

**IOWA**

**College of Liberal Arts and Sciences**

# SELF- STUDY

**2020 – 2021**



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### SECTION 1: CLAS SELF-STUDY INTRODUCTION

The University of Iowa is a premier learning institution that is well equipped to succeed in the ever-changing landscape of collegiate education. A distinguished R1 university nestled in the heart of a UNESCO City of Literature, the University of Iowa balances intensive research activity with a commitment to the student experience, making it a destination for scholars from throughout the United States and abroad. The university is perhaps best known for its acclaimed Iowa Writers' Workshop, significant advances in space physics from James Van Allen to the present, and continued excellence in the medical field. Driving the institution's achievement is an academic nucleus that boasts some of the most celebrated departments, faculty, students, and staff on campus: the College of Liberal Arts and Sciences (CLAS).

CLAS is the university's largest college and prepares the bulk of its students for successful careers and fulfilling lives. Home to 37 departments and programs—and nearly 70 unique majors—the college enrolls roughly 16,000 undergraduate students and 1,900 graduate students. CLAS awards roughly 64% of all bachelor's degrees conferred by the university and is responsible for the administration, oversight, and assessment of the General Education curriculum—the completion of which is a requirement for the majority of undergraduate students at the UI. Because of this, CLAS serves as the gateway into the University of Iowa experience for most students, and their academic career is shaped by what the college offers.

In order to support these robust offerings, the college relies heavily on the pedagogical, research, and creative expertise of approximately 535 tenure- and clinical-track faculty and almost 220 instructional-track faculty members (see Figure 6, Appendix C) who are committed to excellence both in and outside of the classroom. These essential educators enrich the university's mission of "enhanc[ing] undergraduate, graduate, and professional education, health care, and other services provided to the people of Iowa, the nation, and the world; and to educate students for success and personal fulfillment in a diverse world." The instruction and research within the college would not be possible without the invaluable work of more than 400 staff members whose efforts impactfully add to the CLAS community.

While the college remains a lodestar for creative and scholarly ingenuity, beginning in May 2019, CLAS found itself facing unprecedented challenges and transitions. Since the last collegiate review in 2013, the college has encountered constant turnover in senior leadership, budget model changes, fiscal uncertainties, concerns about diversity, equity, and inclusion (hereafter, DEI), and disruptions in transparent communication with regard to college vision and direction. These hurdles were magnified by the COVID-19 pandemic, with the result that CLAS is a college in need of stability and a clear path forward. As the next phase of the college's future emerges, guided by its 2021-2026 strategic plan (Appendix N), rebuilding the CLAS community and fostering trust in leadership is essential to realizing its shared goals.

<sup>1</sup> <https://provost.uiowa.edu/about-office-provost/ui-academic-mission>

#### 1.1: COMMITTEE CHARGE, CLAS STABILITY, AND RESPONSE TO PREVIOUS SELF-STUDY

In the charge to the CLAS Review Committee, the provost asked the group to look closely at the college in four broad areas: 1) Student Success; 2) Faculty/Departmental Considerations; 3) Building a Diverse, Equitable, and Inclusive Community; and 4) Leadership of the College. To that end, the CLAS Review Committee prepared and executed an extensive self-study survey that was targeted to specific groups within the college (including faculty, departmental executive officers [DEOs], and staff—see Appendix M). The response rate for the survey was an impressive 77% of CLAS faculty and staff. Synthesis and analysis of survey data and the accompanying comments informed much of the review process. The committee also solicited feedback from a wide range of constituent

groups and individuals (see Appendix O for a complete list). In these meetings, the committee asked about challenges facing CLAS, its current strengths, significant changes since the previous self-study, and general reflections about the state of the college. Respondents who were uncomfortable sharing their opinions in a group setting were invited to communicate their thoughts, concerns, and comments directly to Self-Study Committee members who pledged to keep these comments anonymous. The associate deans were tasked with supplying the committee with substantive data for their respective responsibility areas, all of which is discussed in detail in the following report. The committee wishes to express their sincere thanks and appreciation to Daniel Khalastchi, director of the UI Magid Center for Undergraduate Writing, for his expertise in compiling and editing this document.

To begin, the biggest hindrance to the college's stability has been the lack of consistent leadership. Since 2013, CLAS has had four different deans and, as a result, four different visions and managerial styles. Additionally, a team of associate deans who collectively held over 40 years' experience was replaced between January and July 2020 without a clear plan for a transfer of knowledge or proper orientation of new CLAS leaders. This disruption in institutional memory left the current associate deans to learn their roles, as well as the intricacies of college processes and policies, "on the job" during a time of pandemic and a fiscal crisis. Additionally, there were other significant changes to CLAS staff leadership during this period, including the retirement of a long-term senior human resources director and the elimination of central staff positions involved in enrollment management and policy maintenance. Emerging from the uncertainty of extensive turnover in high-level leadership, the college's Senior Leadership Team aims to use this transition as an opportunity to better align the structure of the Dean's Office to the observations and recommendations from the previous collegiate review, as well as to set a clear strategic direction for the college's future.

One of the most significant changes for the college leadership structure was initiated in January 2020, with the creation of a new associate dean structure, which included separate positions for overseeing strategic initiatives (a position held briefly by the current dean); arts and humanities; and natural, mathematical, and social sciences. While this reorganization is still new, the roles have been a catalyst for much-needed shifts in the college's daily operation and long-term planning. Alongside the continuing associate deans for research, undergraduate education, and graduate education and outreach and engagement roles, the new Dean's Office structure is positioned to allow the college to focus its attention more successfully on the recommendations included in its last review, specifically: fiscal transparency, strategic planning, institutional data, faculty leadership, and instructional resources—all of which will be addressed in this report.

