Office of the Provost

Self-Study

May 2000

EXECUTIVE SUMMARY

Overview

The Office of the Provost Self-Study delineates the role of the Provost, highlights the progress and accomplishments made by the Office of the Provost, and looks forward to the implementation of a new set of planning goals. The University of Iowa is a complex, multi-faceted organization, and we have sought to improve as an institution across a broad range of planning goals. As demonstrated throughout the Self-Study, much progress has been made in pushing almost all of those goals forward. However, continued progress will require a commitment to focus our efforts strategically. The Provost has worked with deans and directors to identify appropriate areas of focus for the University, and the Office looks forward to working with the academic community to address the challenges that will meet us as we pursue new strategies for the future.

The following is a brief summary of the Self-Study:

I. Staff and Organization of the Office of the Provost

Section I refers to the current and former Office of the Provost organizational charts (Appendices A and B), and to the list of individuals currently on the staff of the Office and its subordinate units (Appendix C).

II. Responsibilities and Mission of the Office of the Provost

Section II describes the Office's mission and the responsibilities of its staff members, breaking them down to the extent possible by those responsibilities that fall directly to the Provost and those that are delegated by the Provost to the Vice Provost, Associate Provosts, and Assistant Provost.

The Provost's primary individual responsibilities are to act as the University's chief academic officer and to communicate on behalf of the University with the Board of Regents and with internal and external constituencies. As chief academic officer, the Provost is responsible for the supervision of all academic programs; a variety of faculty-related matters, including academic promotion and tenure decisions and faculty advocacy; student academic affairs; and strategic academic planning.

The Provost delegates some of the responsibilities of the Office of the Provost to the Vice Provost; the Associate Provosts for Faculty, Undergraduate Education, and Health Sciences; the Associate Provost for Graduate Education and Dean of the Graduate College; the Associate Provost for Diversity and Director of Opportunity at Iowa; the Associate Provost and Dean of International Programs; and the Assistant Provost and Director of Administration and Planning.

Section II also describes how the responsibilities and mission of the Office of the Provost relate directly to each of the five strategic goals and to certain of the Fundamental Principles outlined in the University's Strategic Plan for 2000-2005, *New Century Iowa*.

III. Resources

The Office of the Provost advocates for the needs of the academic enterprise to the various groups that provide the institution with its financial support, and provides an oversight and control function to ensure the necessary stewardship of the valuable resources provided to its units. Section III describes how the Office carries out its advocacy and stewardship responsibilities.

The Provost is a member of the University Budget Group, which is responsible for allocating new incremental general fund revenue. Section III summarizes the Budget Group's general fund base budget allocation decisions for the FY94-FY00 period.

Appendix D provides a summary of the Office's Financial Plan.

IV. Accomplishments and Evaluation

Section IV highlights some of the Office of the Provost's major accomplishments since July, 1996, when Jon Whitmore was appointed Provost, primarily in the categories of organization and management, faculty, communication, programs, and resources and infrastructure. These highlights include, for example: reorganizing the Office of the Provost; directing a focused strategic planning process; creation of the nTITLE program; implementation of the clinical track; development of a communication plan; continuation of the four-year graduation plan; creation of the College of Public Health; expansion of diversity hiring support funding; and efforts to revitalize the University Libraries.

Section IV goes on to describe the Office's process of internal evaluation, and briefly address four areas where improvement is needed:

- Resource availability (financial and space),
- Streamline administrative processes,
- Focus of control (centralization versus decentralization), and
- Communication.

V. Academic Blueprint for the Future

Section V refers to the Office of the Provost Strategic Plan for 2000-2005 (Appendix E), which lists the Office's most immediate goals for the future. Recognizing that strategic plans must be dynamic and adaptable to environmental change, the Office plans over the next five-year planning period constantly to re-examine its goals. The Office has pushed during this recent planning process for changes that will ensure that strategic plans clearly and consistently underlie decision making and resource allocations.

Copies of all documents mentioned in the Self-Study are available upon request.

Office of the Provost

Self-Study

May 2000

NOTE: Copies of documents mentioned herein are available upon request (see Appendix F for a list of available documents).

I. Staff and Organization of the Office of the Provost

The Office of the Provost organizational chart (Appendix A) illustrates the staff organization of the Office. Appendix B illustrates the organization of the Office at the time of the last review. Appendix C lists the names and salaries of all individuals currently on the staff of the Office of the Provost and its subordinate administrative units.

II. Responsibilities and Mission of the Office of the Provost

A. Responsibilities of the Provost

Chief Academic Officer

The Provost is the chief academic officer of The University of Iowa. Reporting directly to the President, the Provost is responsible for the supervision of all academic programs; academic promotion and tenure decisions; strategic academic planning; and implementation of affirmative action in the academic area. The Provost advocates for the faculty in pursuing their teaching, research, and service missions, and has a particular responsibility for working with the colleges to recruit, retain, and provide development opportunities for a distinguished, research-active community of faculty. The Provost is also responsible for the supervision of student academic affairs. The Provost works with the President, the vice presidents, collegiate deans, faculty, and student leadership to maintain and improve the quality of undergraduate, graduate, and professional education programs. In addition, as a member of the University leadership, the Provost is a principal participant in collaborative decision-making involving strategic planning and budget development, management of auxiliary enterprises, health care services, and the conduct of research and scholarship.

Communication with Board of Regents

The Provost assumes primary responsibility for communicating with the Board of Regents regarding all academic matters. This responsibility requires coordinating the submission of annual governance reports to the Board of Regents on topics such as academic program review and student outcomes assessment, faculty activity and workload, promotion and tenure actions, faculty consulting activities, faculty salaries, phased and early retirements, faculty resignations, operation of tenure policies, requests for and reports on professional developmental assignments, international linkages, course changes, diversity programs, and student enrollment. The Provost shares with the vice presidents the responsibility for preparing and submitting many other annual reports to the Board of Regents, including budget requests and adjustments and strategic planning progress updates. The Provost advocates for all of the University's academic requests to the Board of Regents, including requests to

create, eliminate, or modify departments, degree programs, or centers; enact administrative reorganizations; and appoint deans and directors. Each month, the Provost chairs a Docket Review meeting to review academic items with vice presidents and others before they are submitted to the Regents. As a member of the Interinstitutional Committee on Educational Coordination, the Provost reviews or coordinates the review of academic items submitted to the Board of Regents by other Regents institutions. The Provost also is frequently called upon to respond to *ad hoc* Regental inquiries.

Communication with Internal Constituencies

To carry out this wide range of responsibilities, the Provost must effectively communicate the University's priorities and direction and charge those that reside in or report to the Office of the Provost with the responsibility of advancing the University's mission and achieving its aspirations.

The Provost has recently developed an expanded communication plan that includes strategies for improving the information exchange between the Provost, the Office, and the academic community. The plan reaffirms the Provost's role as the University administration's link to the faculty; in that role, he solicits faculty concerns and needs and keeps faculty apprised of University priorities, initiatives and accomplishments through regular meetings with faculty groups and representatives. The Provost meets weekly with the Faculty Senate Officers, the Vice Presidents Group, the Associate Provosts Group, and the President's Coordination and Planning Group. Meetings are held twice monthly with the Collegiate Deans, and monthly with the Health Sciences Policy Council, Faculty Council, Faculty Senate, Board of Regents, and the Provost's student advisory committee. The Provost holds a monthly Coffee and Conversation forum for all faculty and staff, visits colleges, departments and labs, and attends faculty meetings to update faculty on strategic planning and other issues of interest. He holds two open agenda meetings per semester with departmental executive officers, and meets with senior women faculty and undergraduate deans every semester.

Communication with External Constituencies

The Provost represents the University of Iowa's academic enterprise to state and federal governmental leaders and works with national higher education leaders to develop issues and policies pertaining to higher education in general and research institutions specifically. When requested to do so by the President, the Provost serves as an advocate for the University with the Governor, state legislators, and with Iowa's congressional delegation. He coordinates an integrated response to government, legislative and Regental inquiries concerning academic matters. The Provost meets annually with national counterparts, assuming leadership roles in organizations including the Committee on Institutional Cooperation, the National Association of State Universities and Land-Grant Colleges' Council on Academic Affairs, the American Council on Education, the Association of American Universities, the American Association of Dental Schools, the Association of Academic Health Centers, and others.

B. Delegation of Responsibilities

Management of the academic enterprise requires effective delegation of responsibilities. The responsibilities of the Office of the Provost are carried out, therefore, by the Provost, the Vice Provost, the Associate Provosts, the Assistant Provost, and support staff. Recognizing that many of the important decisions of the University occur in individual units, these staff members have a responsibility to provide guidance to departments, colleges, and academic units in making the decisions that reside with them.

The current office organization reflects the major goals of the University's strategic plan. The major responsibilities of administrators within the Office are summarized below, along with representative examples of some of their most recent accomplishments. The Provost works closely with each administrative staff member—all major programmatic initiatives are thoroughly reviewed and receive final approval from the Provost—and staff members work closely with one another. The allocation of specific projects to individuals is somewhat artificial, but is meant to demonstrate the breadth of work for which Office of the Provost staff members are responsible.

PROVOST	
Major Areas of Responsibility	**Examples of Recent Accomplishments**
▪ Chief Academic Officer ▪ Presidential advisor on all academic matters ▪ Tenure and promotion ▪ Academic reviews ▪ Strategic Planning ▪ Diversity efforts ▪ University administrative and budget policies ▪ Communication with faculty ▪ Appoint and provide leadership to Collegiate Deans, University Librarian, Dean of Continuing Education, Museum of Art Director, and the Vice Provost and Associate Provosts	▪ University tenure and promotion guidelines ▪ Collegiate tenure and promotion guidelines ▪ Office of the Provost 2000-05 Strategic Plan ▪ Individual collegiate strategic plans ▪ Distance Education Strategic Plan ▪ Communication Plan ▪ Supported creating the College of Public Health ▪ NCA Re-Accreditation Approved ▪ Appointed deans (Education, Pharmacy, Engineering, Public Health, International Programs), University Librarian, Museum of Art director ▪ Office of the Provost Self-Study ▪ Library Revitalization Initiative ▪ Comprehensive Campaign Priorities Report
VICE PROVOST	
Major Areas of Responsibility	**Examples of Recent Accomplishments**
▪ Academic and accreditation reviews ▪ Space planning and allocations ▪ Resource allocations ▪ Strategic planning ▪ Office effectiveness and efficiencies ▪ Comprehensive campaign ▪ Interdisciplinary programs ▪ Communicate with constituencies	▪ Reports to the Board of Regents on collegiate and center reviews as well as accrediting agency reviews ▪ Outcomes assessment ▪ Coordination of space planning for academic units. Recent building projects include: Schaeffer Hall, Biology I, Engineering, MEBRF, NADS , and the Levitt Center ▪ Review of all departmental reviews with appropriate collegiate leadership ▪ Planning work for Comprehensive Campaign ▪ Work with Strategic Planning committee in developing University-wide strategic planning indicators ▪ *Faculty Handbook* ▪ Committee report on interdisciplinary programs

ASSOCIATE PROVOST FOR FACULTY

Major Areas of Responsibility	Examples of Recent Accomplishments
▪ Faculty recruitment and appointments; faculty retention ▪ Annual reviews of probationary faculty ▪ Emeritus Faculty program ▪ Conflict of interest in employment ▪ Dual Career Network ▪ Faculty education and development programs ▪ Faculty mentoring programs ▪ Faculty effort allocation reporting ▪ Administrative leadership programs ▪ Faculty grievances ▪ *Faculty Handbook* ▪ Fall convocation ▪ Ida Beam Distinguished Visiting Professorship Program ▪ Faculty resignations and retirements ▪ Communicate with constituencies	▪ Operation of Tenure Policies (Regent report) ▪ Report on Faculty Developmental Activities (Regent report) ▪ Report on Early and Phased Retirements (Regent report) ▪ Faculty Workload Report (Regent report) ▪ Counter-offer survey ▪ Post-tenure Effort Allocation Policy Implementation ▪ New collegiate Tenure and Promotion Guidelines ▪ *Faculty Handbook* ▪ Extra compensation policy revision ▪ Emeritus Faculty Council inaugurated ▪ DEO Workshops ▪ New Faculty Orientation ▪ Clinical Track Policy ▪ Faculty Resignation Survey revised ▪ Faculty development program expansion

