

Report of the Committee for the Academic Review of the Office of the Provost

University of Iowa

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Review Process and Information Collected

The periodic academic review of central administration offices, conducted under the University of Iowa Policy Manual II.28.4, provides central administration officers the opportunity to evaluate their programs; explain the roles, functions, procedures, and activities of their offices and officers, and provides a systematic faculty evaluation of these offices and officers. Details of the current review process, timelines, and interview schedules are provided in Appendix A. In addition to interviews, additional feedback was obtained through a Qualtrics survey (details in Appendix B). The II.28.4 policy language applicable for this review is in Appendix C.

Summary of the Office of the Provost's Recent Activities

The Office of the Provost's oversees a broad portfolio of academic and non-academic programs and functions, as documented in its self-study document (posted with this report on the [Faculty Senate website](#)), which also includes detailed organizational charts for several office units. Leaders in this office closely interact with administrative leadership in collegiate units to support undergraduate and graduate education and facilitate faculty development and oversight. The office also includes leadership responsible for international programs, libraries and museums, university enrollment management, the Registrar, and information technology. The Office of the Provost has operated under the leadership of Provost Kevin Kregel since July 2020.

The Office coordinates and manages a wide range of activities and initiatives to achieve key goals of the university's strategic plan. These include the creation and management of the Strategic Plan Action and Resource Committees (SPARCs), annual distribution of approximately \$15M in Public-Private Partnership (P3) funding for strategic investments, implementation of the High Impact Hiring Initiative (HIHI) funding mechanisms for faculty recruitment and retention, and the establishment of structures for recognition of external faculty awards and the enhancement of external visibility of faculty. Student support and success initiatives include First-Gen Hawks, the Small-Town and Rural Students (STARS) programs, and the recently introduced John Deere Scholars Program. In 2023, the Center for Teaching was moved under the Office of the Provost to improve its impact on university excellence in teaching and learning. Several changes were

also implemented to better integrate arts and museums into the academic campus mission, including the establishment of the Office of the Performing Arts and Engagement and inclusion of university museums within the Office of the Provost.

Office leadership successfully hired seven collegiate deans over the past five years. The provost and associate provosts are active in Big Ten Academic Alliance (BTAA) and Association of American Universities (AAU) activities related to student success and faculty development.

Summary of Feedback Received on Office of the Provost Activities

The following section summarizes findings derived from input that the committee received through stakeholder interviews and written responses to a Qualtrics survey. From September to November, 2025, the committee conducted 23 small-group Zoom interviews and three individual, in-person interviews, engaging a broad cross-section of university leadership, including collegiate deans and associate deans, senior university leadership, Office of the Provost leadership and senior staff, shared governance representatives, and others who regularly interact with the office (see Appendix A for a complete listing of interview groups and participants). Interviews were guided by a common set of questions provided in advance, focusing on the provost and Office of the Provost activities over the previous five years (2020-2025), with particular attention to themes of student success, faculty excellence, academic leadership, crisis management, and communication and transparency.

In parallel, a Qualtrics survey was distributed to 403 individuals with regular contact with the Office of the Provost (including faculty, staff, and students in administrative or governance roles), and had 105 responses (26.1% overall response rate). The respondents self-identified as 45% university or academic administration, 27% faculty member or faculty governance, 26% staff member or staff governance, 3% other/declined answer). The survey included closed- and open-ended questions about both the Office of the Provost and Provost Kregel. Overall, the survey results indicate generally positive perceptions of the Office of the Provost's performance in student success (Question 1) and faculty success (Question 2) activities, and are summarized in Appendix B. For Questions 1 and 2, 26.7% and 21.9% of respondents, respectively, selected "insufficient knowledge to provide an evaluation." This result is not unexpected for surveys of a high-level administrative office, whose activities and impacts may only indirectly intersect with the day-to-day work of faculty and staff. Among respondents who provided scaled ratings (excluding "insufficient knowledge" responses), 88.3% rated the Office of Provost activities related to student success (Question 1) as "very effective" or "moderately effective" while 11.7% rated them "slightly effective" or "not effective at all." For activities supporting faculty excellence in teaching and research (Question 2), 80.5% rated these efforts as "very effective" or "moderately effective" and 19.5% as "slightly effective" or "not effective at all." The sections below summarize themes drawn from both survey comments and interviews, highlighting perceived strengths and areas for improvement related to student success, faculty excellence, strategic planning, collegiate collaboration, and communication. Unless otherwise specified, the term "respondents" refers collectively to participants in interviews as well as individuals who provided written responses through the Qualtrics survey.

a) Student success

Strengths and praise: The Office of the Provost was commended for its focus on activities that prioritize student retention and graduation rates, and its work to improve the overall student educational experience. Many stakeholders described the office as accessible, collaborative, and responsive in its engagement with colleges on student success initiatives. Leadership on efforts focused on achieving strategic plan objectives, such as through SPARC program development and P3-funded projects, was viewed positively. Office leadership regularly partners with collegiate leadership to design strategies to improve student engagement and learning. Several respondents commented favorably on the recent programs to improve undergraduate students' academic experience (e.g., First Gen Hawks, Center for Teaching programs, and changes to academic advising). Several respondents also highlighted the Office of the Provost's collaboration with the Graduate College and graduate-focused programs as important for supporting graduate student success, particularly in areas related to instruction, mentoring, and academic continuity. The Office of the Provost was praised for leadership and guidance during the rapid pivot of instructional practices during the COVID pandemic. Similarly, positive feedback was received regarding the office's guidance during more recent external challenges affecting instruction and student learning.