Another significant change that has occurred in response to the last self-study is the development and then rise in numbers of instructional-track faculty (ITF). As launched in 2016, instructional-track faculty are "appointed to support the instructional needs and missions of departments; provide stability and continuity to departments through the development of curricula and departmental service; and to substantially reduce the college's reliance upon visiting faculty."<sup>2</sup> This track plays a central role in the college, expanding and enriching the pedagogical strength of its programs, while also contributing substantively to scholarship—especially through engagement with students. A concern for this group is uncertainty regarding the process for review and promotion. Additionally, the increase in ITF has led to shifting dynamics within some departments' processes, with questions about departmental decision-making, salary equity, and career stability. Moreover, tenure-track faculty in departments with larger proportions of ITF expressed concerns that their voices are becoming less valued, and they no longer have equitable input when it comes to departmental decision-making. These tenure-track faculty are apprehensive about ceding decisions to colleagues who are less oriented toward research and graduate education. In general, there is ambiguity about the role and rights of ITF, a perceived lack of clarity that creates tension for many faculty members.

<sup>2</sup> <https://clas.uiowa.edu/sites/default/files/CLAS%20Instructional%20Faculty%20Policy.pdf>

### 1.2: CLAS VISION, MISSION, AND GOALS

When analyzing the state of the college, it is important to consider its core principles. In 2021, CLAS adopted new mission and vision statements as part of an updated strategic plan; these tenets will serve as markers and reference points throughout this report.

The college’s vision statement is as follows:

**We aspire to create and nurture a community in a College of Liberal Arts and Sciences that is dedicated to a liberal arts education and to the diversity of thought that it generates. Our students will be able to think critically, to further their learning, to flexibly and creatively adapt to change, and be engaged, ethical global citizens. Our scholars will be leaders in advancing knowledge and educating future generations. We strive for everyone in the college to have a sense of belonging and community and to have individual and collective purpose.**

The college’s mission statement is as follows:

**The mission of the College of Liberal Arts and Sciences at the University of Iowa is to foster community that enables innovative research and discovery and empowers students with the knowledge and skills to think systemically about all aspects of their lives—the creative, the professional, the personal, and the civic. We are home to some of the leading programs in the world in the arts, humanities, and sciences, and we live at the intersection of all three—as writers and experimenters, as performers and inventors, and as individuals who work together to develop ideas of what might be and then to implement those ideas after a careful process of reflection and consideration. Our mission is guided by a value in diversity and inclusion that recognizes the wide spectrum of voices and talents that enable excellence in education, research, and discovery.**

With these dicta clearly articulated, CLAS has developed a five-year strategic plan to begin July 2021 that ensures the ability to support goals of research and discovery, student success at both the undergraduate and graduate level, DEI, and engagement—responsibilities the college takes seriously as part of a public institution (see Appendix N). As part of this process, each CLAS department also developed its own five-year strategic plan with implementations set to begin July 2021.

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## SECTION 2: CLAS AREAS OF STUDY

### INTRODUCTION

Housing the UI’s largest collection of academic programs, CLAS embraces widely divergent areas of study within an integrated structure that aims to facilitate their cross-disciplinary interactions. The college brings together the arts and humanities with the natural, mathematical, and social sciences, which provides a unique opportunity at the UI for intellectual exploration.

The arts and humanities programs within CLAS include 19 departments that serve more than 4,100 undergraduate majors and close to 650 graduate students (see Appendix C). CLAS arts and humanities programs prepare students for lifelong curiosity, creativity, and engagement with others across a wide array of career pursuits by emphasizing the critical thinking and writing skills that are essential when entering the modern workforce and participating in an advanced democracy as engaged, aware citizens. The humanistic focus on understanding an individual’s relationship to diverse backgrounds, traditions, and heritages is at the forefront of this programmatic mission, and the intrinsic connection to DEI in these areas of study cement them as a cornerstone of any modern college education.<sup>3</sup>

Within the natural, mathematical, and social sciences, the college houses 18 departments, which count over 8,200 undergraduate majors and close to 1,250 graduate students among their enrolled participants (see Appendix C). With the help of advanced media and research facilities, students committed to the natural, mathematical, and social sciences benefit from access to prominent faculty researchers and a wealth of immersive learning opportunities—from field research to data analytics to innovative lab work—that allow them to participate in the joy of discovery.

Outside these more traditional departments, the Division of Interdisciplinary Programs (DIP) houses successful areas of study, including the Global Health Studies and Enterprise Leadership programs. The Global Health Studies program continues to attract a diverse student population for the humanistic study of public health issues that builds on research and teaching strengths specific to CLAS. The Enterprise Leadership program—a partnership with the UI Tippie College of Business—combines academic training with real-world internship opportunities. This program translates a wide array of organizational perspectives and methodological approaches into practical entrepreneurial skills and promises to be an area of future growth within CLAS with continued support. Latino/a/x Studies is an area in DIP that will take on ever greater importance as the college must grow more inclusive and welcoming to the burgeoning Latino/a/x population of the state in years to come.

CLAS continues to succeed in many areas of research even while it has struggled with fewer resources, shrinking budgets, and decreasing tenure-track faculty lines. From the more than 40 Pulitzer Prize-winning faculty and alumni to the roughly \$50 million dollars that CLAS-driven grants bring in each year, the college supports an array of significant creative and scholarly pursuits.

<sup>3</sup> <https://clas.uiowa.edu/humanities/main-menu/about>

## 2.1: ARTS AND HUMANITIES

### OVERVIEW

The arts and humanities, with their emphasis on creativity, critical thinking, and understanding of human values, are foundational to the vision and mission of CLAS. With a rich and esteemed history, the arts and humanities in CLAS are represented by a diverse collection of 19 departments where scholarship of the highest caliber and innovative teaching are the norm. Utilizing instruction that comes from 223 tenure-track and 201 instructional-track faculty, visitors, and adjuncts, the departments and majors within this portfolio account for roughly 40% of all undergraduate student credit hours in the college (Appendix C). The faculty in the arts and humanities have been recognized with some of the most distinguished honors in their respective fields, including Pulitzer Prizes; Guggenheim, MacArthur Foundation, American Council of Learned Societies (ACLS), and Fulbright fellowships; National Book Awards; and National Endowment for the Humanities (NEH) fellowships and grants.