ASSOCIATE PROVOST FOR UNDERGRADUATE EDUCATION

Major Areas of Responsibility	Examples of Recent Accomplishments
▪ Student academic services ▪ Center for Teaching ▪ Council on Teaching ▪ Honors Program ▪ Classroom Committee ▪ Academic Technologies Committee ▪ Regents Committee on Educational Relations ▪ Teaching Assistant Handbook ▪ Teaching Assistant training ▪ Enrollment planning ▪ Course approval ▪ Academic discipline appeals ▪ Academic grievances ▪ Teaching enhancements ▪ Communicate with constituencies	▪ Annual Student Financial Aid Report (Regent report) ▪ Fall Enrollment Reports (Regent reports) ▪ Persistence Report (Regents report) ▪ Four-Year Graduation Plan ▪ Top Scholar Recruiting ▪ International Scholar recruiting ▪ Iowa National Scholars Program ▪ Web ISIS ▪ Web Admissions Application (payments) ▪ Interdisciplinary majors ▪ Honors Program expansion ▪ New undergraduate degree and certificate programs ▪ Enrollment Management Committee ▪ IowaLink Program ▪ Electronic Classrooms ▪ Living/Learning residence programs

ASSOCIATE PROVOST FOR GRADUATE EDUCATION AND DEAN OF GRADUATE COLLEGE

Major Areas of Responsibility	Examples of Recent Accomplishments
▪ Internal and external support for graduate education ▪ National visibility of IA's graduate programs ▪ Policy and procedure development and monitoring ▪ Enrollment planning ▪ Graduates student recruiting and retention ▪ Graduate student training programs ▪ Career preparation ▪ Interdisciplinary programs ▪ Internationalization of graduate programs ▪ Diversification of graduate students and programs ▪ Outcomes assessment ▪ Collegiate and departmental reviews ▪ Allocate funds to support graduate education ▪ Linkages between undergraduate and graduate education ▪ Communicate with constituencies	▪ Graduate College's 2000-2005 Strategic Plan ▪ Analysis of NRC Ratings ▪ Electronic Dissertation and Theses program ▪ Undergraduate Research Journal ▪ Reallocation of Research Assistant Bloc Allocation ▪ Postdoctoral policy ▪ Graduate Student Revitalization Program ▪ New Graduate Degree Programs ▪ Graduate Program Profiles ▪ Differential Tuition Initiatives ▪ Departmental Reviews

ASSOCIATE PROVOST FOR DIVERSITY AND DIRECTOR, OPPORTUNITY IOWA

Major Areas of Responsibility	Examples of Recent Accomplishments
▪ Cultural and gender diversity of faculty and students ▪ Outreach efforts for underrepresented students, faculty, and staff ▪ Retention programs for underrepresented students, faculty, and staff ▪ External support for diversity programs ▪ Multicultural teaching and inclusive curriculum development ▪ Relationships with historically black and other colleges with significant minority populations ▪ Publicize diversity efforts ▪ College Bound, Images, and Opportunity at Iowa Scholars Programs ▪ Communicate with constituencies	▪ Demographic Projections of Iowa High School Graduates ▪ FDOP faculty recruiting program ▪ Annual reports on College Bound, Images, and Iowa Scholars Program ▪ Annual Affirmative Action Report (Regents report) ▪ Associate Deans for Diversity Committee ▪ Coordination of multiple summer outreach efforts

ASSOCIATE PROVOST AND DEAN OF INTERNATIONAL PROGRAMS

Major Areas of Responsibility	Examples of Recent Accomplishments
▪ Governance of International Programs ▪ International Programs representative ▪ International and interdisciplinary teaching, research, and service ▪ Research and exchange programs with foreign institutions ▪ Foreign scholars recruiting ▪ Foreign student recruiting ▪ Globally-orientated curriculum ▪ External support for International Programs ▪ Visibility of globally-orientated programs, research, and faculty ▪ Communicate with constituencies	▪ Summary of organizational changes in International Programs organization ▪ Proposal to increase Study Abroad Fees ▪ Report on Global Scholars Program ▪ Annual reports (Study Abroad, Linkage Agreements, etc.) ▪ Expansion of Study Abroad program ▪ Internationalize the Curriculum Initiative ▪ Center for Eastern European Studies ▪ Crossing Borders Project ▪ Global Health Minor ▪ Latin American Studies Grant ▪ Establishment of IP undergraduate advising center ▪ Submission of three NRC proposals for external support

ASSOCIATE PROVOST FOR HEALTH SCIENCES	
Major Areas of Responsibility	**Examples of Recent Accomplishments**
▪ Provost advisor on health science issues ▪ Health Sciences Policy Council ▪ Academic Programs in health science colleges ▪ External support for health science programs ▪ Interdisciplinary programs in health science colleges ▪ Clinical operations ▪ Faculty practice plans ▪ Legislative initiatives related to health care issues ▪ Accreditation of health science colleges and professional programs ▪ Student and faculty recruitment in health science colleges ▪ Health science legislative and budget initiatives ▪ Communicate with constituencies	▪ Creation of College of Public Health ▪ Clinical-Track Faculty policies ▪ Healthy Elderly initiatives ▪ Faculty practice plan developments (Nursing, etc.) ▪ Radiation Sciences Baccalaureate Program ▪ Center for Macular Degeneration ▪ Integrated Health Program Initiative ▪ Health Science Fairs ▪ Community College Outreach ▪ Health Informatics certificate program ▪ Interdisciplinary Health group activities ▪ Annual reports (IHPEP, etc.) and departmental reviews
ASSISTANT PROVOST AND DIRECTOR, ADMINISTRATION AND PLANNING	
Major Areas of Responsibility	**Examples of Recent Accomplishments**
▪ Budget development ▪ Budget and financial analyses ▪ Account management ▪ Data management and analyses ▪ Administrative systems development ▪ Strategic planning ▪ Report writing ▪ Communicate with constituencies	▪ Office of the Provost Strategic Plan ▪ Strategic Planning Indicators ▪ Comparative faculty salary analysis ▪ Annual Salary Report (Regent report) ▪ Annual Financial Report ▪ Budget Narratives ▪ Annual Budget Letters ▪ Tuition and Fee requests ▪ Provost Web Site ▪ WebISIS, Ex Libris, FEES ▪ Office of the Provost Self-Study

C. Relationship of Office of the Provost Responsibilities to the University's Strategic Plan

The University's Strategic Plan for 2000-2005, *New Century Iowa*, proposes five goals for implementation by departments, colleges, and administrative units of the University:

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

New Century Iowa also acknowledges five "Fundamental Principles"—that the University will

- maintain and enhance a culturally diverse and humane University community;
- maintain and enhance strong ties between the University and external constituencies;
- be responsible stewards of physical facilities, equipment, and information technologies;
- promote responsive and fiscally sounds ancillary enterprises; and
- enhance patient care and ensure the fiscal integrity of the clinical enterprises.

The Office of the Provost Strategic Plan for 2000-2005 builds upon the University's goals and fundamental principles. In its capacity as steward of the University's academic mission, the Office of the Provost supports the activities of the colleges and other academic and student service units, evaluates progress in achieving the University's strategic planning goals, and allocates resources.

Undergraduate Education

> Strengthening undergraduate education is at the heart of the Office of the Provost's mission as the University's central academic office. Working with and through the colleges and their deans, the Office of the Provost seeks to improve the quality of undergraduate education by fostering dynamic interactions between senior faculty and undergraduate students (including undergraduate research opportunities), improving the quality of all teaching, and ensuring the appropriate integration of faculty teaching and research (e.g., ensuring that faculty development programs fully contribute to the University's undergraduate academic programs). Other emphases include helping colleges recruit and retain excellent students, recognizing that the quality of its students impacts any undergraduate program's potential for excellence, and promoting innovation in teaching, particularly by incorporating technology in the classroom. As the office responsible for summer course scheduling, the Office of the Provost schedules summer courses based on student demand and ensures that summer courses complement the regular academic year schedule, including courses for the major. The Office works with all colleges to specify optimum size and enrollment goals for all programs and departments, consistent with resources available, to maintain quality.

Graduate Education

> The Office of the Provost seeks to enhance the quality of graduate education and identify and support premier graduate programs in selected areas. Graduate programs are crucial to the academic and research reputation of the institution, but also enhance undergraduate education. In collaboration with colleges and deans, the Office has a key role in allocating resources, evaluating and assuring the quality of graduate and professional programs, and reporting outcomes assessments and other measures of effectiveness to the Board of Regents.

Distinguished Research, Scholarship, and Artistic Creation

> The Office of the Provost has primary responsibility for overseeing faculty. Final responsibility for promotion and tenure decisions for all colleges rests with the Provost. It is the Provost's responsibility to ensure that promotion and tenure policies and procedures yield permanent faculty with the strongest possible credentials in and commitments to teaching, research and scholarship, and service. The Office of the Provost encourages and supports college- and department-level efforts to recruit and retain a faculty of national and international distinction, and fosters new initiatives to aid colleges in their recruitment and retention efforts.

Interdisciplinary Interaction

The Office of the Provost is committed to ensuring that interdisciplinary interaction is a core focus of teaching, research and service at The University of Iowa and, as such, is responsible for producing strategies to achieve this goal. During 1998-99, the Provost issued a call for all interested faculty to participate in identifying issues and opportunities related to cross-disciplinary activities. Nearly 200 faculty members met in "swarm groups" and their recommendations were compiled and presented to the Provost. As a result, the Provost charged a Task Force on Interdisciplinary Faculty Issues to address barriers associated with faculty appointments, evaluations, and rewards. Also, the Council on Teaching created a subcommittee to study the recommendation made "to establish an interdisciplinary undergraduate major." For this Strategic Goal to be to be successful, funding sources must be found to support new and existing interdisciplinary and international activities. The Provost's Office seeks to provide incentives to departments and colleges for interdisciplinary teaching, research, and writing, and to establish scholarships and assistantships for interdisciplinary teaching and research.

A Highly Productive Organization

The Office of the Provost fosters productivity and quality improvements within the Office and throughout the University. Mechanisms include internal scrutiny to decrease our own Office response time to broader attempts to streamline and simplify University policies and procedures (such as those that govern collegiate review). The Provost is dedicated to capitalizing on faculty and staff strengths by such means as monitoring the Post-tenure effort Allocation Policy implementation and recognizing and promoting staff contributions to the academic mission of the University. The Office of Provost provides developmental opportunities for academic administrators and faculty and continues to look for new ways to strengthen their growth, including mentoring, consistent feedback, and evaluation.

The Office is also responsible for developing and implementing procedures related to all faculty personnel decisions. The Office reviews all such policies and procedures (governing, for example, searches, hiring, extra compensation, leaves, conflict of interest, promotion and tenure) to ensure consistency across colleges and fairness of application. The Office oversees faculty grievances; fosters mechanisms of peer review; and evaluates periodically mechanisms for mentoring, new faculty development, and adequate probationary reviews.

A Culturally Diverse and Humane University Community

The Provost has significant responsibility for coordinating diversity efforts affecting faculty and students. The Provost's Office works to meet the University's goal of increasing faculty and student diversity (including international students and faculty as well as U.S. ethnic minorities and women), as well as increased attention to diversity in the curriculum, in research, and in all aspects of University life. Through the Associate Provost for International Programs, the Office works to increase attention to international issues, facilitate international study and research opportunities, and widen the University's global perspective. The Associate Provosts for Faculty and for Diversity monitor the recruitment and retention of women and minority faculty. A highly qualified student body and faculty, diverse in race, gender, and cultural background, are conditions precedent to the challenging, broadly-based academic programs the Office seeks to encourage. It is the responsibility of the Office of the Provost, therefore, to oversee the recruitment and retention of that student body and faculty, and to

ensure a structure in which all faculty, staff and students have the opportunity to succeed.