The inclusion of museums and libraries under Office of the Provost oversight has led to improved academic interactions across a wide range of undergraduate and graduate instructional activities, and these integrations were perceived as having positive outcomes for students and the broader university community.

Areas for further review and possible improvement: The Office of the Provost is perceived as large and complex but generally well organized. However, several respondents noted that it can feel understaffed in some areas, with expanding responsibilities placing pressure on limited personnel resources. In particular, the Associate Provost for Undergraduate Education, in addition to office-level responsibilities, oversees activities of the University College (UC) and now the Center for Teaching. The breadth of responsibilities prompted comments suggesting that the current portfolio may warrant review to ensure agility and flexibility in responding to future changes in the educational landscape. The committee also heard questions about whether the current UC structure reflects its evolving role within the Office of the Provost and whether some components may better reside in other administrative structures. For example, some respondents pointed to UC student onboarding activities as an area where collaboration with the Office of Student Life could benefit from further clarification. On a related note, respondents expressed mixed views about whether the dual associate provost/dean titles for several Office of the Provost leaders are helpful for role clarity, with some indicating that the dual titles can contribute to confusion regarding responsibilities and points of contact (e.g., Associate Provost for Undergraduate Education and Dean of University College, Associate Provost and Dean of the Graduate College, and Associate Provost and Dean of International Programs).

The committee received feedback that the office would benefit from earlier and more substantive interactions with the colleges prior to implementing major undergraduate academic changes (e.g., the Center for Teaching administrative move and office restructuring that impacts large

undergraduate colleges). Respondents emphasized the value of consultation earlier in the planning process, particularly for colleges with large undergraduate and graduate student populations, where changes can have cascading effects on both instructional and research programs. While there was praise for dissemination of provost-level instructional policy updates for the upcoming academic year (e.g., required syllabus additions and course delivery updates), several colleges expressed a preference for these policy changes to be communicated earlier (for example, in June). Colleges with early August start dates noted that earlier communication would allow sufficient time to incorporate changes before their semester begins.

Several colleges noted an increased need for the collection and analysis of institutional student data and urged the Office of the Provost to consider a centralized structure or office focused on instructional and academic analytics. There were comments that several peer institutions have established similar offices that may be useful models. A central coordination point within the Office of the Provost was viewed as potentially valuable for collecting, organizing, standardizing, and supporting the use of instructional and research data relevant to both undergraduate and graduate academic planning and decision-making.

b) Faculty excellence

Strengths and praise: The Associate Provost for Faculty (APF) succession plan implemented in early 2025 was highlighted as a valuable and effective strategy, in which the incoming APF served part-time in the office while the outgoing APF remained in the role. This approach was viewed as enabling a meaningful transfer of knowledge for this important faculty-focused position. Early feedback indicates that the current APF's interactions with stakeholders and collegiate leadership are contributing to strengthened relationships with the Office of the Provost. Respondents emphasized the importance of continuing to foster positive, trusting working relationships between the Office of the Provost and collegiate leadership, noting that these relationships are crucial to advancing both student success and faculty excellence.

In working to achieve strategic plan objectives related to faculty success, several initiatives developed and funded through SPARC and P3 mechanisms were praised. These faculty development programs include the High Impact Hiring Initiative (HIHI) for faculty recruitment and retention, the Mid-Career Faculty Scholar Awards, and support for external faculty award nominations. Many respondents cited these programs as having tangible positive impacts on faculty recruitment, retention, advancement, and external recognition. The Office of the Provost support for faculty leadership development programs, such as the Big Ten Academic Alliance (BTAA) Academic Leadership Program, Department Executive Officer (DEO) leadership training and the internal Iowa Academic Leadership Academy programs were all described as effective and valuable in developing future university leaders. Several respondents also pointed to early indicators of impact from these programs (including faculty retention, advancement, and external recognition) as evidence of their value, while noting that longer-term outcomes are still emerging.

Areas for further review and possible improvement: Some respondents noted that when the SPARC and P3 funding initiatives were first introduced, they were perceived as more accessible to faculty- and college-initiated proposals, whereas more recent funding decisions are perceived

as primarily supporting initiatives developed by upper administration. As a result, many expressed a need for greater clarity and transparency regarding the current SPARC and P3 funding priorities and decision-making process. Several respondents also raised concerns that evolving priorities may not be clearly communicated, contributing to uncertainty about the competitiveness of faculty- or college-initiated proposals and frustration related to the time and effort invested in proposal development. With ongoing uncertainties in federal research funding, many emphasized the importance of stronger coordination and communication among Office of the Provost, the Vice President for Research, and the Chief Financial Officer regarding faculty research priorities and budget planning. Several respondents urged the Office of the Provost to ensure that award, recognition, and professional development opportunities explicitly include specialized-track faculty.

c) Strategic planning

Strengths and praise. The Office of the Provost, under the leadership of Provost Kregel, was consistently described by respondents as the primary executor of the University's Strategic Plan. Under the provost's leadership, these ongoing efforts were characterized as data-driven and strongly focused on achieving objectives aligned with the plan. Among respondents who were familiar with SPARC activities, there was strong support for continuing the work of the SPARC groups and P3 funding mechanisms; however, some individuals indicated limited awareness of SPARC activities or how these structures operate. Funded projects were widely acknowledged as key to expanding and sustaining critical student success and faculty excellence activities.