### STRENGTHS

The UI has long been known for writing. With programs like the Iowa Writers' Workshop, the Nonfiction Writing Program, the Playwrights Workshop, the Spanish Creative Writing program, and the MFA in Literary Translation program, the college is home to some of the most highly regarded creative writing initiatives in the world. While many of these pioneering endeavors have a rich history of helping brand Iowa as the "Writing and Communication University,"<sup>4</sup> since the last self-study, multiple new enterprises have gone far in affirming this designation more fully. With the addition of an undergraduate English and Creative Writing major in 2016, and the launch of a Screenwriting Arts major in 2020, CLAS has seen steady growth and interest in writing-related degrees, securing the university's reputation as a destination institution in this field.

In addition to creative writing, the college is also known for its interdisciplinary writing and communication programs, including the Departments of Rhetoric, English, History, and Communication Studies, and the School of Journalism and Mass Communication (the latter two grouped under social sciences). Recently ranked as the best public university for writing<sup>5</sup> because of these programs within CLAS, the college is expanding its efforts even further in this important area and working to infuse more writing into general education courses across the curriculum. Toward the future, CLAS is developing collaborations with the College of Nursing and the College of Public Health, along with a committed four-year plan for undergraduate students that focuses on writing and communication skills, from first-year rhetoric training to discipline-specific courses that help prepare young professionals for the working world.

Beyond writing and communication, CLAS is home to the performing and fine arts, with top programs such as printmaking as well as strength in ceramics, photography, and digital media within the School of Art and Art History. Additional leading areas of study include the Departments of Dance and Theatre Arts, and the School of Music (which has a growing jazz program). The college aims to fulfill a new, expansive vision for an arts campus that will provide a bridge from the college's innovation and creativity to the surrounding community that is built on an appreciation of art and culture. As this initiative takes shape, interdisciplinary collaboration will continue to be emphasized.

Finally, the Division of World Languages, Literatures, and Cultures contributes to the diversity and internationalization of campus by attracting students and faculty from a wide variety of backgrounds and experiences. The division's newly formed Center for Languages and Cultural Learning (CLCL) serves the entire campus by welcoming students to a multicultural environment that provides a window into languages and cultures from around the globe. This element of cross-cultural learning is expanded upon in the MFA in Literary Translation program, a national leader at the graduate level. A new translation minor now expands these opportunities for undergraduate students.

<sup>4</sup> <https://writinguniversity.org>

<sup>5</sup> <https://admissions.uiowa.edu/news/university-iowa-among-nations-best-universities>

## CHALLENGES

The biggest challenges facing the arts and humanities are declining enrollments (an important concern college-wide) and reduced numbers of majors in some areas. Some areas are facing both a decline in the number of majors and enrollments, as well as a historic reduction in FTE combined with the transition from tenure-track faculty to the instructional track. These trends in enrollment and staffing raise concerns that the college needs to address. Significant collaboration between the college and departments will be needed to ensure that the programs offered meet the demands of incoming students. The college, for example, can work with departments to diversify the curriculum and support ways to increase both enrollments and the number of majors. Academic advisors must work with departments to pinpoint skill sets suited to various careers and find ways to better interact with the UI's Pomerantz Career Center. Helping students understand how to put their education to use after graduation has the potential to reduce worries about job security and increase the numbers of students in these important departments.

Even as the college works to address issues related to enrollment management, there are two other challenges that impact the arts and humanities: facilities and faculty retention. Regarding facilities, the Department of Dance, for instance, has insufficient dedicated space for performances, preventing practitioners from showcasing new works and depriving students of necessary pre-professional experience. Similarly, the Department of Theatre Arts is housed in an old building that does not easily allow for digital innovations and has several patched-together systems, such as its rotating stage, that are not ideal. (See Section 3, Research, Scholarship, and Creative Activity,

below). Upgrading the facilities for programs such as these is essential for recruitment and retention of top research faculty and future generations of students.

Departments within the arts and humanities are also facing a retention problem, particularly among underrepresented minority (URM) faculty. For instance, the Department of History (including American and African American areas of specialization) has long had one of the college's more diverse faculty, and could benefit from a rebuilding that leads to enhanced diversity. Solving this problem will be difficult without addressing low salaries compared to peer institutions and a college striving to improve its campus climate.

### OPPORTUNITIES AND LOOKING AHEAD

Even as the arts and humanities face the difficulties outlined above, the college is in a good position to both address the challenges and build on its strengths. With funding potentially available through the university-wide P3 initiative,<sup>6</sup> CLAS is, at the time of writing, in the full proposal preparation stage for a major writing initiative that will help support the college's goals to infuse writing throughout curricula, both within the college and throughout the UI.

Looking to the future, the English and Creative Writing major provides opportunities for many students to pursue study in language, literature, and creative writing. Since its establishment in 2016, the English and Creative Writing major has been an attraction, with more than 600 students currently declared. To increase the ability to study literature in a diverse setting, however, the department needs support to cultivate more varied applicant pools for any future hires. Working with the opportunity hires program<sup>7</sup> and the CLAS director of DEI, there is hope that this challenge can be met successfully in the coming years. It is not only a question of meeting student demand, but also of constituting a faculty that matches in its diversity the changing trends in the fields of literary and cultural studies that attract students from across the nation to the best programs.