Strong Ties Between the University and External Constituencies

The Office of the Provost has a major responsibility for communicating effectively with both internal and external constituencies. The Office continuously examines its effectiveness in representing the broad academic interests of the institution within the University, assisting the President in representing those interests before the Board of Regents, and serving as a vehicle for communicating important data used in analyzing the University's performance. The Office of the Provost has direct responsibility for preparing the monthly academic docket for the Board of Regents. The Office prepares and submits all new academic program materials for Regental and ICCPHSE approval. The Office prepares or solicits annual governance reports for the Board of Regents. The Provost, in concert with the provosts from ISU and UNI, vets all academic program changes for the three institutions prior to submission to the Regents and ICCPHSE.

Physical Facilities, Equipment and Information Technologies

The Office of the Provost is integrally involved in helping to secure an appropriate physical infrastructure for the academic enterprise. The Office works closely with academic units to understand and prioritize space and equipment needs, and represents these needs to the University's administration, the Board of Regents, and state government.

The University has experienced marked improvements in its physical infrastructure over the past five years—perhaps its greatest "building boom" ever. A brief summary of these improvements follows:

- Major capital projects that have been completed or are currently under way include Schaeffer Hall ($8.9M), Biology I ($17.7M), Engineering ($30.8M), MEBRF ($56.9M), NADS ($5.7M), and the Levitt Center for University Advancement ($18.8M)

- Other capital projects of note include the Dental Science Building simulation lab, numerous Bowen and Medical Research Facility projects, Westlawn, Macbride Auditorium, and two additional parking ramps.

- Planning is currently under way for Biology Phase II, Art and Art History, Journalism/Communication, Psychology, and the Art Museum expansion.

- Other initiatives have included comprehensive campus landscaping projects and grounds planning, a campus lighting initiative, the installation of an emergency phone system, and the campus building sign project

- The building renewal budget was increased in accord with strategic planning targets, and the University has undertaken numerous fire and environmental safety and deferred maintenance projects.

- The Campus Fiber Optic Project is nearing completion.

- The Classroom Management Project has significantly increased the number of technologically-equipped, centrally scheduled classrooms, and the University has organized a Classroom Management Group.

- Faculty start-up equipment, instructional equipment, and faculty/staff computer replacement budget pools were established and expanded (see Section III for more details).

- The Office of the Provost targets the growth of resource pools to support further initiatives in physical infrastructure as a primary financial objective for the 2000-2005 period. The Office plans to increase budget support for faculty start-up, instructional and laboratory equipment, technologically advanced classrooms, and innovative use of technologies (see Office of the Provost Strategic Plan for 2000-2005).

III. Resources

A. Resource Management

The Office of the Provost works closely with its constituent units to identify programmatic priorities and potential funding sources. To carry out this role, the Office of the Provost advocates for the needs of the academic enterprise to the various groups that provide the institution with its financial support. Internally, the Office of the Provost promotes the academic program needs to the President and other members of the Budget Group (Vice Presidents and General Counsel). Externally, the Office of the Provost works in conjunction with central administration to communicate the needs of the academic enterprise to the Governor's Office, individual legislators, the Board of Regents and their staff, private donors, and students. In addition, the Office of the Provost provides an oversight and control function, on behalf of Central Administration, to assure the necessary stewardship of the valuable resources provided to its units.

The Office of the Provost carries out its advocate responsibilities by:

- Working directly with units to develop programmatic requests for new or expanded state appropriations. Biennial budget requests are submitted to the Board of Regents every July.
- Seeking student and Board of Regent approval for selected tuition and fee increases. Proposals for tuition and fee increases are submitted to the Board of Regents every August and November.
- Seeking advice about budget initiatives and priorities from the leadership of the Faculty Senate and Faculty Budget Committee.
- Representing the academic enterprise's budgetary needs to the University's Budget Group (President, Provost, vice presidents, and General Counsel). The Budget Group meets throughout the year as agenda items arise. Discussions about new allocations are typically held in February through April of each year.
- Representing unit space and equipment needs to the University's Facilities Renewal and Equipment Committee (FREC). FREC meets throughout the year as agenda items arise.
- Allocating financial support to the academic units from the Provost's budget pools. In February and March the Provost holds a budget meeting with each dean, associate provost, and other direct reports to assure that spending targets will be met, discuss current efforts to improve the quality of academic programs, and highlight strategic initiatives for the coming years. Budget meeting participants are informed of where resources are likely to be available and asked to develop funding requests that link strategic initiatives in their area to a projected funding source.

The Office of the Provost carries out its stewardship responsibilities by:

- Working closely with academic units throughout the year to ensure spending targets are met and that budgeted allocations are used for the intended purpose.

- Negotiating solutions for units that fail to meet their budget targets. Units that incur budget deficits are required to meet regularly with central administration to monitor progress and take corrective action when necessary.

- Hosting regular meetings with the unit budget officers to review business policies and practices.

- Coordinating the annual budget close out process to ensure year-end financial targets are met. This process occurs each year in July.

- Preparing an annual financial report that highlights successful accomplishments and demonstrates the challenges that lie ahead.

The Office of the Provost constantly confronts the reality that the programmatic needs as demonstrated by deans and others greatly outweigh the resources available to satisfy them. In response to this, priorities must be established. Recent budget meeting agenda's have asked participants to focus their requests to a limited number of items where resources are most likely to be available. In addition, the Office of the Provost is making a concerted effort to tie all resource allocation decisions directly to the University's or unit's strategic plan. The Office of the Provost has also been aggressive in getting units to develop revenue-generating strategies to support their programmatic needs.

The Provost has also asked units to make better use of reallocated funds. The majority of the University's General Education Funds resides in recurring budgets within the academic units. The greatest source of budget flexibility occurs when faculty and staff lines turnover. Each new hire must be thought of as an opportunity to improve the quality of a program or change the direction or scope of a unit's activities. To compete successfully for new resources units must demonstrate that they can manage effectively the funds freed up by turnover. Those units that reallocate support to their highest priorities are more likely to get new funds to match their internal investment.

B. Budget Review

The University basically utilizes an incremental budget process to manage the General Education Fund. Central administration concentrates the majority of its effort on allocating new incremental revenues and encouraging units to reallocate faculty and staff turnover salary savings to new, high priority program initiatives. In addition, units are instructed to implement cost saving and revenue enhancement strategies that enable them to address their own budgetary needs and advance their strategic goals and initiatives.

The University Budget Group, comprising the President the Provost, Vice Presidents, and General Counsel is responsible for allocating the incremental general fund revenue. The Budget Group sets general fund revenue targets, evaluates budget requests brought to it by its members, and makes final resource allocation decisions. A summary of the Group's general fund base budget allocation decisions for the FY94 - FY00 period is provided below.

Total Incremental General Education Fund $'s FY 94 – FY 00		
Sources		**% of Total**
State Appropriations	$69,786,680	59.5%
Tuition and Fees	$36,548,805	31.1%
Indirect Cost Income	$10,262,300	8.7%
Investment and Other Income	$750,000	0.6%
Total New Sources	**$117,347,785**	
Uses		
Salary Policy	$66,702,387	56.8%
Collegiate Allocations	$6,122,281	5.2%
Library Allocations	$4,910,827	4.2%
Computing Resource Allocations	$2,246,300	1.9%
Graduate Student Revitalization	$1,378,000	1.2%
Student Financial Aid	$6,730,271	5.7%
Central Administration		
Provost	$5,343,435	4.6%
Research	$4,501,070	3.8%
Student Services	$455,705	0.4%
Finance and University Services	$17,469,009	14.9%
Relations	$1,424,000	1.2%
President	$64,500	0.1%
Total New Uses	**$117,347,785**	

During this period, the Budget Group allocated $117M in new revenues. State appropriations were the largest source of incremental revenue. The growth in tuition and fee revenue was a result of increased student enrollments, annual increases in the base tuition and fee levels, and collegiate tuition surcharge initiatives. Indirect cost income grew as the University's researchers were awarded more externally sponsored support.

The majority of the incremental general fund dollars were allocated to cover the cost of the annual salary policy, $66.7M or 56.8% of the total. Direct allocations made to the colleges, library, student financial aid, and other priority areas totaled $21.4M or 18.2% of the incremental revenues within this period. Finally, approximately $29.3M or 24.9% of the incremental revenue was allocated to centrally administered units to address new University-wide initiatives or to address unavoidable cost increases.

More details about the University's salary policy, unavoidable cost increases, and direct allocations are available upon request. The central administration's initiatives represent the joint efforts of the Budget Group. Although grouped under one of the vice presidential units, the majority of these funds are used to support campus-wide initiatives. An example of the specific allocations within the major vice president units is listed below. It is important to note that this summary depicts the new funds that were directed toward these areas during the period of FY 94 – FY 00. It does not necessarily represent the balances available as of FY 00. Funds may have been permanently reallocated to other units during this timeframe to support high priority program initiatives on an ongoing basis.

Vice President Unit	Program	Incremental General Education Fund $'s FY 94 – FY 00
Provost	Undergraduate Education	$1,700,000
	Enrollment Management	$1,200,000
	nTITLE Program	$700,000
	Systems Development	$571,000
	Faculty Diversity Opportunity Program	$300,000
	International Programs	$100,000
Research	Arts and Humanities Initiative	$400,000
	Bioscience Initiative	$1,644,000
	Research Incentives	$1,000,000
	Equipment Grant Match	$240,000
	PET Scanner Support	$200,000
	UIRIS	$100,000
	Unavoidable Cost Increases	$228,291
Finance and University Services	Building Renewal	$5,593,000
	Equipment	$2,512,000
	Bridging, Staff Training, etc.	$598,000
	Child Care	$140,000
	Unavoidable Cost Increases	$8,232,779
Student Services	Student Union Support	$300,000
	ASL Interpreter and Disability Accommodations	$105,705
University Relations	Women's Athlethics	$1,424,000

In addition to allocating incremental general fund revenues, the Provost is responsible for managing a $42M general fund budget. Approximately $8.1M of the total general fund budget is allocated directly to the Office of the Provost to support central office operations ($2.8M) and campus-wide activities ($5.2M). $28.1M is allocated to other departments within the Provost's organizational unit and $5.9M of the total represents summer session funding. Student financial aid accounts for the largest component of the other departmental budgets ($14.3M). The following tables highlight the Office of the Provost's FY 00 recurring general fund base budget:

Office of the Provost (Org 02 & 30) - General Ed Fund Recurring Base Budget – FY 1999-00

Department	Salaries	General Expense	Financial Aid	Total	% of Total
Office of the Provost	$5,577,986	$2,005,379		**$7,583,365**	18.0%
Opportunity at Iowa	$326,353	$164,533		**$490,886**	1.2%
SubTotal OP Central Departments	*$5,904,339*	*$2,169,912*		***$8,074,251***	*19.2%*
Art Museum	$726,780	$219,017		**$945,797**	2.2%
International Programs	$1,132,655	$70,939	$175,601	**$1,379,195**	3.3%
Lakeside Lab	$70,534	$45,654		**$116,188**	0.3%
Ombudsperson	$110,474			**$110,474**	0.3%
Admissions	$2,975,745	$1,636,685		**$4,612,430**	10.9%
Advising Center	$1,471,878	$85,576		**$1,557,454**	3.7%
Exam Services	$601,321	$74,976		**$676,297**	1.6%
Student Financial Aid	$1,173,606	$578,571	$14,127,374	**$15,879,551**	37.7%
Registrar	$1,618,902	$1,246,501		**$2,865,403**	6.8%
Total Org 02	**$15,786,234**	**$6,127,831**	**$14,302,975**	**$36,217,040**	**85.9%**
Summer Session – Org 30	**$5,872,163**	**$61,731**		**$5,933,894**	**14.1%**
Total Office of the Provost	**$21,658,397**	**$6,189,562**	**$14,302,975**	**$42,150,934**	**100.0%**
% of Total	51.4%	14.7%	33.9%	100.0%	