New Re-SPARC groups were praised by some respondents for their broad campus participation and focus on identifying creative approaches to improving efficiency and increasing revenue in the context of anticipated enrollment challenges and uncertainty in future state support. The Office of the Provost's focus on undergraduate admissions, including the integration of recruiting and admissions functions with that of the Registrar, was viewed as a positive step toward improving the experience of incoming undergraduate students.

Areas for further review and possible improvement: Some respondents suggested the SPARC groups may be too large and could benefit from restructuring, including more faculty involvement, to ensure that more funding requests are initiated to support college efforts, versus the current focus on primarily supporting Office of the Provost activities. Many respondents also indicated a desire for clearer and more frequent communication to the campus community regarding SPARC membership, activities, the distinct purposes of each SPARC group, and greater transparency around how initiatives are solicited, reviewed, and recommended for funding.

Some respondents noted that the Re-SPARC groups are perceived to be top-down in organization and structure and expressed uncertainty about who will be responsible for implementing resulting recommendations. Others observed that while strategic planning and implementation often requires significant financial resources, there is a perception in some colleges of budget inequities or reluctance by the Office of the Provost to make bold decisions related to major programmatic changes, which they felt could slow progress towards achieving strategic plan goals.

Several collegiate leaders expressed a desire for more frequent engagement with senior Office of the Provost leadership through meetings that allow time for long-term contingency planning, structured brainstorming, and the exchange of collegiate best practices, noting that many current meetings are oriented toward near-term agenda items and information sharing.

d) Collegiate collaboration

Strengths and praise. Nearly all interview groups described the current Office of the Provost as accessible and collaborative, with several office leaders noted as being solution-oriented and respectful partners. Feedback received from Office of the Provost personnel similarly indicated that the office's internal working environment is viewed as supportive and collaborative.

Most colleges appreciated the accessibility and responsiveness of the provost and office leadership when their input is sought and commented favorably on the provost's approach of generally avoiding micromanagement of collegiate activities, allowing collegiate leadership to manage much of their own affairs. Respondents noted that the responsibility for implementing strategic plan initiatives appropriately rests primarily within individual colleges, with the Office of the Provost serving a coordinating and supporting role. Through interviews and survey responses, Office of the Provost leadership and its activities are widely viewed favorably, particularly for their focused and consistent approach to advancing the goals of the strategic plan.

Areas for further review and possible improvement: Interviews and survey feedback indicated that differences among colleges in terms of size, complexity, and needs means that a uniform engagement model may not be appropriate. Respondents suggested that these differences should be reflected in how the Office of the Provost engages with colleges, including the frequency and level of involvement. For example, some respondents suggested that larger or more complex colleges may benefit from more frequent or tailored engagement with Office of Provost leadership. Others noted that, in some cases, colleges appreciate the opportunity to take the lead in implementing strategic plan activities that primarily impact their own units.

As noted above, many respondents described the Office of the Provost leadership as accessible and responsive. However, some reported experiences inconsistent with this, particularly with respect to the timeliness of responses on time-sensitive matters such as faculty hiring decisions or responses to external pressures affecting instructional delivery. Several respondents also noted the value of periodically soliciting structured input (e.g., 360-degree reviews) regarding interactions with Office of the Provost leadership to identify emerging concerns early and promote more consistent experiences across colleges and stakeholder groups. Plans to utilize such feedback mechanisms were noted in the Office of the Provost self-study document.

e) Campus communications

Strengths and praise: Communications and guidance from the Office of the Provost were generally viewed positively, particularly in relation to navigating difficult, externally driven issues. Shared governance leaders similarly expressed favorable experiences regarding the accessibility and responsiveness of Office of the Provost leadership to faculty, staff, and student input and concerns. Many described the Office of the Provost leadership as providing consistency and

responsiveness during various challenging periods in recent years (e.g., campus Critical Incident Management Team and pandemic-related activities, state and federal legislative changes, enrollment pressures, academic freedom, and budgetary constraints).

There was clear appreciation expressed for the office's practice of soliciting input from subject-matter experts to develop practical, workable solutions, particularly in complex or high-stakes situations. Detailed and frequent email communications and updates shared by the Office of the Provost with collegiate leadership were also described as valuable and helpful.