Other considerations for CLAS include strengthening the larger group of ethnic studies programs. Doing so will help DEI pursuits in the organization and reorganization of other programs on campus. With this, there is an opportunity for the college to promote the historical significance and contemporary visibility of African American musical traditions in the School of Music—as the jazz program continues to redefine itself as a leader in socially aware jazz education—and to grow by means of a burgeoning, nationally known, and diverse faculty. Likewise, there is great opportunity to expand the number of students who receive humanistic education via the new Social Justice major within the Department of Gender, Women's, and Sexuality Studies. This program lives at the interdisciplinary border with the social sciences. It critically investigates issues of tremendous cultural importance in contemporary society and supports students in learning essential skills in creating social and structural change.

<sup>6</sup> <https://now.uiowa.edu/2021/02/campus-can-submit-letters-intent-apply-p3-year-1-funding>

<sup>7</sup> <https://policy.clas.uiowa.edu/clas-policies-and-procedures/faculty/faculty-effort-and-compensation/opportunity-hires>

## 2.2: NATURAL, MATHEMATICAL, AND SOCIAL SCIENCES

### OVERVIEW

The natural, mathematical, and social sciences comprise 18 departments within the college. Utilizing instruction that comes from 301 tenure-track, 18 clinical-track, and 106 instructional-track faculty, the departments and majors within this portfolio account for roughly 60% of all undergraduate student credit hours in the college (Appendix C). In addition to CLAS majors, CLAS courses in the natural and mathematical sciences serve as cornerstones of many popular degrees offered at the university, such as those in the College of Engineering as well as the Biochemistry



and Microbiology majors housed in the UI Carver College of Medicine (and conferred under the aegis of CLAS). Furthermore, these departments are also responsible for the majority of grant dollars received in CLAS, which totaled over \$47 million in 2020 (Figures 9 and 10, Appendix C).

## STRENGTHS

Traditional, and continuing, strengths in this area include space physics (Department of Physics and Astronomy), programs in the Department of Statistics and Actuarial Science, and the Department of Communication Sciences and Disorders, which is home to top-ranked programs in audiology and speech pathology. In addition, since the last review, several programs in the natural, mathematical, and social sciences have capitalized on trends within the broader community, including increased focus on STEM disciplines, the rise of data and information sciences, and student interest in neuroscience and in sustainability. These developments were the impetus for many of the new CLAS majors since the prior review (see Appendix D) and have led to an increase in interdisciplinary work and new funding success. A breakdown of these strengths include:

- **The Criminology, Law, and Justice major** (BA, BS, and minor) (Fall 2016) offered by the Department of Sociology and Criminology was a response to students' desires to find applied learning experiences leading to attractive careers. The major has proven very popular with over 400 enrolled students. The department has also hired several faculty with expertise in the area to add to their strong core of existing faculty.
- **The interdisciplinary Data Science BS** (Fall 2018) offered by the Departments of Statistics and Actuarial Science and Computer Science, and the joint Computer Science and Engineering major offered by the Department of Computer Science and the College of Engineering (Fall 2016) provide knowledge and skills related to the analysis and interpretation of complex data and of systems containing both software and hardware components. While the Data Science major is still small (currently 28 students are enrolled), this area holds potential for growth, possibly in the form of an online program available to both students and working professionals. The Computer Science and Engineering major (which has its home in the College of Engineering) has roughly 295 declared students.
- **Neuroscience:** In 2017, the cross-collegiate Iowa Neuroscience Institute (INI) was established (See Section 3, Research, Scholarship, and Creative Activity, below), with the Departments of Biology and Psychological and Brain Sciences (PBS) serving important roles. A new undergraduate Neuroscience major is administered by these two CLAS departments. Both PBS and the Department of Biology have recently made faculty hires through the auspices of the INI, facilitating interdisciplinary work and training. As evidence of the salutary effect of the invigoration of neuroscience on the UI campus, external funding (mainly through NIH) within PBS has increased from \$4 million to \$10 million since 2017 (Figure 10, Appendix C). Having moved into a new building with modern lab space in January 2020, PBS has succeeded in recruiting multiple outstanding new assistant professors who arrived with existing external funding and constitute an expansion of a grant culture founded on research excellence within PBS.
- **The new major in Sport and Recreation Management** (BS and minor) (Fall 2016) has been very popular, currently enrolling 517 majors. Besides the excellent job prospects in the field, students are attracted to the many opportunities for experiential learning the program offers, and the college has worked hard to provide the program and its home, the Department of Health and Human Physiology, with the resources they need to make this possible.
- **Department of Communication Sciences and Disorders:** Another prominent area within this portfolio is the Department of Communication Sciences and Disorders, home to two of the college's best-ranked graduate programs—Audiology and Speech-Language Pathology. After an unexpected cluster of retirements and resignations, the college has actively invested in the department to ensure its continued success. This year CLAS hired two tenure-track faculty and two clinical-track faculty, and will hire additional faculty next year.
- **Space physics** also continues to be a nationally known area of strength for the college. In 2019, the Department of Physics and Astronomy was awarded the university's largest-ever grant (\$115 million) to study the interactions between the magnetic fields of the earth and the sun. This extends the long-standing

tradition of collaboration between NASA and the UI, which will continue to attract world-class faculty to the university.

Beyond the strengths mentioned above, there are many areas of excellence within the natural and social sciences: the Department of Political Science and the School of Journalism and Mass Communication have seen a significant growth in students in their majors; the Department of Computer Science has grown in number of declared majors and has been remarkably successful at obtaining external funding, including multiple NSF CAREER awards; and the Department of Statistics and Actuarial Science has added majors and several new and promising faculty.