OP Central Operating Departments – General Ed Fund Recurring Base Budget – FY 1999-00

Category	Operations	Provost Budget Pools	AP Programs	Total	% of Total
Provost Office	$1,959,173			**$1,959,173**	24.3%
Opportunity at Iowa	$380,886		$110,000	**$490,886**	6.1%
Info & Resource Management	$287,238			**$287,238**	3.6%
Center for Teaching	$120,763			**$120,763**	1.5%
Dual Career Network	$88,539			**$88,539**	1.1%
Faculty Development		$8,595		**$8,595**	0.1%
Faculty Diversity Opportunity Prgrm		$450,000		**$450,000**	5.6%
Faculty Start-Up		$110,000		**$110,000**	1.4%
Grad & Professional Education		$50,000		**$50,000**	0.6%
Graduate Asst Revitalization		$310,777		**$310,777**	3.8%
nTITLE Program		$700,000		**$700,000**	8.7%
Undergraduate Education		$952,227		**$952,227**	11.8%
Univ Support/Enrollment Mgmt		$1,503,394		**$1,503,394**	18.6%
AP Faculty			$779,270	**$779,270**	9.7%
AP Undergraduate Education			$213,389	**$213,389**	2.6%
AP Health Sciences			$50,000	**$50,000**	0.6%
Total	**$2,836,599**	**$4,084,993**	**$1,152,659**	**$8,074,251**	**100.0%**
% of Total	35.1%	50.6%	14.3%	100.0%	

The Provost has made an effort to create resources to support the functional areas headed by the Associate Provosts. The Associate Provosts are subject to the same budget reporting and request processes that govern the colleges and other units that report to the Provost. The following table highlights the five Associate Provosts' FY 00 program budgets that are reflected under the Office of the Provost organization (Org 02):

Associate Provost Program Budgets – FY 1999-00

Sources	Faculty	Undergrad Education	Diversity	International Programs	Health Sciences	Total
General Ed Fund Recurring Base Budget						
AP Undergrad Ed Initiatives		$114,800				
College Bound Vouchers			$110,000			
Council on Teaching		$98,589				
Enrichment Funds					$50,000	
Faculty Development & Support	$779,270					
Sub-total	*$779,270*	*$213,389*	*$110,000*	*$0*	*$50,000*	***$1,152,659***
Allocation from Provost Budget Pools						
Faculty Diversity Opportunity Program			$450,000			
nTITLE Program		$700,000				
Undergraduate Education				$54,000		
University Support/Summer Session/Other				$478,000	$28,652	
Sub-total	*$0*	*$700,000*	*$450,000*	*$532,000*	*$28,652*	***$1,710,652***
Other Funds						
Ida Beam Visiting Professor-Gift Funds	$66,400					
Primary Care Initiative - IHPEP					$120,000	
Sub-total	*$66,400*	*$0*	*$0*	*$0*	*$120,000*	***$186,400***
Total	**$845,670**	**$913,389**	**$560,000**	**$532,000**	**$198,652**	**$3,049,711**
% of Total	27.7%	30.0%	18.4%	17.4%	6.5%	100.0%

The Associate Provost for Graduate Education and Dean of the Graduate College experiences a somewhat different reporting relationship and set of budgetary responsibilities than the other five Associate Provosts, in that, a separate organization exists to account for the funds of the Graduate College. The table below highlights this area's $10.9M recurring base budget. In addition to this recurring base, each year the Provost allocates funds from central funding pools to support graduate education; $79K was originally budgeted from this source in FY 1999-00.

Graduate College (Org 29) – General Ed Fund Recurring Base Budget – FY 1999-00

Program / Unit	Salaries	General Expense	Financial Aid	Total	% of Total
Office of the Dean	$968,908	$174,800		**$1,143,708**	10.4%
Fellowships:				**$4,690,861**	42.9%
Block Fellowships/Scholarships			$1,490,000		
Iowa Fellows			$1,425,000		
Graduate Merit Fellows			$747,978		
Iowa Arts & Performance Fellows			$400,000		
Dissertation Fellows			$264,000		
Cleary International Fellows			$95,000		
Capote Creative Writing Fellows			$42,500		
Incentive/Supplemental Fellows			$42,000		
Iowa College Summer Fellows			$15,000		
MacBride Summer Fellows			$2,500		
Fellowship Fringe			$166,883		
Interdisciplinary Programs	$274,107	$85,460		**$359,567**	3.3%
Block Allocation	$3,706,771			**$3,706,771**	33.9%
Diversity/Opportunity RA's	$67,375			**$67,375**	0.6%
Dean's Supplemental Fund	$114,399			**$114,399**	1.0%
Graduate College	**$5,131,560**	**$260,260**	**$4,690,861**	**$10,082,681**	**92.1%**
Urban and Regional Planning	**$835,980**	**$28,200**		**$864,180**	**7.9%**
Total Graduate College	**$5,967,540**	**$288,460**	**$4,690,861**	**$10,946,861**	**100.0%**
% of Total	54.5%	2.6%	42.9%	100.0%	

Allocating scarce resources will always be an important aspect of the Provost's responsibilities. The Office must develop appropriate strategies for garnering additional support for academic programs, and must ensure that future allocation decisions are better aligned with the University's and Office's strategic planning goals. New resources need to be allocated to instructional equipment and technology needs; faculty research space and start-up equipment needs must be addressed; and the University must increase its investment in new interdisciplinary initiatives if it wants to achieve distinction in an increasingly competitive higher education market. The Office of the Provost's 2000-2005 strategic plan addresses these needs.

IV. Accomplishments and Evaluation

A. Progress and Accomplishments

The tables below highlight some of the Office of the Provost's major accomplishments since July, 1996, when Jon Whitmore was appointed Provost.

Several major administrative changes marked the beginning of Provost Whitmore's tenure. The Office of the Vice President for Health Sciences was eliminated, and academic oversight of the health science colleges returned to the Office of the Provost. The University promoted the Associate Provost for Student Services to Vice President for Student Services, and the units that had reported to the Associate Provost for Student Services were split into two parts--student academic services, which report to the Provost, and student life services, which report to the Vice President for Student Services. To help manage this changing organization, Provost Whitmore created two new positions in the Office of the Provost—Vice Provost and Associate Provost for Health Sciences—using a small portion of the resources freed up when the Office of the Vice President for Health Sciences was eliminated. In addition, the Provost endorsed the move to create full-time positions for the Associate Provosts for Diversity and International Programs.

Provost Whitmore carefully studied the strategic plans that were in effect for the University and for the Office of the Provost at the time of his appointment. Finding that the plans lacked the focus that was necessary given the institution's existing and potential resource base, Provost Whitmore implemented three key initiatives. First, the Office of the Provost encouraged all academic units to focus on key elements of their respective strategic plans, and to promote programmatic initiatives that would enable them to achieve distinctiveness among their peers. Second, academic units were charged with creating budgetary flexibility within their own units through aggressive management of faculty and staff turnover. Third, the Office encouraged academic units to pursue aggressive tuition and fee levels for their programs. Each of these initiatives has been carried through to the Provost's 2000-2005 strategic plan.

The Provost charged the Associate Provosts with assisting him to create a sharper focus for the Office's efforts. A major component of this effort has been to improve the Office's accountability to the rest of the academic community. Through a series of weekly meetings and biennial retreats, the Associate Provosts work with the Provost to identify and commit to initiatives that will enhance the University's efforts to achieve its strategic goals. These initiatives are committed to writing, and each associate provost must make a regular progress report on initiatives for which he or she is responsible. At year end, the Provost uses the information from the activity lists and progress reports to generate his annual report to the faculty.

It should be reiterated that the Board of Regents exerts considerable influence on the Office of the Provost's workload. The University has met with escalating calls for public accountability in recent years, requiring the Office to provide more and more detailed operational information to the Regents. It is likely that this trend will continue into the future, forcing Office staff increasingly to reallocate their effort to external reporting rather than to the initiatives they have committed to advance. The growing demand for justification of programs and activities tends to dampen the Office's entrepreneurial spirit, and a heavier external regulatory and reporting burden may negatively impact future efforts to recruit Office staff. The Provost and others,

therefore, continue to work with Board Office staff to try to minimize the negative effects of the increasing need for accountability.

Below, selected major accomplishments of the recent past are grouped under several categories. Details about these accomplishments are available upon request.

Organization and Management: The office has made a number of organizational changes since the last self-study. These changes have been intended to create an academic administration that is better able to respond to the needs of the constituents it serves.

- Changed the Office of the Vice President for Academic Affairs to the Office of the Provost
- Provost resumed academic administrative responsibility for the health science colleges
- Created Vice Provost and Associate Provost for Health Sciences positions to accommodate additional responsibility
- Split student services into academic and student life components
- Appointed associate provost for undergraduate education
- Added associate provost designation to the Dean of the Graduate College
- Separated associate provost positions for international programs and diversity; reorganized Opp. at Iowa and International Programs
- Directed a focused strategic planning process that included the development of unit-specific goals and planning indicators
- Revamped collegiate review and outcomes assessment processes
- Accepted greater responsibility for managing computing resources
- Consolidated Regent reporting schedule
- Defined the academic component of the comprehensive campaign
- Directed the University's successful reaccreditation effort
- Pushed for the development of a new distance education strategic plan
- Created the College of Public Health

Faculty: The Office of the Provost's primary responsibility is to the faculty. The Provost has undertaken a number of initiatives to improve the policies that govern faculty life and to enhance faculty development.

- Implemented new policies governing postdoctoral education
- Created Center for Teaching and nTITLE
- Provided bridge support for TWIST program
- Developed unit norms and post-tenure effort allocation policies in accord with Board of Regents requirements
- Offered more and better development programs for faculty leaders
- Expanded orientation program for new faculty
- Established a clinical track for faculty
- Facilitated faculty component of PeopleSoft implementation
- Established guidelines for faculty chairs and professorships
- Created the Global Scholars Program
- Revised promotion and tenure procedural guidelines
- Expanded the Faculty Development Opportunity Program
- Supported significant improvement in graduate student compensation
- Developed common faculty portfolio database

Faculty Continued:

- Approved Nursing's faculty practice plan
- Developed Emeritus Faculty Council
- Created Communication Plan for increased interaction with faculty
- Increased number of developmental assignments

Communication: The Office of the Provost continually seeks feedback from faculty, students, and administrators about its efforts to improve the quality of academic programs. These efforts have been brought together in the Office's first communication plan. Highlights from the plan are listed below:

- Review accomplishments and plans annually with the President
- Deliver annual report to the Faculty Senate
- Hold biannual collegiate dean's retreats to solicit direction and priorities
- Hold biannual staff retreats to assess and evaluate internal progress towards stated goals and service improvements
- Testify monthly at the Board of Regents meeting
- Hold monthly meetings with central administrators to coordinate and review Regent docket
- Meet monthly with other Regent institution Provosts to review statewide academic policies and procedures
- Attend bi-monthly meetings of the Faculty Council and meetings of the Faculty Senate
- Host monthly luncheon meeting with senior faculty to solicit input and suggestions
- Host monthly coffees for faculty where ideas are discussed and exchanged
- Hold bi-monthly meetings with deans to review academic policies and procedures
- Hold weekly meetings with the Associate Provosts to review academic policies and procedures
- Hold weekly meetings with Faculty Senate officers to review academic policies and procedures
- Periodically visit academic departments
- Periodically visit research laboratories

Programs: The Office of the Provost interacts with its constituent units to identify and then approve and support new and exciting initiatives. Many of the initiatives outlined below were designed to improve the quality of the academic enterprise or expand the offerings it makes to current and potential students.