Areas for further review and possible improvement: While the Office of the Provost was generally described as effective in navigating controversial external issues and mitigating potential negative impacts on the university, some respondents expressed concern about periods of limited communication during time of uncertainty, particularly while responses to external issues were still under development. Several administrative leaders noted that, in some situations, a cautious or prolonged input-gathering process can slow communication, creating space for uncertainty, fear, or rumors to fill a perceived "communication vacuum." Some respondents suggested that during crisis situations, early and periodic "work-in-progress" communications to the campus community may be valuable to signal that senior leadership is aware of the issues and actively working toward solutions, even when said decision or guidance is not yet available. These interim communications were suggested as a strategy to help mitigate speculation and rumors, while also providing talking points for collegiate leadership and inviting additional input from the broader campus community. Respondents also noted that guidance related to complex or fast-moving issues (such as legislative actions or regulatory changes) is often communicated primarily to deans, while associate deans and others responsible for implementation may not be included early enough. This was described as creating challenges for timely, coordinated, and consistent execution within colleges, particularly when leaders are fielding questions from faculty and staff about institutional risk or concerns about public exposure.

Some common concerns were raised regarding Office of the Provost email communications, noting that it is often unclear who the intended recipients are (e.g., leadership-only *versus* all faculty and staff). Even when messages appear to be directed specifically to collegiate leadership, respondents noted uncertainty about whether the information is intended to be shared more broadly within collegiate units, and if so, by whom and through what channels. Additional guidance, such as adding priority designations, for emails to collegiate leadership would be of value. Conversely, some respondents described instances in which information was disseminated directly to faculty and staff without prior awareness by collegiate leadership, leaving leaders unprepared to respond to subsequent questions or concerns. In this context, respondents suggested that clearer differentiation in email headers or explicit indications of intended audiences could help improve message clarity and coordination. Many emphasized the importance of continuing efforts to streamline communication in coordination with collegiate leadership, in ways that support effective information sharing while avoiding email overload.

Several collegiate leaders also expressed uncertainty about whom within the Office of the Provost to contact for specific issues (e.g., instructional questions, faculty HR matters). While senior

leadership was described as effective in directing inquiries to appropriate office staff when contacted, respondents suggested that unit organizational charts, such as those provided in the self-study document, may be valuable additions to the Office of the Provost website. This was suggested as potentially helping collegiate leaders and staff direct their questions more efficiently and receive timely, informed responses. Respondents also noted that the perceived lean staffing in the Office of the Provost may contribute at times to slower responses to collegiate inquiries.

Some feedback indicated that faculty feel uninformed about strategic planning activities, and many suggested that more frequent or earlier engagement with colleges could support broader awareness of strategic plan initiatives. Several respondents recommended that the Office of the Provost more widely circulate their periodic emails detailing activities of the different SPARCs; the SPARC update emails were mentioned numerous times as being informative but not widely circulated. Several respondents suggested that increased visibility of Provost Kregel and senior Office of the Provost leadership (such as through more frequent visits to colleges or even large departments) could help communicate strategic priorities, highlight progress and successes, reinforce the office's broader vision, and encourage broader campus engagement. An example of an issue that can use improved clarity and more collegiate and faculty communication are details of the recent process to identify the three strategic areas of excellence (writing-communication, brain science-mental health, cancer research-patient care) and how they will be supported along with other existing areas of excellence at the university.

Committee Recommendations Based on University Community Input

The sections above summarize input gathered from the committee's interviews and survey, reflecting perspectives from academic and administrative leaders, as well as select faculty, staff, and students who have regular interactions with the Office of the Provost. Based on this stakeholder feedback, the committee has identified the following recommendations as key priorities for ongoing attention and improvement. These recommendations represent the committee's synthesis of recurring themes identified throughout the review process, and are intended to strengthen transparency, communication, and consistency in the Office of the Provost's interactions with the university community.

- *Provide clearer and more timely guidance to collegiate leadership during fast-moving or complex externally driven issues (e.g., legislative changes, regulatory actions, or other external pressures that affect instruction, hiring, or academic operations).* Stakeholder feedback emphasized that while most collegiate and institutional leaders appreciated autonomy in routine decision-making, more guidance and earlier direction from the Office of the Provost is particularly important in sensitive situations where delays or missteps may increase institutional risk, public exposure, or uneven implementation across colleges.
- *Consider a differentiated approach to engaging with colleges that reflects their differing needs and varying sizes, complexities, and degrees of dependence on Office of the Provost resources.* Feedback suggested that larger and more resource-dependent colleges may benefit from more frequent or tailored interactions, while smaller colleges

with less financial dependence may require less frequent engagement or more streamlined support.