### CHALLENGES

The most significant challenge for the natural sciences is addressing the need for competitive start-up funding. In some fields, such as the Department of Physics and Astronomy, PBS, and certain areas of the Departments of Chemistry and Biology, start-up packages are typically over \$1 million, and the college has struggled to provide multiple such commitments on an annual basis. In many areas, peer institutions are providing higher start-up packages, which adversely impacts CLAS's ability to compete for top faculty. Additionally, due to the cost of research in these departments and the hyper-competitive state of federal funding, faculty who lose their funding are often not able to regain it in a timely manner in order to resume an active research agenda. In some cases, such faculty are no longer able to effectively contribute to the research mission of their departments, but mechanisms are not in place to ensure that they assume other responsibilities such as increased teaching or service.

There are several other concerns for the departments within this portfolio, all of which threaten the ability to recruit and retain top faculty.

The first is faculty salaries, which are generally below the mean for the college's peer institutions. There is also a lack of available internal seed funding. During the previous review period, such financial support was available from the Office of the Vice President for Research (OVPR) for both the biological sciences and social sciences, but this funding source was discontinued due to budget cuts. Reinstating similar monetary backing may facilitate faculty being more competitive for external grants, which would also benefit the college. The loss of seed funding combined with the disappearance of research assistant support for graduate students—which is no longer offered through CLAS—has reduced the capacity of faculty in certain areas to be as productive in their research. Investing in resources that are likely to lead to larger external grants will be helpful to the social sciences departments and to CLAS. Combined with a dearth of endowed research chairs, these issues may lead to the college's most research-active and scientifically successful faculty being hired away by other universities.

A second area of concern is infrastructure (See Section 3, Research, Scholarship, and Creative Activity, below). Some science departments are housed in buildings that are so old and insufficiently maintained that accommodating modern infrastructure and equipment needs commensurate with 21<sup>st</sup>-century research has become nearly impossible without significant hurdles. Many older buildings cannot meet the special needs of labs which often require specific temperature and humidity conditions. In some cases, space is insufficient for the current size of the department. The Department of Computer Science is an example of a unit whose growth has been slowed by infrastructure and space issues. The department is currently in four different buildings spread across campus. Such conditions make it difficult to recruit faculty and to provide students with an atmosphere conducive of collaboration.

Finally, on the teaching side, drop, withdrawal, or failure (DWF) rates, and overall student success, have been a particular challenge for the natural and mathematical sciences. In some cases, more than a quarter of the students who enroll in a particular math or science course do not complete the class successfully and either have to repeat the course or decide to change majors, particularly if they are interested in pursuing medicine. The DWF rates for

minority, first-generation, and Pell-eligible students are often nearly double the corresponding rates for other students. These issues are being addressed through various initiatives, including P3 support.

In summary, the college has several challenges to tackle in the natural, mathematical, and social sciences, including salaries, start-up packages, and rebuilding the ranks of professors—particularly those who have been recruited away by other institutions or those due to retirements that have not been filled.

### OPPORTUNITIES AND LOOKING AHEAD

When considering opportunities, the natural, mathematical, and social sciences departments are well-positioned to offer professional certificates and online master's degrees. There has already been success in this area, as demonstrated by the Schools of Social Work and Journalism and Mass Communication. There are additional opportunities to develop such programs, especially in the Departments of Computer Science, Chemistry, Statistics and Actuarial Science, and (possibly) Math and Biology.

There are increasing numbers of potential connections with industry that CLAS can utilize to expand student interest and community impact. Such connections would help faculty convert their scientific discoveries to marketable products, provide experiential learning opportunities for students, and help departments obtain feedback on the skills that employers are most looking for. Networks can be established by leveraging existing connections with alumni, many of whom are employed in various applicable industries.

The potential of the sciences in CLAS is substantial, and internal investments can lead to significant increases in recognition and external funding. The NASA TRACERS grant in space physics (mentioned above) is a great example of how investing in research can bring resources and prestige to the college. Large grants require strong teams that can compete at a national level for a small number of sizable prizes. The college has the opportunity to use its large size and excellent faculty to build such competitive teams. Successful applications at this level often require some support from the college. Making such investments a priority will be important as the college aims to grow its prestige and rankings.

## SECTION 3: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

### INTRODUCTION

In keeping with CLAS's distinction as the largest and most diverse college at a Big Ten, Carnegie-classified Research I institution, the college's faculty and staff include many trailblazers within their disciplines whose expertise, creativity, and quest for innovation translates directly into an outstanding learning environment. From prestigious arts and humanities fellowships to the largest single grant that the UI has ever been awarded—\$115 million from NASA for the TRACERS project<sup>8</sup>—the college maintains a strong and varied research presence despite commanding fewer resources, smaller budgets, and fewer faculty lines than many peer institutions. For example, in 2019-2021 alone, faculty research highlights include three Guggenheim fellowships, three National Endowment for the Humanities fellowships, four Fulbright Scholar awards, three American Council of Learned Societies fellowships, six NSF CAREER awards, four national book awards, and further fellowships at Harvard, Yale, and multiple prestigious international institutions. Even in a fiscal year impacted severely by the COVID-19 pandemic and societal disruption, the college's total external funding awarded increased (to \$47.24 million). Overall CLAS grant data for the 2013-2020 period can be found in Figures 9 and 10 in Appendix C.

As it has worldwide, the COVID-19 pandemic has disrupted scholarly pursuits in the college since March 2020. For the sciences, the worst disruption was confined to the period of mid-March to mid-June 2020, during which laboratories were largely shut down. In mid-June, scientific research began to ramp up, initially with reduced capacity, and—despite lingering effects from supply-chain disruptions, necessary staffing restrictions, and reduced access to human subjects—has largely recovered. Unfortunately, the effects of the pandemic have been more long-lasting on the arts, humanities, and social sciences. Opportunities for artists to exhibit work, perform to live audiences, and travel to events remain severely limited at the time of writing. For humanities and social science scholars whose work depends on international travel, access to archives and sites, interaction with human populations, and timely publication schedules, negative impacts remain. These researchers have been creative in pivoting their work to new areas and modalities throughout the past year, and their resilience is inspiring. As the college emerges from the disruptions of the past year, it will be important to support faculty researchers in their efforts to re-invigorate their work. In fall 2020, the CLAS deans pooled their contractual personal research funds to offer \$17,000 in “micro-grants” to faculty to help cover research costs. For FY2022, the associate dean for research sought, and was granted, a one-time increase of \$25,000 in the subvention funds CLAS receives from the OVPR to offer special “Post-COVID Recovery Travel Awards” to faculty. These are small steps that can be taken even in a time of very tight budgets; there is hope to develop more such efforts over the next academic year.