- Identified interdisciplinarity as a major theme in new strategic plan
- Supported effort to increase recruitment of top students by significantly expanding top-level scholarship programs
- Reallocated student financial aid awards to support enrollment management initiatives
- Negotiated approval for new degree programs in Environmental Studies, Women's Studies, Social Work, Public Health, Computer Science, Mechanical Engineering, Nursing, Second Language Acquisition, Translational Medicine
- Introduced the four-year graduation plan
- Enhanced and expanded the Honors Program
- Supported the First-Year Seminar Program
- Supported the Iowa Online project
- Doubled the number of students studying abroad
- Supported pilot project to internationalize the curriculum
- Expanded the Healthy Elderly Initiative

Programs Continued:

- Created the College of Public Health
- Established the Dual Career Network office for faculty spouse/partner hiring
- Supported the Women in Science and Engineering (WISE) initiative
- Developed electronic dissertation option
- Organized and expanded research opportunities for undergraduates
- Supported the development of interest group living-learning centers in residence halls
- Refined summer orientation program
- Created an undergraduate student Provost's advisory committee
- Supported increased efforts to recruit foreign students
- Sponsored a study on students with learning disabilities
- Developed a plan to expand career services and career placement
- Created IowaLink Program
- Initiated Four Year Graduation Plan

Resources and Infrastructure: The Office of the Provost is continually seeking sources of support for the academic enterprise. With the support and participation of the central administration, Board of Regents, and state government the University has been able to advance its programs and infrastructure. The most significant changes are listed below.

- Supported a more aggressive approach to tuition increases in line with Big Ten peers
- Supported individual units' development of tuition and fee increases to support programmatic quality improvements
- Addressed budget deficits in Liberal Arts, Law, and Pharmacy
- Received state support for undergraduate education programs
- Received state support for the Public Health Initiative
- Supported current activity to revitalize the University Libraries by addressing staff and technology needs
- Addressed compact shelving needs in Law Library
- Supported the development of new software systems: Degree Audit, WebISIS, Ex Libris, Admissions data warehouse, CIC Virtual Electronic Library, and FEES
- Created budget pool to support instructional equipment needs
- Created budget pool to support faculty start-up needs
- Developed general assignment classroom management group
- Surveyed low enrollment courses
- Major capital projects that have been completed or are currently underway are Schaeffer Hall, Biology I, Engineering, Business, MEBRF, NADS, and the Levitt Center for University Advancement, Art Museum
- Other projects of note are the Dental Science Building simulation lab, numerous Bowen and Medical Research Facility projects, Westlawn, Macbride Auditorium, and two additional parking ramps
- Planning is currently underway for Biology II, Art and Art History, Journalism/Classroom
- Comprehensive campus landscaping projects and grounds planning undertaken, campus lighting initiative, emergency phone system installed, campus building sign project
- Building renewal budget increased in accord with strategic plan targets - numerous fire and environmental safety and deferred maintenance projects undertaken
- Campus Fiber Optic Project begun and nearing completion
- Expanded diversity hiring support funding

B. Internal Evaluation

Self-Review

As noted above, the Provost's Office commits each year to a targeted group of initiatives that will enhance the University's efforts to achieve its strategic goals. In weekly meetings and biennial retreats, the Office gauges its overall success by tracking progress toward each of those initiatives. The Vice Provost and associate provosts make an annual progress report on the initiatives for which they are responsible, and those reports are the focus of each staff member's annual performance evaluation.

In developing its 2000-2005 strategic plan, the Office of the Provost carefully considered areas of strength and weakness, and focused on opportunities to achieve academic distinction among our peers. The plan reflects the office's strategies for development and improvement based upon a concentrated period of self-review and examination of priorities.

Strengths and Weaknesses

The primary reason for the Office's success in recent years has been its ability to recruit strong candidates for the Provost, Vice Provost, and Associate Provost positions. Each of these positions is held by a tenured full professor. The search for a Provost was conducted nationally, and attracted top candidates from across the country. The Vice Provost and Associate Provost positions were recruited from the existing faculty, providing tenured faculty at the University an opportunity to expand their administrative and managerial experience. The Office staff members, therefore, not only have a thorough understanding of academia but also the respect of their faculty colleagues across campus.

The Office also benefits from having a rich pool of well educated, hard-working, and talented personnel in the Iowa City community from which to fill its professional and merit positions. The Office's professional staff have experience in program management, data analysis, report writing, budget and financial management, database construction, web development, network and desktop support, and process operations. The Office's merit staff have extensive experience in providing program support, report preparation, event planning, schedule management, and communication skills.

The Office of the Provost recognizes four areas where improvement is needed. These areas are resource availability (financial and space), efforts to streamline administrative processes, addressing issues related to the focus of control (centralization versus decentralization), and communication. Each of these issues is addressed briefly below.

The Office of the Provost is the main advocate for the academic programs at the University. The identification of financial and physical resources to support the academic mission is one of the primary responsibilities of the Provost. Much has been accomplished in the past five years. However, further progress requires the establishment of a clearly defined set of prioritized opportunities (strategic plan), better use of existing resources (reallocation), and, perhaps most importantly, additional resources to feed the ambitious plans that have been identified. The Office of the Provost must continue to push the edge of the resource envelope outward if its academic programs are to gain the national recognition they seek.

Academic administration has become an overly burdensome and onerous task. The ability of Deans to recruit departmental officers and chairs has been hampered by the fact these positions have been required to spend an increasing proportion of their time performing tasks required by central administration. Often, central administration passes along these burdens at the direction of the Board of Regents. The Office of the Provost must continually work with the Board of Regents and other central administrators to make sure that the regulatory requirements placed on academic departments do not strangle the creative and innovative processes within them.

The University of Iowa is perhaps more decentralized than many of its peer institutions. The goal of such decentralization is to put decision-making responsibilities at the point in the organization where it makes the most sense. Growing accountability concerns may imperil decentralized decision-making. The Office of the Provost must work with other central administrators to protect, when appropriate, the decision-making responsibilities of the deans and department chairs.

Finally, the Office of the Provost recognizes that it must continually strive to improve the communication between itself and its constituent units. As evidenced throughout this report, the Office has made it a priority to be better communicators. The development of a comprehensive communication plan will enable the Provost to address communication issues and keep faculty, staff, and students better informed about important academic issues.

V. Academic Blueprint for the Future

Academic planning is one of the most important functions performed by the central administration. Strategic planning processes give central administrators an opportunity to receive input from the University community about potential directions and priorities. Strategic planning documents show the University community how all the information collected during the process has been distilled and woven together into a coherent set of goals and strategies. While the process and document themselves are therefore important, they are rendered useless if the strategic plan fails to be the basis of subsequent decision making and resource allocation.

It is also true, however, that the environment in which the University operates regularly changes in ways that prevent accurate forecasting. Strategic plans, therefore, need to be more dynamic than a once-every-five-years exercise permits. For example, the original 2000-2005 strategic plan was based on an assumption that gubernatorial and legislative support for the University's programs would continue at a level consistent with that exhibited over the last several years (full funding for salary policy and modest incremental support for program initiatives). Already, in the first year of the new strategic plan, this assumption is being tested. Real strategic plans evolve. Throughout the next five-year planning period, the Office of the Provost must constantly examine the direction the academic enterprise is heading and, with the University's academic and faculty leaders, determine if continued movement in that direction is likely to lead to a stronger institution.

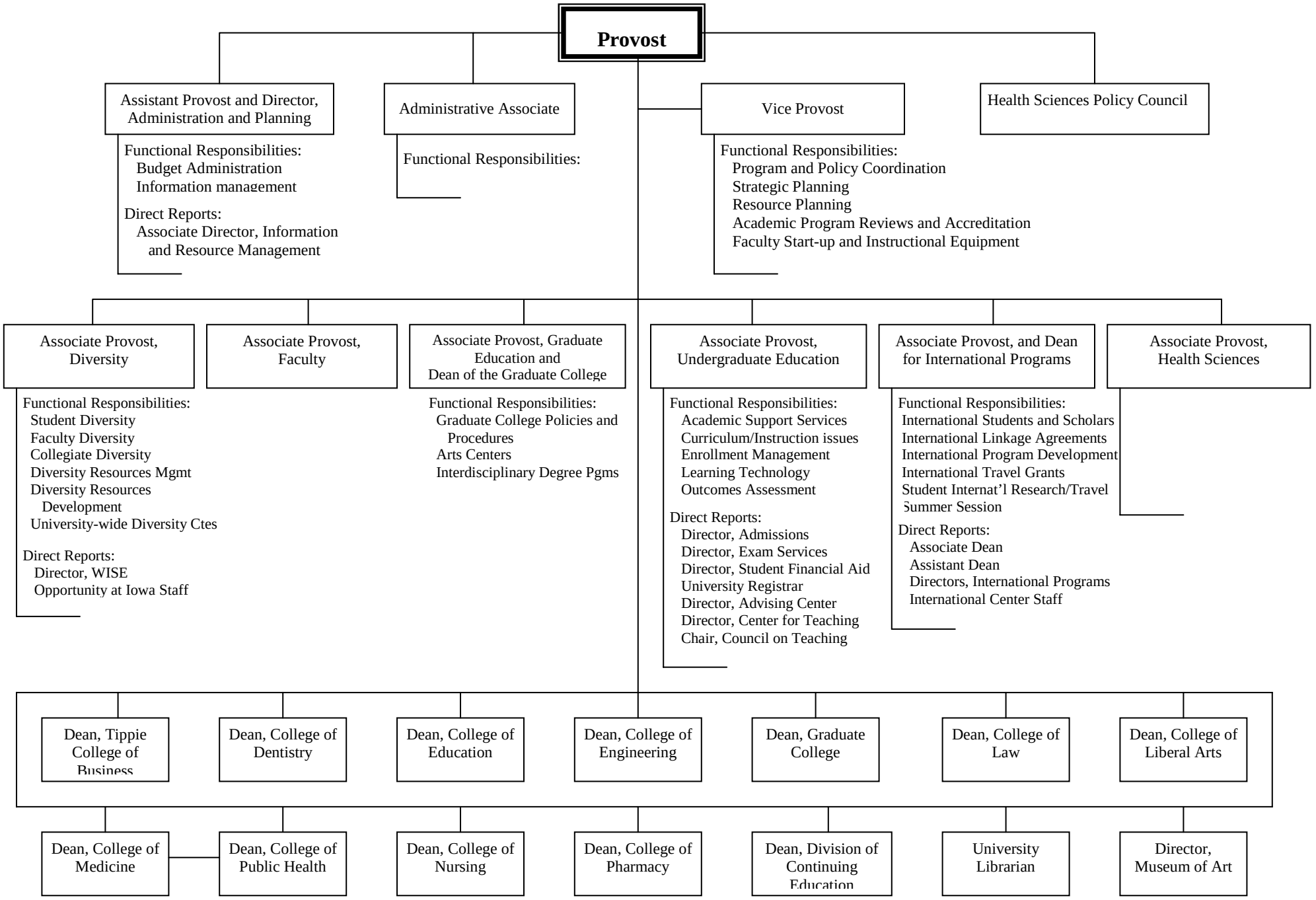
Recognizing these two things--that decisions and resource allocations must be based on strategic plans, and that strategic plans must be dynamic--the Office of the Provost pushed for changes in the University and collegiate planning processes and in the form of the final plans themselves. The 2000-2005 planning process focused planning efforts on a much narrower set of goals that reflect the issues of most critical importance, and the greatest opportunities to achieve distinction; built upon the University's long history as a leader in the development of cross-disciplinary programs to include interdisciplinary teaching and research as a major University wide goal; emphasized the need to commit resource support to the effort; and established the need for unit specific performance indicators to track progress.