- Proceed with plans outlined in the Office of the Provost self-study to investigate and implement new mechanisms for internal and external feedback. The committee supports these efforts including the use of tools such as 360-degree reviews of senior leadership or office units, to promote early identification and timely responses to concerns.
- Continue to support and advocate for the faculty recruitment, retention, and development initiatives, including the HHI, Mid-Career Scholar Awards, and leadership development programs. Stakeholder input was consistently and overwhelmingly positive, emphasizing the high value and impact of these programs on faculty recruitment, retention, advancement, and institutional leadership capacity.
- Re-examine communication strategies for SPARC and P3 funding mechanisms to better inform faculty and colleges on their opportunities for support. Several stakeholders voiced uncertainty whether the current funding process provided faculty or individual colleges with the opportunity to use P3 funding for new instructional or research directions.
- As the Office of the Provost continues to grow and evolve, examine the Associate Provosts' direct reports and individual portfolios, including whether realignment is needed to maintain responsiveness, and whether the benefits of establishing a centralized data analytics and academic planning unit would justify the necessary investment of resources. Stakeholder input highlighted concerns about bandwidth and role clarity. Many respondents requested point-of-contact directories and unit-specific organizational charts to help ensure collegiate questions are directed to the appropriate office staff. Additionally, it is beneficial to review other institutions' data analytics strategies and consider creating a dedicated team to address the growing need for coordinated data infrastructure to support academic planning, compliance, accreditation, and decision-making.
- Increase the visibility of the provost and senior Office of the Provost leadership within colleges and large departments through regular communications that highlight progress on the university's strategic plan and other successful initiatives. Stakeholder feedback indicated that many faculty, staff, and students on campus are currently unaware of key office initiatives, including SPARC-related activities.
- Given the current climate of ongoing uncertainty in the academic enterprise, provide regular opportunities for structured brainstorming and discussion of crisis management approaches with collegiate leadership, particularly where this can strengthen collaboration across colleges and with the Office of the Provost. Feedback indicated that these opportunities would be a welcome complement to existing meetings, which are often perceived as more focused on information delivery; many indicated a desire for time dedicated to collective discussion and sharing of best practices among deans.
- Re-examine and clarify communication practices between the Office of the Provost and collegiate leadership, particularly regarding the intended audience for provost-level communications and expectations for further dissemination within colleges. Stakeholders emphasized the need for clarity and guidance on how and when collegiate leadership

should share information with faculty and staff, in order to support timely, consistent communication while avoiding unnecessary email burden.

Summary

The Office of the Provost leadership team is widely regarded as effective in managing and growing a complex organization that includes both academic and non-academic units, and in advancing student success and faculty excellence priorities aligned with the university's strategic plan. Stakeholder feedback emphasized strengths in collaboration, responsiveness, and crisis leadership, while also identifying opportunities to improve communication, leadership visibility, and data capacity. The office's plans to implement more formalized feedback mechanisms for office/unit operations and their leaders will be a valuable addition to fostering collaborative and respectful interactions among the university community. Additional improvements in Office of the Provost communications practices, including clearer messaging and broader promotion of successes, will further enhance the visibility and effectiveness of the office's academic activities.

Appendix A: Details on Office of Provost and Provost Kregel Review Process 2025-26

The periodic academic review of central administration offices provides central administration officers the opportunity to evaluate their programs; explain the roles, functions, procedures, and activities of their offices and officers, and provides a systematic faculty evaluation of these offices and officers. The reviews acknowledge successes in the office and provide recommendations for improvements in administrative structure and/or performance. The review process is intended to improve the capacity of administrative offices and officers to support and enhance the teaching, research, and service goals of the University.

The previous review of the Office of the Provost was completed in 2014 and is available on the Faculty Senate web page (<https://faculty-senate.uiowa.edu/about-faculty-senate/administrative-reviews>). The reviews of central administration office (II.28.4) and office administrative leader (II.28.5) are typically performed by the same committee at the same time. Separate review reports are produced for the office and the office administrative leader. The office review report (this report) is a public document, the administrator review report is confidential and only provided to the University President. Link to details in the University of Iowa Policy Manual section II.28.4: <https://policy.uiowa.edu/community-policies/academic-review#ReviewsofCentralAdministration>

Summary of Review Timeline, Scope, and Information Collected

In early February 2025, the faculty academic review committee for the Office of the Provost and Provost Kregel was appointed by Faculty Senate President Caroline Sheerin in consultation with University President Barbara Wilson. The Office of the Provost provided a self-study report to the committee on April 21, 2025. The committee later requested a separate self-study report from Provost Kevin Kregel in July 2025 and promptly received it on July 30, 2025. The committee met over Zoom on August 12, 2025 to determine the review focus, scope, and number and types of collegiate and administrative interviews to be conducted over Zoom (30- or 45-minute interviews). Details of the University of Iowa interview groups and interview questions are provided below. In advance of the interviews, interview questions were provided to interviewees that focused on activities facilitating student success, faculty excellence, and crisis management/contingency planning over the 2020-2025 review period. Each Zoom interview was conducted by the committee chair and several committee members, and discussion summaries were produced for each interview.

The committee met over Zoom on September 30, 2025 to review initial interview feedback and finalize questions for a targeted campus Qualtrics survey. The Qualtrics survey was sent out on October 21, 2025 (closed on November 2, 2025) to 403 individuals (faculty, staff, and students) in administrative positions, governance positions, or those having regular contact with the Office of the Provost. There were 105 responses submitted to the Qualtrics survey, which contained questions focused on Office of the Provost activities and Provost Kregel's activities (see Appendix B). Assistance with campus interview scheduling was provided by Elsa Thomas in the President's Office and Qualtrics survey assistance was provided by Laura Zaper in the Faculty Senate office. In-person interviews were conducted with Provost Kevin Kregel and Associate Provosts Tanya

Uden-Holman and Barry Thomas on November 11, 2025, and included a majority of the review committee, including the external member. Initial themes and recommendations were extracted from the detailed interview notes using secure ChatGPT and themes from the written comments obtained from the Qualtrics survey were extracted and organized using Microsoft CoPilot. The committee first revised the Provost Kregel review document using Teams collaboration and Zoom meetings the week of December 15, 2025. The final confidential review report for Provost Kregel was delivered to President Wilson on December 19, 2025. The provost review and additional themes from interviews were used to produce this Office of the Provost review report that was finalized in late January and emailed to President Wilson, Provost Kregel, and Faculty Senate President Just on February 6, 2026. The final Office of the Provost review report and the Office of the Provost Self-Study documents will be posted on the [UI Faculty Senate web page](#) for administrative reviews.