<sup>8</sup> <https://tracers.physics.uiowa.edu>

## CHANGES SINCE THE PRIOR REVIEW

Since the prior review, CLAS has effected major positive changes that enhance the CLAS research mission, several of them responsive to the recommendations of the prior review.

**Formation of the CLAS Grant Support Office:** Started in 2018, the Grant Support Office (GSO) coordinates research development activities, pre-award proposal support, and post-award grant management for all researchers throughout CLAS. The office has seven full-time employees reporting to the director and two additional 50% employees housed within the Iowa Social Science Research Center and UI International Programs. Services include: identifying potential funding opportunities; providing proposal development support; routing proposals and navigating compliance requirements; developing and managing budgets; and facilitating post-award administration.<sup>9</sup> In FY18, the year the GSO was founded, new and competitive renewal grant submissions<sup>10</sup> sought \$48.78 million on 340 proposals. In FY20, this grew to \$55.24 million on 386 proposals. New grant funding increased from \$12.9 million in FY18 on 103 awards to \$19 million on 123 awards in FY20. The GSO works closely with the OVPR Research Development Office (RDO) to offer events throughout the year that support grant-seeking. For example, the RDO and GSO co-developed and implemented a new program this year to support faculty applying for NSF CAREER awards.<sup>11</sup>

**Establishment of the Office of Sustainability and the Environment in CLAS:** In 2018, the Office of Sustainability and the Environment (OSE) became a unit of CLAS, after being overseen by Facilities Management (FM) and the Office of the Provost since its inception in 2008. The move to CLAS better aligns OSE’s activities with the research and teaching missions of the university, with enhanced efforts around sustainability research, student engagement, and education.<sup>12</sup> The OSE plays an important role in promoting student research: it currently houses 17 student interns and contributes funds each year for students to engage in sustainability research through the Iowa Center for Research by Undergraduates (ICRU). The OSE also provides an interdisciplinary resource for faculty conducting sustainability and environmental research in the College of Engineering, the Tippie College of Business, and the College of Public Health, in addition to CLAS.

**Partnership with the new Iowa Neuroscience Institute:** In 2017, the interdisciplinary Iowa Neuroscience Institute (INI<sup>13</sup>) was launched by the UI Carver College of Medicine with a transformational \$45 million grant from the Roy J.

Carver Charitable Trust. The INI encompasses more than 110 researchers from five colleges and 26 departments across campus, and provides a framework for promoting neuroscience research at the UI, including new core facilities, support for scientific editing, and internal grant mechanisms. Since its inception, the INI has supported the hires of nearly 20 new faculty, five of whom are in CLAS (one in the Department of Biology and four in the Department of Psychological and Brain Sciences). The INI also provides financial and organizational support for the newly established BS in Neuroscience major, including a Summer Scholars program that supports three outstanding summer research students each year.

**Establishment of a Research Advisory Board:** The current associate dean for research has focused on improving two-way communication between the Dean's Office and CLAS researchers, scholars, and artists so that the needs of the college can best be met. Toward this, a Research Advisory Board was established in September 2020, comprising 12 faculty: three each (including one assistant professor) from the arts, humanities, social sciences, and natural/mathematical sciences. It meets twice a semester to discuss broad issues facing the college's researchers and to brainstorm possible solutions.

**Increased indirect cost return to departments:** From the ~\$7.2M in grant indirect cost return the college receives annually from university central administration (see Section 8, Budget and Fiscal Management, below), it previously redistributed ~4.6% (~\$330,000) back to departments proportionally based on the grants they brought in. Since 2018, additional funds have been allocated to bolster this amount, raising it to ~9% (\$650,000) in support of research-related expenses.

**Establishment of the CLAS Data Team:** One of the findings of the committee from the prior review was that CLAS did not effectively utilize institutional data in its decision-making. In 2020, the college developed a CLAS Data Team to collect, vet, visualize, and deliver quality data to deans and DEOs to support more strategic decisions. Utilizing a combination of Microsoft Power BI and the Tableau data visualization software package, personnel comprising the CLAS Data Team are collaborating with the chief budget officer, associate dean for research, and senior director of IT to design and deliver data "dashboards" for strategic decision-making.

**Establishment of the CLAS Research Resource newsletter:** In further pursuit of improved communication with CLAS scholars, and in celebration of their varied achievements, the *CLAS Research Resource* newsletter was launched in September 2020. Published several times a semester,<sup>14</sup> the newsletter includes contributions from the associate dean, the GSO director (a featured grant mechanism of the month, plus a complete list of upcoming deadlines for a wide variety of grants), the director of facilities, the senior director of IT, and the director of the OSE. Additional news stories, many of them unique to the newsletter, are prepared by CLAS's director of strategic communications and his team. Finally, a "Meet the Researcher" feature introduces prominent scholars in each field to the college's broader community. Annually, there will be a special issue focused on graduate and undergraduate student research.

**New facilities for research, scholarship, and creative activity:** CLAS has benefited from the construction of four state-of-the-art buildings utilized for research, creative activity, and performance, as well as instruction. These attractive new structures represent a significant draw to campus for both students and faculty and serve as a model for what is possible with regard to CLAS facilities. (see Appendix P for images of buildings discussed here and below.)