Likewise, the Office of the Provost undertook a major initiative in 1999 to re-cast and streamline the strategic planning process for academic units. As a result, academic units were able to craft new strategic plans in a six-month period. The new plans are focused, succinct in their descriptions of the highest priority planning issues facing each unit, and introduce planning indicators to measure progress. Academic leaders will be evaluated on their success in reaching the goals they have set for themselves and for their units. Resources, when available, will be allocated in accordance with the need to meet strategic planning goals within the units.

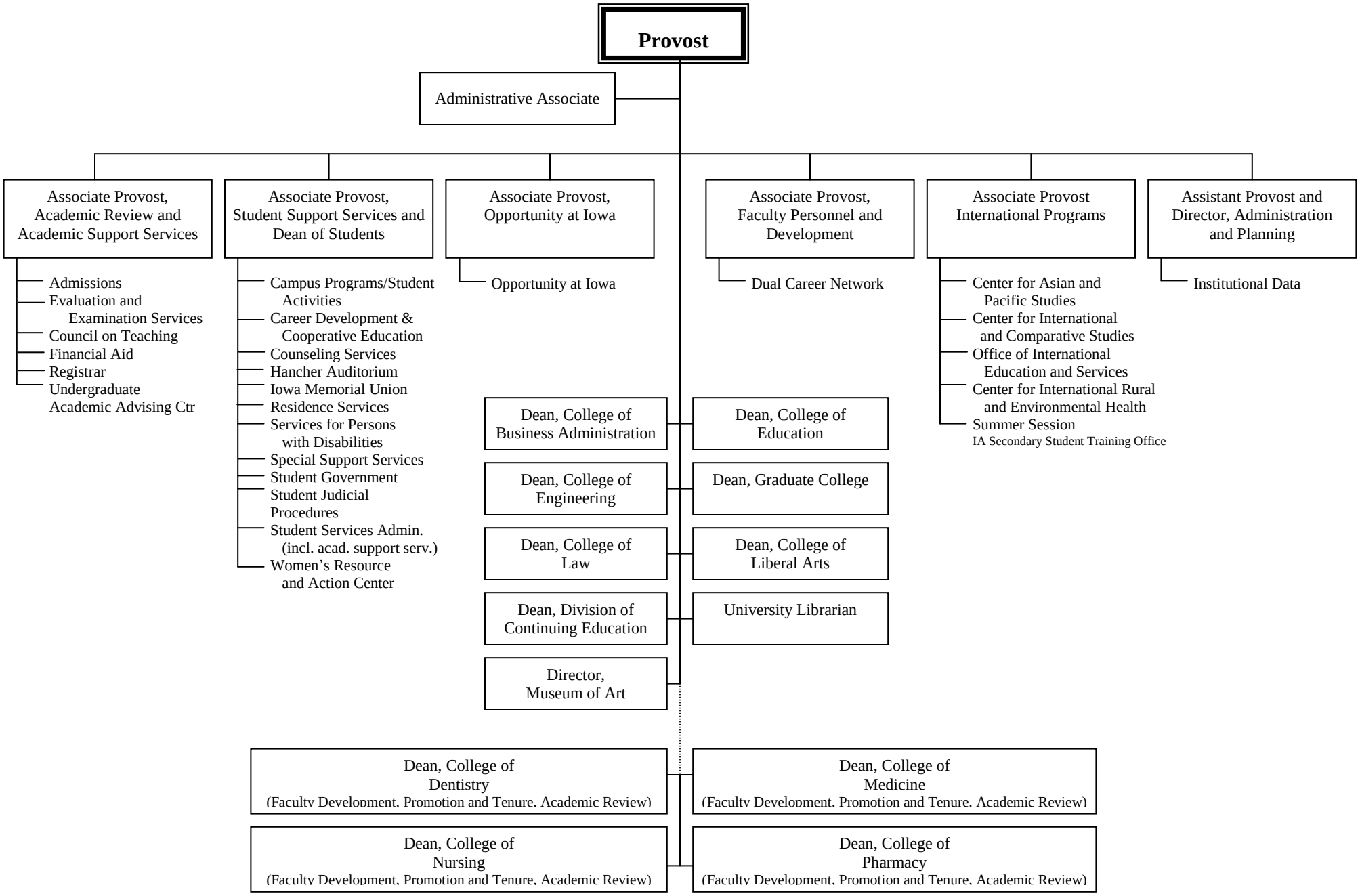
In its own strategic plan (Appendix G), the Office of the Provost states its intention to support the academic enterprise in finding new ways to achieve national distinction, identifies several new specific initiatives it will champion, and presents what it considers to be a reasonable financial plan to support its efforts. The Office is currently developing performance indicators that will enable annual assessments of its effectiveness.

The Provost's assessment of the appropriate direction for the academic enterprise is contained in the University's and Office of the Provost's strategic plans. The Office's success will be evaluated annually as the University, the Office, and the academic units report on performance indicators.

APPENDIX A:
THE UNIVERSITY OF IOWA
OFFICE OF THE PROVOST



APPENDIX B: Office of the Provost Organization at Last Review



APPENDIX C:

OFFICE OF THE PROVOST STAFF

Name	Title	Class Code	Salary
WHITMORE JON S	PROF/PROVOST	PF0298	$200,199
COULTER JOE D	ASSOC PROV	PF0398	$147,477
KNIGHT W H JR	VICE PROVOST	PF0398	$140,355
FOLKINS JOHN W	ASSOC PROVOST	PF0398	$116,290
BUCKWALTER KATHLEEN	ASC PROVOST-HLT	PF0398	$115,045
HOCH STEPHEN	ASSOC PROVOST	PF0398	$101,000
CLARK LEE ANNA	ASSOC PROVOST	PF0398	$99,855
SZESZYCKI DONALD J	AST PRV DR ADM	PA8815	$98,000
WILLIAMS NANCY LYNN	ADMIN ASSOCIATE	PA2310	$62,035
STOUT KARLA MARIE	SECRETARY IV	GB5312	$28,359
KIRKEY AMY	SECRETARY IV	GB5312	$36,953
PIERE SARA L	SECRETARY IV	GB5312	$36,953
POWERS LAUREN ANN	SECRETARY IV	GB5312	$32,048
RHODES STEPHEN L	SECRETARY IV	GB5312	$36,953
VAN ALLEN-SHALASH EV	SECRETARY IV	GB5312	$29,596
SPENNER VICTORIA M	SECRETARY III	GB5211	$30,497
CARTER KIMBERLY JO	SECRETARY III	GB5211	$27,018
LEE DOUGLAS J	ASST DIR ADMIN	PA1312	$54,855
YOWS KRISTINA	PROG ASSOC I	PA3008	$42,040
SIMPSON RONDA K	PROG ASSISTANT	PA3106	$35,000
WYNES KATHRYN A	PROG ASSISTANT	PA3106	$33,500
TIEMENS DEBRA J	PROG ASSISTANT	PA3106	$32,450
MURRIN JOAN	PROG ASSOC I	PA3008	$43,477
MOOREHEAD WENDY R	PROG ASSISTANT	PA3106	$33,210
WYATT SHARI MARIE	SECRETARY II	GB5108	$23,161

APPENDIX D:

OFFICE OF THE PROVOST FINANCIAL PLAN SUMMARY

Office of the Provost
General Education Fund Budget Pool Report
Budget Pool Descriptions

University Support The original budget pool, University Support, includes a variety of commitments made to the departments of Org 02-Office of the Provost (International Programs, Ombudsperson, Lakeside Lab, Associate Provosts, etc.) and throughout the University. The majority of the sources are non-recurring, with the Summer Session budget as the primary source. In FY 1999-00 $368K of permanent new resources were received to support ongoing Laser Science commitments and transitional administrative costs of the College of Pharmacy. Examples of other items supported include the Provost's annual salary lapse, University-wide association dues, and recruitment/search costs of Deans/Directors. A continual review of the commitments funded by this pool is necessary to determine if the initiative/cost would be more appropriately supported by another funding pool.

Undergraduate Education This pool was established in FY 1997-98 by a $258K State appropriation enabling strategic investments in areas that enhance and improve the programs and services provided to undergraduate students. In FY 1998-99 this pool was substantially increased to help support the enrollment related costs in the College of Liberal Arts. Additional resources were again earmarked in FY 1999-00, including an $860K State appropriation for improving undergraduate education, a $975K reallocation from the Instructional Equipment pool, and a $425K allocation specifically designated for Liberal Arts. These funds supported a $3.66M permanent funding adjustment to Liberal Arts' budget. After all FY 1999-00 recurring commitments are funded, it is projected that a $630K recurring balance will remain to support future initiatives.

Faculty Start-Up Each year $1.37M is allocated to the Provost Office from FREC's Equipment Fund to facilitate the funding of requests for individual faculty start-up packages. These funds supplement the $110K base recurring budget, originally received in FY 1996-97 for improving undergraduate education.

Instructional Equipment The primary purpose of these funds is to support improvements in general assignment classrooms and undergraduate laboratories. Similar to Faculty Start-Up, each year $1.24M is received from FREC's Equipment Fund to support these needs. The Office of the Provost's FY 1999-00 budget plans included a $975K permanent reallocation of FREC funding to the Undergraduate Education pool, supporting enrollment related costs in the College of Liberal Arts. This adjustment was somewhat offset by a $286K recurring increment to support enhanced information systems that will directly benefit undergraduate students.

New Technologies in the Learning Environment (nTITLE) The State first appropriated funding for nTITLE in FY 1997-98. Training and resources are provided to faculty enabling them to incorporate new technologies into their teaching. Funds are also used for the acquisition and maintenance of technology within the general assignment classrooms.

Faculty Diversity Opportunity Program (FDOP) Established in FY 1992-93, these funds support the recruitment and retention of ethnic minorities and women in areas in which they are historically underrepresented. This pool provides a source of salary "bridging" funds for up to three years, allowing the academic units time to ascertain a permanent source of funding.

Graduate Assistantship Revitalization In FY 1994-95 the University embarked on a three-year plan to improve graduate assistant salaries and benefits. In FY 1996-97 the University received $350K in State appropriations and matched this amount, earmarking a total of $700K to help fund this plan. Because the actual costs of the plan exceeded initial expectations, the Office of the Provost incurred a deficit totaling $598K as of the end of FY 1997-98. In FY 1998-99 the VP for Finance & University Services allocated the remainder of the FY 1996-97 funding to the Office of the Provost on a recurring basis to help support the ongoing costs of the program and to repay the deficit balance.

Faculty Development This pool was originally designed to support the retention of productive faculty. A substantial portion of the FY 1998-99 original $60K allocation has been permanently reallocated to support one counter-offer and to expand the Faculty Diversity Opportunity Program. Other costs associated with this pool include developmental replacement costs and other faculty salary funding needs. (Note: Pool sources are reflected in Section A as "Other".)

Graduate & Professional Education In FY 1998-99 the University allocated $50K of new resources to support program improvements and initiatives in the graduate and professional units. (Note: Pool sources are reflected in Section A as "Other".)

Enrollment Management Based on AY 1999-00 initial enrollment projections, $1M was allocated to the Provost Office to address the instructional and academic support needs resulting from increased enrollments. In addition, these funds are to support activities that will increase the retention of students. These funds are restricted and are not to be expended until actual tuition revenue growth is realized.