Listing of 23 small group Zoom and 3 individual interviews conducted

Collegiate leadership (11 interviews): dean and/or associate dean groups from each college (Public Health, Liberal Arts & Sciences, Education, Graduate College, Law, Engineering, Business, Medicine, Nursing, Pharmacy, Dentistry)

University leadership (2 group interviews): VP for Legal Affairs, Associate VP of Human Resources, VP for Student Life, Senior VP for Finance and Operations, CFO/Treasurer, Chief Information Officer, VP for Research

Provost office leadership (2 group interviews): Associate Provost and Dean - International Programs, Associate VP of Enrollment Management, Associate VP of Operations, Associate Provost for Graduate and Professional Education, Executive Director of Engagement, Director of Strategic Partnerships, University Librarian, Executive Director of Hancher, Director of Pentacrest Museums, Director of UI Museum of Art

Office of the President (vice presidents)

Ombudspersons

Provost Office Staff Members (2 interviews)

Board of Regents Office Staff

Faculty Senate Leadership

Staff Council Leadership

Student Government Leadership (USG and GPSG)

Three in-person one-hour interviews were held on Nov. 11, 2025 with:

Associate Provost for Undergraduate Education Tanya Uden-Holman

Associate Provost for Faculty Excellence and Strategic Operations Barry Thomas

Executive Vice President and Provost Kevin Kregel

Each interview group received information on the academic review process and was asked to think about the previous 5 years (2020-2025) of Provost and Provost Office activities with a focus on academic activities related to student success and faculty excellence. These five questions were provided to the interviewees in advance and guided the interview directions.

1. Do you have examples of provost's office (and provost) activities that promote student success and address the educational needs and concerns of academic units?
2. Do you have examples of provost's office (and provost) activities that enhance faculty excellence in their teaching and research activities at the university?
3. How effectively does the provost's office (and provost) provide academic leadership and direction to each academic unit?
4. How well does the provost's office (and provost) handle crises or challenges facing the university, and what measures are in place for contingency planning?
5. What recommendations do you have for the provost's office (and provost) to improve the effectiveness and transparency of their management of university academic activities?

Appendix B. Qualtrics Survey Details

A Qualtrics survey was sent to all interviewed individuals listed in Appendix A, as well as all Staff Council and Faculty Senate representatives (councilors and senators). The survey was also sent to collegiate staff who interact with the Office of the Provost (as identified by each college) and sent to all Department Executive Officers and Division Directors for each college. The Qualtrics survey was sent to 403 individuals and 105 responded. The questions were a combination of scaled response questions and free response comment questions. Several questions were directed to Office of the Provost activities and several questions were directed to Provost Kregel's activities. The Qualtrics survey format and questions are shown below:

Qualtrics Survey for the Office of the Provost and Provost Kevin Kregel

Thank you for taking the time to provide input on the University of Iowa Office of the Provost and of Provost Kevin Kregel to help inform our Academic Review conducted under the direction of the University President and President of the Faculty Senate. More information on the committee and its charge can be found here: [2025 Provost Review Committee Info](#)

The single page survey below is in two parts. The first questions (1-2) are focused on **Office of Provost** activities. The second set of questions (3-4) are focused on **Provost Kevin Kregel's** activities. Question 5 is for any additional comments. The organizational chart for the Office of the Provost is on this page: [UI Office of the Provost](#)

The focus of this survey is primarily on the past five years focused on student success and faculty excellence activities that are aligned with the university's strategic plan: [University of Iowa Strategic Plan](#)

Please select the option that best represents your University of Iowa position that informs your response about the UI Office of the Provost and Provost Kregel.

- University or departmental academic administration (e.g., deans, DEOs, division directors)
- Faculty member (including faculty senate representatives)
- Staff member (including staff council representatives)
- Other
- Decline to answer

1a) In your experience, how effective is the **Office of the Provost** with activities that facilitate student success at the University of Iowa?

Answer options: Very effective, Moderately effective, Slightly effective, Not effective at all, Insufficient knowledge to provide an evaluation

1b) In this comment box, feel free to provide comments on the strengths of the **Office of the Provost** in its student success activities. [free response]

1c) In this comment box, feel free to provide recommendations for improvement by the **Office of the Provost** in its student success activities. [free response]

2a) In your experience, how effective is the **Office of the Provost** with activities that facilitate faculty excellence in teaching and research at the University of Iowa?