- **The Voxman Music Building** replaces the old Voxman Music Building, deemed irreparable following the historic flood of 2008. With the assistance of the Federal Emergency Management Association (FEMA) and private donors, the university built a new Voxman Music Building on a site closer to the center of campus. Opened in 2016, this beautiful and efficient facility serves as a vibrant center for music performances, practicing, teaching, research, and studying in downtown Iowa City.
- **The Visual Arts Building**, located adjacent to Art Building West on the west side of the Iowa River, also opened in 2016. This Steven Holl-designed building replaces the 1935 Art Building, which was also heavily

damaged by the 2008 flood and, like Voxman, qualified for FEMA funding assistance for the new building. The building houses most of the School of Art and Art History's studio arts, including ceramics, sculpture, metals, photography, printmaking, and 3D multimedia. With its new buildings, the School of Art and Art History fulfills the "Iowa Idea," which brings together artists and scholars in an academic context, fundamental to the school's historic mission.

- **The Oakdale Studio Facility** opened in fall 2020 and replaces the outdated Oakdale Studio A and Faculty Art Studios buildings. Located on the UI Oakdale Campus in nearby Coralville, it is a new single-story facility that houses faculty art studios for the School of Art and Art History. The \$2.5 million, 7,300-square-foot building provides 14 art studios, display space, and support spaces for faculty members in areas of painting, sculpture, printmaking, ceramics, jewelry and metal arts, and photography.
- **The Psychological and Brain Sciences Building:** Construction of this facility, planned for nearly 20 years, finally began in 2017, and the completed building opened in January 2020. This \$33.5 million building encompasses 66,470 square feet of laboratory, office, and classroom spaces and features a specially commissioned mural in one of the common spaces. The new building is connected on each floor with the existing Spence Laboratories of Psychology, which continues to house research laboratories.

<sup>9</sup> <https://clas.uiowa.edu/grant-support-office>.

<sup>10</sup> Note that the data in Figures 9 and 10, Appendix C, show total external funding, which includes non-competitive renewal amounts on multi-year grants as well as the new and competitive renewal funding separately cited here to emphasize new grant activity.

<sup>11</sup> <https://clas.uiowa.edu/grant-support-office/apply-nsf-career-grant-and-join-our-new-nsf-career-club>

<sup>12</sup> <https://sustainability.uiowa.edu/>

<sup>13</sup> <https://medicine.uiowa.edu/iowaneuroscience>

<sup>14</sup> <https://clas.uiowa.edu/research/clas-research-resource-newsletter-archive>

## CHALLENGES AND OPPORTUNITIES RELATED TO FACILITIES

Despite the positive changes discussed above, CLAS has many long-standing, historical challenges to overcome if it is to build upon its research mission and gain ground relative to its peer institutions.

- **Deferred maintenance of research infrastructure:** CLAS is the UI's largest college, and as such controls the greatest number and variety of spaces: over 35 buildings spread across campus, encompassing nearly 1 million total square feet. A 2019 report conducted by Sightlines, a higher education capital planning group that works with the UI, showed that CLAS buildings will have over \$160 million in deferred maintenance through 2022. By 2029, that number is expected to reach \$328 million, if no deferred maintenance projects are completed. For comparison, in FY 2021, UI Facilities Management (FM) had plans to address only \$1.75 million of deferred maintenance projects in CLAS. For FY 2022, the Board of Regents' state request for deferred maintenance is only \$30 million for all three Regents institutions. The impact of deferred maintenance creates additional burdens on the CLAS teaching and research mission. Water leaks, whether from an old roofing system or burst pipes, have impacted research labs, classrooms, and faculty offices; mold issues have forced science faculty to temporarily move their ongoing research; aging electrical systems cause power outages that can interrupt classes or disrupt research projects.
- **Inadequate facilities:** Despite the addition of four new buildings since the prior review, many CLAS departments remain housed in old, outdated buildings with extensive deferred maintenance, inadequate space, and lack of modern research infrastructure. The state of these facilities complicates recruitment and retention of the best faculty and negatively affects the morale of faculty and student researchers. To address facilities issues, the college must partner with a centralized administrative structure (FM) that maintains, operates, commissions, and builds the spaces that CLAS occupies. Since the previous review, budget cuts to FM have complicated the college's efforts to advocate for improvements, having the effect

of pushing the cost of maintaining infrastructure down to the college and then to departments. The most pressing concerns include:

- **Field House:** Built in 1927 and primarily utilized for athletics and recreation, this building houses the Department of Health and Human Physiology, the largest in CLAS. The Field House was not designed to house an academic unit and lacks the infrastructure to support modern science labs. Any renovations to spaces require modernizing the ventilation and electrical systems in the building. Deferred maintenance issues (over \$14 million) continue to adversely affect research labs through roof leaks, burst pipes, and malfunction of equipment because of cooling issues
- **Van Allen Hall:** Built in 1964 and primarily housing the Department of Physics and Astronomy, this building carries over \$18 million in deferred maintenance (with a projected \$52 million deferred maintenance cost if no work is done by 2029). Updates and renovations are acutely needed to ensure there is no threat of the space physics group falling out of compliance with NASA regulations enforced by site visits and audits.
- **Halsey Hall:** Built in 1915, this building once housed the women's gymnasium and has long been the primary home of the Department of Dance. Studio spaces do not meet accreditation standards for size and the building lacks adequate ventilation and temperature control, resulting in cancelled classes when temperatures are extreme. This deficiency forced the department out of its own building during the COVID-19 pandemic, as the university declared all spaces lacking forced ventilation unsafe. Halsey Hall is also far from compliant with the Americans with Disabilities Act, lacking an elevator and having numerous split levels and stairwells.
- **MacLean Hall:** One of the original buildings on the Pentacrest, MacLean Hall was built in 1912, and is in need of modernization. It houses the Departments of Computer Science and Mathematics. In its current state, MacLean Hall is an especially inadequate home for the Department of Computer Science, as it lacks modern laboratory spaces and state-of-the-art IT infrastructure. As such, the department has faculty scattered about campus in many different buildings with better spaces.