APPENDIX E:

OFFICE OF THE PROVOST STRATEGIC PLAN

2000-2005

APPENDIX F:

LIST OF SELECTED SUPPORTING MATERIALS

Academic Advising Center
- A Description of Academic Advising at The University of Iowa
- Academic Advising Center Web page

Academic Program Review
- Report to the Board of Regents on Academic Program Review

Accreditation
- A University on the Rise: A Self-study for The University of Iowa
- A University on the Rise: A Self-study for The University of Iowa – Appendices
- North Central Association Accreditation Report for The University of Iowa

Business, Henry B. Tippie College of
- Henry B. Tippie College of Business Strategic Plan

Continuing Education
- Interinstitutional Strategic Plan for Distance Education
- Division of Continuing Education Strategic Plan
- Report to the Board of Regents by the State Extension/Continuing Education Council
- Board of Regents Distance Education Policy
- Fulfilling the Promise: A Strategic Plan for Off-Campus Credit Programming (and Appendices)

Dentistry, College of
- College of Dentistry Strategic Plan

Diversity
- Report to the Board of Regents on the College Bound Program and the Regents Minority and Women Educators Enhancement Program
- Council on the Status of Women's Report Card for The University of Iowa
- Opportunity at Iowa Brochure, including inserts
- Opportunity at Iowa Newsletter
- Opportunity at Iowa/Continuing Education Brochure
- Women in Science and Engineering brochures
- Women in Science and Engineering Program Annual Reports
- Women in Science and Engineering Program Newsletters
- Women in Science and Engineering Program Strategic Plan
- Women in Science and Engineering Program Web page
- Women in Science and Engineering Program: Student to Student Support in Science (SSSS) Program Reports

Dual Career Network
- Dual Career Network Brochures
- Dual Career Network Executive Summary

APPENDIX F: List of Selected Supporting Materials

Education, College of
- College of Education Strategic Plan

Engineering, College of
- College of Engineering Strategic Plan

Enrollment Management
- Four-Year Graduation Plan
- The University of Iowa Enrolled Student Survey
- The University of Iowa Entering Freshmen Survey

Faculty
- American Association of Universities Data Exchange (AAUDE) Faculty Salary Book
- Audit of Developmental Assignment Programs (1993)
- Clinical Track Policy
- Collegiate Implementation Plans and Benchmarks for Instructional Improvement for the Framework for Selected Instructional Improvement (December 1992)
- Common Faculty Portfolio Database information
- Convocation Program
- Counter-offer survey
- Delaware Study
- DEO Professional Development Series brochure
- Departmental Salary Data
- Dual Career Network Brochures
- Dual Career Network Executive Summary
- Dual Career Network Web page
- Emeritus Faculty Council
- Extra compensation policy
- Faculty Activity Progress Reports: Board of Regents Memoranda, February/May 1997
- Faculty Handbook
- Faculty Resignation Survey
- Faculty Senate and Council Constitution, By-Laws, and Minutes
- Faculty Senate Teaching Questionnaire
- Framework for Selected Instructional Improvement (July 1992)
- Guidelines for Faculty Chairs and Professorships
- Guidelines for Promotion and Tenure Decision-Making at The University of Iowa
- IPEDS Fall Staff Survey
- New Faculty Orientation
- Policies and Procedures for Named and Endowed Chairs and Distinguished Professorships
- Post-tenure Effort Allocation Policy
- Progress Report on Actions Related to Faculty Workload Recommended at the February, 1997 Board of Regents Meeting - December 1997
- Progress Report on Actions Related to Faculty Workload Recommended at the February, 1997 Board of Regents Meeting - May 1997
- Report to the Board of Regents on Faculty Consulting Activities
- Report to the Board of Regents on Faculty Resignations
- Report to the Board of Regents on Faculty Workload, Effort, and Productivity
- Report to the Board of Regents on Operation of Tenure Policies

APPENDIX F: List of Selected Supporting Materials

- Report to the Board of Regents on Phased and Early Retirement
- Report to the Board of Regents on Professional Developmental Leaves
- Request to the Board of Regents for Professional Developmental Leaves
- Report of the Committee on Indicators of Instructional Enhancements and Progress Report on Collegiate Implementation Plans (report to the Board of Regents, November 1993)
- Status Report to the Board of Regents on Faculty Productivity Studies, February 1997
- University of Maryland American Association of University Professors (AAUP) Summary Report

Faculty Senate and Faculty Council

- Faculty Senate and Council Constitution, By-Laws, and Minutes
- Faculty Senate Teaching Questionnaire

Graduate College

- Electronic Thesis and Dissertation Project
- Graduate College Strategic Plan
- Graduate Student Revitalization program
- Interdisciplinary Programs Strategic Plan
- New degree programs
- Postdoctoral Policy
- Report on NRC Reputational Rankings of UI Doctoral Programs (1995)
- Undergraduate Research Journal

Information and Resource Management

- American Association of Universities Data Exchange (AAUDE) Faculty Salary Book
- American Association of Universities Data Exchange (AAUDE) Graduation/Retention survey
- Arizona Graduation Study
- Delaware Study
- Departmental Salary Data
- Information and Resource Management Web page
- University of Maryland American Association of University Professors (AAUP) Summary Report

Interdisciplinary Programs

- Report on Interdisciplinary Programs

International Programs

- Committee on International Education Strategic Plan
- Global Scholars Program report
- International Programs brochures
- International Programs Web page
- Report to the Board of Regents on Study Abroad
- Report to the Board of Regents on International Linkages
- Study Abroad statistics

Law, College of

- College of Law Strategic Plan

Liberal Arts, College of

- College of Liberal Arts Strategic Plan

APPENDIX F: List of Selected Supporting Materials

Libraries
- Provost's letter on revitalization of the Libraries
- Report to the Board of Regents on Libraries (Interinstitutional)
- University Libraries Strategic Plan

Medicine, College of
- College of Medicine Strategic Plan

Museum of Art
- Museum of Art Strategic Plan

NCA Accreditation
- A University on the Rise: A Self-study for The University of Iowa
- A University on the Rise: A Self-study for The University of Iowa – Appendices
- North Central Association Reaccreditation Report

Nursing, College of
- College of Nursing Strategic Plan
- Faculty Practice Plan

Ombudsperson, Office of
- Office of the Ombudsperson Strategic Plan
- Ombudsperson, Office of the, Annual Report
- Ombudsperson, Office of the--Web page

Opportunity at Iowa
- Opportunity at Iowa Brochure, including inserts
- Opportunity at Iowa Newsletter
- Opportunity at Iowa Web page
- Opportunity at Iowa/Continuing Education Brochure
- Report to the Board of Regents on the College Bound Program and the Regents Minority and Women Educators Enhancement Program

Pharmacy, College of
- College of Pharmacy Strategic Plan

Policies and Procedures
- Board of Regents Distance Education Policy
- Board of Regents Meeting Minutes
- Board of Regents Procedural Guide
- Board of Regents Strategic Plan
- Clinical Track Policy
- Collegiate Guidelines for Promotion and Tenure Decision-Making at The University of Iowa
- Council on Teaching's TA Handbook
- Criteria for Institutional Enhancements and Reductions of Academic and Non-Academic Programs (May 1997)
- DEO Handbook
- Extra compensation policy
- Faculty Handbook

APPENDIX F: List of Selected Supporting Materials

- Final report to the Board of Regents on implementation of the recommendations of the Pappas Organizational Audit, May 1997
- Guidelines for Faculty Chairs and Professorships
- Guidelines for Promotion and Tenure Decision-Making at The University of Iowa
- Pappas Consulting Group Organizational Audit Report, February 1996
- Peat Marwick Organizational Audit: Diagnostic Review of the Indirect Cost Proposal, March 1989
- Peat Marwick Organizational Audit: Faculty Workload Study, May 1989
- Peat Marwick Organizational Audit: Faculty Workload Study: Framework Report, February 1989
- Peat Marwick Organizational Audit: Final Summary Report, November 1989
- Peat Marwick Organizational Audit: Iowa Board of Regents Funding Analysis, September 1989
- Peat Marwick Organizational Audit: Length of Time to Complete an Undergraduate Degree, August 1989
- Peat Marwick Organizational Audit: Organization and Staffing Review, March 1989
- Peat Marwick Organizational Audit: Organizational Audit Report, January 1989
- Peat Marwick Organizational Audit: Phase II Proposal, March 1988
- Peat Marwick Organizational Audit: Review of Program Change Methodology, July 1989
- Peat Marwick Organizational Audit: Study of Program Duplication, July 1989
- Peat Marwick Organizational Audit: The Iowa Board of Regents and the Regents Institutions: Strategic Planning Concept Statement
- Peat Marwick Organizational Audit: The University of Iowa Responses to Organizational Audit Issues, July 1989
- Peat Marwick Organizational Audit: The University of Iowa Strategic Planning and Management Process
- Policies and Procedures for Named and Endowed Chairs and Distinguished Professorships
- Post-tenure Effort Allocation Policy
- Progress Report to the Board of Regents on Student Outcomes Assessment
- Report to the Board of Regents on Academic Program Review
- Report to the Board of Regents on Affirmative Action
- Report to the Board of Regents on Faculty Consulting Activities
- Report to the Board of Regents on Faculty Resignations
- Report to the Board of Regents on Faculty Workload, Effort, and Productivity
- Report to the Board of Regents on International Agreements
- Report to the Board of Regents on Libraries (Interinstitutional)
- Report to the Board of Regents on Operation of Tenure Policies
- Report to the Board of Regents on Phased and Early Retirement
- Report to the Board of Regents on Professional Developmental Leaves
- Report to the Board of Regents on Salaries
- Report to the Board of Regents on Student Financial Aid
- Report to the Board of Regents on Student Persistence (Retention and Graduation Analysis)
- Report to the Board of Regents on the College Bound Program and the Regents Minority and Women Educators Enhancement Program
- Report to the Board of Regents on the Regents Merit System
- Request to the Board of Regents for approval of full-time tuition rates and mandatory fees
- Request to the Board of Regents for Professional Developmental Leaves
- Report to the Board of Regents by the State Extension/Continuing Education Council
- Report to the Board on the Family Practice Residency Program
- The University of Iowa Operations Manual
- Unit Norms listing

APPENDIX F: List of Selected Supporting Materials

Provost, Office of the

- Agendas: ICEC, AP Group, Deans' Meetings, HSPC, VP Group
- Appointments
- Annual Goals Lists
- Audit of Developmental Assignment Programs (1993)
- Building on Quality: A Progress Report on The University of Iowa's Commitment to Excellence in Undergraduate Education (May 1995)
- Career Services Plan
- Classroom design standards
- Classroom management group
- Collegiate Implementation Plans and Benchmarks for Instructional Improvement for the Framework for Selected Instructional Improvement (December 1992)
- Common Faculty Portfolio Database information
- Communication Plan
- Creation of the Office of the Vice President for Health Sciences; reorganization of the Office of the Vice President for Academic Affairs into the Office of the Provost (July 1993)
- Criteria for Institutional Enhancements and Reductions of Academic and Non-Academic Programs (May 1997)
- DEO Professional Development Series brochure
- Enrollment Services (Recruitment Focused) Strategic Plan
- Faculty Activity Progress Reports: Board of Regents Memoranda, February/May 1997
- *Faculty Handbook*
- Faculty Senate, Provost's Annual Reports to
- Final report to the Board of Regents on implementation of the recommendations of the Pappas Organizational Audit, May 1997
- First-Level Planning Unit Strategic Plans
- Framework for Selected Instructional Improvement (July 1992)
- Guidelines for Promotion and Tenure Decision-Making at The University of Iowa
- IowaLink Program
- Learning Disabilities, Study on Students with
- Office of the Provost Strategic Plan
- Pappas Consulting Group Organizational Audit Report, February 1996
- Peat Marwick Organizational Audit: Diagnostic Review of the Indirect Cost Proposal, March 1989
- Peat Marwick Organizational Audit: Faculty Workload Study, May 1989
- Peat Marwick Organizational Audit: Faculty Workload Study: Framework Report, February 1989
- Peat Marwick Organizational Audit: Final Summary Report, November 1989
- Peat Marwick Organizational Audit: Iowa Board of Regents Funding Analysis,
- September 1989
- Peat Marwick Organizational Audit: Length of Time to Complete an Undergraduate Degree, August 1989
- Peat Marwick Organizational Audit: Organization and Staffing Review, March
- Peat Marwick Organizational Audit: Organizational Audit Report, January 1989
- Peat Marwick Organizational Audit: Phase II Proposal, March 1988
- Peat Marwick Organizational Audit: Review of Program Change Methodology, July 1989
- Peat Marwick Organizational Audit: Study of Program Duplication, July 1989
- Peat Marwick Organizational Audit: The Iowa Board of Regents and the Regents Institutions: Strategic Planning Concept Statement