Answer options: Very effective, Moderately effective, Slightly effective, Not effective at all, Insufficient knowledge to provide an evaluation

2b) In this comment box, feel free to provide comments on the strengths of the **Office of the Provost** in its faculty excellence activities. [free response]

2c) In this comment box, feel free to provide recommendations for improvement by the **Office of the Provost** in its faculty excellence activities. [free response]

3a) In your experience, how effective is **Provost Kevin Kregel** with activities that facilitate the University of Iowa achieving the goals of its strategic plan ([UI strategic plan](#))?

Answer options: Very effective, Moderately effective, Slightly effective, Not effective at all, Insufficient knowledge to provide an evaluation

3b) In this comment box, feel free to provide comments on the strengths of **Provost Kregel's** strategic plan activities. [free response]

3c) In this comment box, feel free to provide recommendations for improvement of **Provost Kregel's** strategic plan activities. [free response]

4a) In your experience, how effective is **Provost Kevin Kregel** with handling crises or contingency planning at the University of Iowa?

Answer options: Very effective, Moderately effective, Slightly effective, Not effective at all, Insufficient knowledge to provide an evaluation

4b) In this comment box, feel free to provide comments on the strengths of **Provost Kregel's** crisis management or contingency planning activities. [free response]

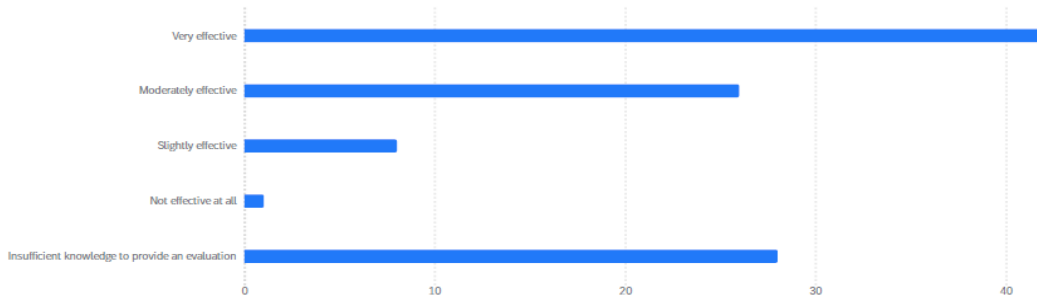
4c) In this comment box, feel free to provide recommendations for improvement of **Provost Kregel's** crisis management or contingency planning activities. [free response]

5a) In this comment box, feel free to provide any additional comments about praiseworthy activities or interactions with **Provost Kregel** and the **Office of the Provost** (e.g., internal communications, consultation, and transparency). [free response]

5b) In this comment box, feel free to provide any additional comments for improvement in management of UI academic activities by **Provost Kregel** and the **Office of the Provost** (e.g., internal communications, consultation, and transparency). [free response]

The two scaled response answers submitted for the Office of the Provost activities (Questions 1a and 2a) are shown below in bar graph format (sums may be >100% due to rounding).

Q7: 1a) In your experience, how effective is the Office of the Provost with activities that facilitate student success at the University of Iowa? 105

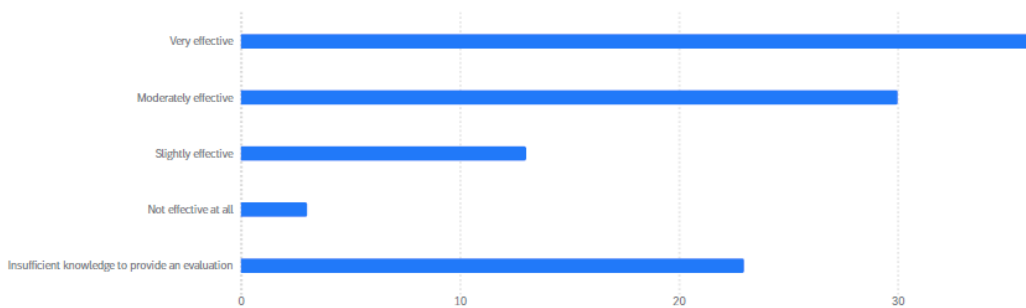


Q7: 1a) In your experience, how effective is the Office of the Provost with activities that facilitate student success at the University of Iowa? 105

Q7 - 1a) In your experience, how effective is the Office of the Provost with activities that facilitate student success at the University of Iowa?	Count	Count
Very effective	40%	42
Moderately effective	25%	26
Slightly effective	8%	8

Q7 - 1a) In your experience, how effective is the Office of the Provost with activities that facilitate student success at the University of Iowa?	Count	Count
Not effective at all	1%	1
Insufficient knowledge to provide an evaluation	27%	28

Q3: 2a) In your experience, how effective is the Office of the Provost with activities that facilitate faculty excellence in teaching and research at the University of Iowa? 105



Q3: 2a) In your experience, how effective is the Office of the Provost with activities that facilitate faculty excellence in teaching and research at the University of Iowa? 105

Q3 - 2a) In your experience, how effective is the Office of the Provost with activities that facilitate faculty excellence in teaching and research at the University of Iowa?	Count	Count
Very effective	34%	36
Moderately effective	29%	30
Slightly effective	12%	13
Not effective at all	3%	3
Insufficient knowledge to provide an evaluation	22%	23

