersome and outdated. There needs to be more flexibility in the institution to be able to terminate individuals who are not meeting expectations of performance. Would require faculty senate officers/faculty council, the provost's office and general counsel. Will take fortitude to change an archaic system	It would improve faculty morale to know that underperformers were not allowed to continue, taking up time and resources which could be better used to support those who are making efforts to be good performers.	This will take time but otherwise should not cost. Should save money in the long run by removing nonproductive people and replacing with those who are engaged and want to work.
67	To support faculty research and increase output, and to retain excellent scholars, the university could re-instate the Faculty Scholar and Global Scholar awards that have been defunct since 2009 (http://clas.uiowa.edu/faculty/faculty-scholar-and-global-scholar-awards).	This would increase professors' research output, affecting the community and state positively by raising the university's research profile. Students would benefit from the ability to take classes and do research with scholars who are able to engage in more rigorous projects than they might normally. The research that professors achieved with the help of the awards would also have benefits that would vary according to research topic. Finally, reinstating this program would go far in supporting morale among	This program has no cost in terms of expenses or salary, since it involves only course release. In some cases, departments might have to hire lecturers to cover required classes that faculty would have taught, but since the course release is only partial it is likely that awardees would still teach their required classes. The only cost is the loss of the student

		faculty who might feel unsupported by the administration, since it is a tangible form of support and a clear commitment to research.	credit hours that the faculty member on partial course release would have taught.
68	Improved pay and benefits for adjunct teaching staff, non-tenured faculty, and postdocs.		
69	More opportunities for faculty to listen to each other's teaching. Teaching is a collective endeavor and our students experience a wide range of disciplines and styles, whereas most of us faculty rarely or ever see anyone else teach, esp. outside our area. I'm not sure how specifically to do this, but even, say, designating certain class sessions as open to colleagues (because one is teaching a particularly exciting topic?) might start opening up the possibility that we shouldn't just hide our teaching from each other but rather share it.		