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- Peat Marwick Organizational Audit: The University of Iowa Responses to Organizational Audit Issues, July 1989
- Peat Marwick Organizational Audit: The University of Iowa Strategic Planning and Management Process
- Policies and Procedures for Named and Endowed Chairs and Distinguished Professorships
- Post-tenure Effort Allocation Policy
- Progress Report on Actions Related to Faculty Workload Recommended at the February, 1997 Board of Regents Meeting - December 1997
- Progress Report on Actions Related to Faculty Workload Recommended at the February, 1997 Board of Regents Meeting - May 1997
- Progress Report to the Board of Regents on Student Outcomes Assessment
- Provost, Office of the--Web page
- Report of Rainbow Project Task Force
- Report of the Committee on Indicators of Instructional Enhancements and Progress Report on Collegiate Implementation Plans (report to the Board of Regents, November 1993)
- Report on Efficiencies and Effectiveness Efforts - January 1995
- Report on the Organizational Structure of the Office of the Vice President for Health Sciences (November 1993)
- Report to the Board of Regents on Revision of Health Sciences Governance Structure (February 1997)
- Report to the Board of Regents on Revision of International Programs Governance Structure (July 1997)
- Report to the Board of Regents on Academic Program Review
- Report to the Board of Regents on Faculty Consulting Activities
- Report to the Board of Regents on Faculty Resignations
- Report to the Board of Regents on Faculty Workload, Effort, and Productivity
- Report to the Board of Regents on International Agreements
- Report to the Board of Regents on Operation of Tenure Policies
- Report to the Board of Regents on Phased and Early Retirement
- Report to the Board of Regents on Professional Developmental Leaves
- Report to the Board of Regents on the Regents Merit System
- Request to the Board of Regents for Professional Developmental Leaves
- Requests to Board of Regents to establish new programs
- Review of Operations (Electronic Database)
- Review of Programs and Services Report, December 1991
- Review of Programs and Services Report, December 1992
- Review of Programs and Services Report, July 1992
- Review of Programs and Services Report, June 1993
- Status Report to the Board of Regents on Faculty Productivity Studies, February 1997
- Strategic Planning and Implementation Process Committee Report, March 1991
- Strategic Planning Progress Report - July 1991
- Strategic Planning Progress Report - July 1992
- Strategic Planning Progress Report - June 1993
- Strategic Planning Progress Report - September 1994
- Strategic Planning Progress Report - September 1995
- The University of Iowa Plan for the Assessment of Student Academic Achievement - 1995
- U.S. News and World Report: issues with ratings of University of Iowa programs
- WebISIS

APPENDIX F: List of Selected Supporting Materials

Public Health, College of

- College of Public Health Strategic Plan
- Request to the Board of Regents to create the College of Public Health

Registrar, Office of the

- Office of the Registrar Strategic Plan
- Report to the Board of Regents on Student Persistence (Retention and Graduation Analysis)
- Improving Institutional Quality through Student Feedback at a Large Public University, June 1996
- Improving Quality through Annual Student Feedback with Comparisons to Norms, June 1994
- Office of the Registrar Self-Study, September 1995
- Registrar, Office of the--Web page
- Student Profile Reports for Fall 1992 through Fall 1997
- WebISIS

Strategic Planning

- *Achieving Distinction* (The University of Iowa Strategic Plan, 1989-95)
- *Achieving Distinction 2000* (The University of Iowa Strategic Plan, 1995-2000)
- Board of Regents Strategic Plan
- College of Business Strategic Plan
- College of Dentistry Strategic Plan
- College of Education Strategic Plan
- College of Engineering Strategic Plan
- College of Law Strategic Plan
- College of Liberal Arts Strategic Plan
- College of Medicine Strategic Plan
- College of Nursing Strategic Plan
- College of Pharmacy Strategic Plan
- Committee on Diversity Strategic Plan
- Committee on International Education Strategic Plan
- Core Values, Statement of
- Cultural Affairs Committee Strategic Plan
- Division of Continuing Education Strategic Plan
- Enrollment Services (Recruitment Focused) Strategic Plan
- First-Level Planning Unit Strategic Plans
- Framework for Academic Unit Strategic Planning
- Fulfilling the Promise: A Strategic Plan for Off-Campus Credit Programming (and Appendices)
- Graduate College Strategic Plan
- Implementing the Strategic Plan: A Second-Year Report on Meeting Targets
- Interdisciplinary Programs Strategic Plan
- Interinstitutional Strategic Plan for Distance Education
- Museum of Art Strategic Plan
- Office of Admissions Strategic Plan
- Office of Student Financial Aid Strategic Plan
- Office of the Ombudsperson Strategic Plan
- Office of the Provost Strategic Plan
- Office of the Registrar Strategic Plan
- Strategic Planning and Implementation Process Committee Report, March 1991

APPENDIX F: List of Selected Supporting Materials

- Strategic Planning Indicators – comprehensive listing
- Strategic Planning Progress Report - July 1991
- Strategic Planning Progress Report - July 1992
- Strategic Planning Progress Report - June 1993
- Strategic Planning Progress Report - September 1994
- Strategic Planning Progress Report - September 1995
- Strategic Planning Progress Report, UI Libraries
- The Use of Targets in Implementing the Strategic Plan of The University of Iowa
- University Libraries Strategic Plan

Student Financial Aid

- Office of Student Financial Aid Strategic Plan
- Report to the Board of Regents on Student Financial Aid

Student Services

- Student Services Strategic Plan
- Career Development Services Activity Summary, strategic plan, and other information
- Career Development Services brochures
- Career Services and Placement Offices--Web page

Teaching, Center for

- Center for Teaching Web page
- Center for Teaching: nTITLE Program--Web page

Teaching, Council on

- Council on Teaching's TA Handbook
- Council on Teaching Web page

UI Foundation

- Comprehensive Campaign Communications Update
- Comprehensive Campaign PowerPoint presentations (Office of the Provost)

University of Iowa

- *Achieving Distinction* (The University of Iowa Strategic Plan, 1989-95)
- *Achieving Distinction 2000* (The University of Iowa Strategic Plan, 1995-2000)
- Board of Regents Docket Books
- Board of Regents Meeting Minutes
- Board of Regents Procedural Guide
- Board of Regents Strategic Plan
- Budget Books
- Committee on Institutional Cooperation Strategic Plan
- Committee on Interinstitutional Cooperation (CIC) Annual Report
- Committee on Interinstitutional Cooperation Web page
- Convocation Program
- Implementing the Strategic Plan: A Second-Year Report on Meeting Targets
- *New Century Iowa: Bridges to the Next Horizon*: A Strategic Plan for The University of Iowa, 2000-2005
- The University of Iowa Operations Manual

APPENDIX F: List of Selected Supporting Materials

- The Use of Targets in Implementing the Strategic Plan of The University of Iowa
- University of Iowa Fact Book
- University of Iowa General Catalog
- University of Iowa Web page
- University Reports

WISE

- Women in Science and Engineering brochures
- Women in Science and Engineering Program Annual Reports
- Women in Science and Engineering Program Newsletters
- Women in Science and Engineering Program Strategic Plan
- Women in Science and Engineering Program Web page
- Women in Science and Engineering Program: Student to Student Support in Science (SSSS) Program Reports
- Council on the Status of Women's Report Card for The University of Iowa

APPENDIX G: Office of the Provost Self-Study Overview

OFFICE OF THE PROVOST SELF-STUDY: OVERVIEW

Section	Contents	Questions from the Operations Manual to be addressed
I. Staff and Organization of the Office of the Provost	Reference to Appendix A (org chart), Appendix B (previous org chart), and Appendix C (list of staff names, titles, and salaries).	Staffing. What is the table of staff organization for the office? What are the salaries of staff persons?
II. Responsibilities and Mission of the Office of the Provost	A. Description of the Provost's categorical and delegated responsibilities. Includes description of relationship to other administrative offices and external constituencies. Mentions subordinate administrative units. B. Brief summary of relationship between Office of the Provost responsibilities and the University's Strategic Plan. In supporting materials, see University and other VP unit org charts; lists of staff members' service on state and national committees; information on the Museum and Libraries; etc.	Rationale. In what ways are the goals of the office compatible with the role of the University and its mission statement? How are the programs administered by the office responding to the needs of the faculty, staff, and students, the people of the State of Iowa, and the nation? How are the office's goals and purposes coordinated with those of other University offices and agencies, and with the Regents of the University? Where appropriate, what are the relationships between the office and the Governor's office, the Iowa General Assembly, and other sources of University support and funding? Programs. What are the program activities of the office? What subordinate administrative units are involved in these programs? Services. What are the services provided by the office and its sub-units? What support and facilities are provided to the faculty? Relations With Other Offices. How does the office and its sub-units interact with other University offices?
III. Resources	Brief overview. Reference to Appendix D (Financial Plan Summary).	Resources. What is the budget for the office? What priorities govern the allocation of budget resources administered by the office? What proportion of the office budget is allocated for activities or functions directly related to faculty teaching and research? What have been the changes in budgetary support for the office in recent years? How does the office evaluate its budget success? Are administrative costs too high, or too low? What facilities does the office have at its disposal? Are the facilities adequate? If inadequate, what changes need to be made, or are being planned?

		In general, what new resources are needed to improve the quality of education, research, and service provided by the University?
IV. Accomplishments and Evaluation	Brief description of internal evaluation; how the Office sets goals and monitors progress. Reference to Appendix F, list of various supporting materials. In supporting materials, see the communications plan; records having to do with completed searches for deans; Faculty Senate presentations; Regents materials; selected collegiate and departmental reviews; Indicators documents; etc.	How effective are programs? What are their strengths and weaknesses? Exactly how is the program effectiveness of the office determined and evaluated? How effective are the services provided for or supervised by the office? What plans and undertakings are being considered to upgrade teaching, research, and service facilities? What priorities are attached to present services, or to the logistical support services embedded in future plans? Does [the office] maintain effective communications, cooperation, and coordination with other offices as needed? Is there duplication or overlap in functions and responsibilities with other offices? What are the strengths and weaknesses of the staff? How are staff persons recruited? How is their performance evaluated? Is the present staff adequate to provide the programs and services of the office? What are future staffing plans? Internal Evaluation. What are the procedures used by the office for the review and evaluation of that office and its subordinate administrative units? What is the timetable for such reviews? Have there been external reviews of sub-units? Are there plans for such external reviews? How well do the subordinate administrative units perform?
V. Academic Blueprint for the Future	Brief overview. Reference to Appendix E, the 2000-2005 Strategic Plan. In supporting materials, see collegiate strategic plans.	Goals. What are the various purposes, aims, or goals of the office? How are these goals established and what is the faculty's role in this process? What priorities are given to the principal goals of the office? How have these priorities changed, or what plans for changes in priorities are envisioned? What are the goals of the sub-units of the office? Strategies for Improvement. What areas in the office's performance are most in need of improvement?

APPENDIX G: Office of the Provost Self-Study Overview

		How does the office intend to improve its performance? What are its development plans? What specific lines of development are being pursued? How is this being accomplished?
Appendix A	Organizational Chart	See section I
Appendix B	Previous Organizational Chart	See section I
Appendix C	List of staff members and their salaries	See section I
Appendix D	Financial Plan Summary	See section III
Appendix E	Office of the Provost Strategic Plan, 2000-2005	See section V
Appendix F	List of selected supporting materials	See section IV
Appendix G	Office of the Provost Self-Study Overview	