Appendix C: current version of Policy Manual section II.28.4 used for this review

<https://policy.uiowa.edu/community-policies/academic-review#ReviewsofCentralAdministration>

28.4 Reviews of Central Administration

(Amended 4/6/21)

- a. **Scope.** The primary purposes of this academic review program are twofold: 1) to provide an occasion for central administration officers to evaluate their programs and sub-units and, in return, to explain the roles, functions, procedures, and activities of their offices and officers to the faculty; and 2) to permit a systematic faculty evaluation of these offices and officers aimed at making recommendations for improvements in administrative structure and/or performance. The review procedure is intended to improve the capacity of administrative offices and officers to support and enhance the teaching, research, and service goals of the University. Moreover, the academic review is intended to facilitate communication between administrative officials and the faculty, and to make it possible for the faculty to participate actively in the governance of the University.
- b. **Timing.** The Office of the President and the offices of each vice president of the University should be reviewed at least once every seven years. The University President shall consult with the Faculty Council in establishing a schedule of reviews.
- c. **Responsibility.** The University President and the President of the Faculty Senate shall be jointly responsible for the conduct of the reviews of the offices of the vice presidents. For review of the Office of the President, the responsible central academic officer shall be the Executive Vice President and Provost.
- d. **Review preparation.** The office under review is encouraged to provide the committee with the names of individuals who, through frequent contact with the office, may be able to provide the committee with relevant information for evaluating the office's performance.
- e. **Self-Study.** The office will prepare a self-study that will address the following areas:
 1. **Goals.** What are the various goals of the office? How are these goals established? 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? How well do the subordinate administrative units perform?
 2. **Services and Programs.** What services and programs are offered by the office? How effective are these programs and services and how was that determination made? What are their strengths and weaknesses? How do these activities support academic programs and relevant teaching or research missions?
 3. **Staffing.** What is the organizational structure of the office? Is the staff appropriately compensated and trained? Is the current staff adequate to provide the programs and services of the office? What are future staffing plans?
 4. **Resources.** What is the budget for the office? What priorities govern the allocation of budget resources administered by the office? What have been the changes in budgetary support for the office in recent years? Are administrative costs allocated appropriately? Are the facilities adequate? In general, what new resources are needed to effectively conduct the office's core responsibilities?
 5. **Internal and External Evaluation.** What are the procedures used by the office for the review and evaluation of the office and its staff? What is the timetable for such reviews?
 6. **Relationships with Other Offices.** How does the office interact with other offices internal and external to the University? Does it maintain effective communications, cooperation, and coordination? Is there duplication or overlap in functions and responsibilities?
 7. **Strategies for Improvement.** What areas of the office's performance are most in need of improvement? How does the office intend to improve its performance?
- f. **Review Committee.** The review committee for each central administrative office will be appointed by the President of the University Faculty Senate and the central academic officer responsible for

the review, with the advice and consent of the Faculty Senate. Normally, the review committee will consist of seven persons as follows:

1. Chairperson
2. External reviewer: Appointed from among off-campus persons nominated in consultation with the central administrator whose office is to be reviewed.
3. Two members from the Faculty Senate's Committee on the Selection of Central Academic Officials: Appointed in consultation with its Chair.
4. Three additional faculty members: Appointed after due consideration given to the representation of various faculty concerns and to the needs of the review committee for particular kinds of expertise, depending upon the office to be reviewed.

g. The Review.

1. Procedure. The review committee will first develop specific procedures for conducting the review of central administrative offices commensurate with the need for information and assessment particular to the office involved.
2. Responsibilities. In conducting the review, the committee will confer with all persons having responsibility for framing policies, directing the office, or approving procedures that affect the relationship between the office and the University community. The committee will examine all pertinent documents and have access to all appropriate and necessary information. Opinions concerning the performance of the academic office under review shall be solicited from members of the University community by at least the following means:
 - a. notification of the request for such opinions will be made through the channels of administrative organization for faculty and staff;
 - b. the committee will attempt to identify and receive input from individuals who because of their interaction with the office being reviewed may have information relevant to the review process.
3. Committee Report. The review committee will prepare a report, which will become a public document and shall not contain confidential information related to the performance of the administrator of the office under review. The report will summarize the findings of the review committee and will include any recommendations it deems appropriate. This report will address the issues required to be discussed in the office self-study. A draft of this report will be submitted to the administrator of the office under review, to allow an opportunity to correct assertions of fact. The committee may meet and confer with the administrator of the office under review and the University President to explain and discuss the principal recommendations in the draft report.
4. The final report will be delivered to the President of the Faculty Senate, to the central academic officer who commissioned the review, and the administrator of the office under review. If the President's office is under review, the report will be shared with the Board of Regents.
5. Procedural Variations. The central administrator who commissioned the review and the Faculty Senate President shall consider and may jointly approve departures from these procedures in the case of particular reviews, where the responsible administrator and the Faculty Senate President, in consultation with the administrator of the office being reviewed, agree that variations from these procedures are appropriate and would be consistent with the purposes of the review.