## FUTURE OPPORTUNITIES AROUND FACILITIES

There are hopeful signs that a number of facilities and infrastructure issues may be addressed in the near future. A Pentacrest Modernization project is planned for 2022-2027 which, if completed, would result in the complete remodeling of MacLean Hall, Jessup Hall, and Macbride Hall (note that Schaeffer Hall was already renovated in 1997), including re-imagining spaces so that they fulfill the needs of departments and the updating of critical IT and HVAC infrastructure. CLAS expects to know in summer 2021 if the funding for the long-planned project has been approved at the Board of Regents level and when construction might begin. The Pentacrest Modernization project may address the previously mentioned inadequacies in the Department of Computer Science's facilities, and will also improve spaces occupied by the Departments of Mathematics, Geographical and Sustainability Sciences, and Anthropology. Additionally, CLAS administrators are involved currently in high-level meetings with UI Campus Planning about the future needs and facilities for the Division of Performing Arts and for the interdisciplinary space physics group encompassing faculty in the Departments of Physics and Astronomy, Earth and Environmental Sciences, and Chemistry, as well as colleagues in the College of Engineering. In the case of the Division of Performing Arts, CLAS envisions the long-term goal of an integrated "arts campus" situated along the west bank of the Iowa River. Options to support the interdisciplinary space physics group include renovation and/or additions to Van Allen Hall, better utilization of space in the technologically advanced Iowa Advanced Technology Laboratories (administered by the Office of the Vice President for Research and shared by CLAS and the College of Engineering), and new construction.

## CHALLENGES AND OPPORTUNITIES BEYOND FACILITIES

**Improving comparative data for strategic decision-making:** The establishment of a new CLAS Data Team and the planned roll-out of data dashboards should go some way toward providing leaders with the information needed to help strategically distribute scarce resources. Nevertheless, CLAS lacks a rich source of peer institution data and analytical tools that could help identify unrecognized areas of current strength and future potential. Through the OVRP, CLAS in Spring 2021 has access to a demo of the Academic Analytics product that provides such data and tools. The college should invest in a product such as this, or the similar Interfolio, in the future.

**Furthering a culture of grant- and fellowship-writing:** Though still new, the GSO is already making progress in lowering barriers to CLAS faculty to write and submit competitive grant and fellowship applications. Despite a recent uptick, the long-term trends in the number of grant applications, awards, and total external research funding are essentially flat (Figure 9, Appendix C). However, it should be noted that the number of tenure-track, and thus research-active, faculty has decreased since the prior review (Figure 6, Appendix C), so that may mask an actual increase in per-faculty productivity. In a time of tight budgets, it may be advisable to put scarce resources into more grant-writing training, increased support for grant-editing services, and additional GSO personnel. Programs must also be developed to better assist mid-career faculty whose research programs have stalled. Additionally, the college should focus on building research relationships with industry in several natural, mathematical, and social science fields, such as computer science, physics, and political science. Industry and corporate funding have been very low in CLAS and represent a future growth direction in support of science research programs.

## SECTION 4: CLAS UNDERGRADUATE EDUCATION

### OVERVIEW

CLAS plays a vital role in the undergraduate mission of the UI. In Fall 2020, for example, 67% of all UI undergraduates were students in CLAS, with approximately 74% of all first-year students entering as CLAS students (Figure 1, Appendix C). Around 3,500 students now graduate annually from CLAS—an increase of over 20% since 2013. However, given anticipated demographic changes, CLAS enrollments are expected to decline in the next decade, especially when contrasted to the peak enrollments of 2015-2018.

There have been significant changes in the numbers of non-resident international students during the 2013-20 period, particularly in Fall 2015, when 11.3% of all CLAS students were non-resident international. As has been the case nationally, this number has steadily declined to date, with only 3.6% of CLAS students listed as international in Fall 2020 (See Appendix C, Figure 14).

During this same period, 12.3% of students have consistently reported their ethnic/racial minority status as underrepresented (URM), and during 2013-2020 approximately a quarter (25%) of CLAS students report first-generation student status. CLAS students are retained after their first year at a fairly consistent rate of around 85%, and students who identify as URM or first-generation are retained (based on data for the university) at only slightly lower rates than their majority peers; furthermore, that gap has been improving between 2015-20, in part due to campus-wide initiatives (some of which are described below). The 4-year graduation rate for all CLAS students is approximately 53%, with a 6-year graduation rate of around 70%, while URM students graduate at lower rates for both the 4-year and 6-year periods.

The associate dean for undergraduate education oversees the Office of Academic Programs and Student Development (APSD), which oversees academic advising, curriculum (including the General Education CLAS Core), and academic standards. The office coordinates academic policies, including graduation and major, minor, and certificate requirements; supports students on academic probation or who are dismissed or reinstated; and reviews



student appeals and petitions. APSD also works with students who have complaints and adjudicates academic misconduct. In addition, APSD supports teaching activities, through curricular changes, and oversees the CLAS sections of the General Catalog. APSD works on scholarships, honors in the major, Phi Beta Kappa, and student recruitment. There are currently 10 key academic staff and 20 academic advisors associated with the office. The academic staff are involved in partnerships with UI Orientation Services, the First Generation and Transfer Task Forces, the Center for Diversity and Enrichment, Student Disability Services, and the Division of Student Life, among many others.

## 4.1: UNDERGRADUATE ACADEMIC PROGRAMS

### CLAS MAJORS, MINORS, AND CERTIFICATES

Undergraduate students choose from over sixty-five majors, 70 minors, and 20 certificates offered by CLAS academic departments. Table 3 (Appendix C) shows student selection of CLAS majors (and secondary major) in 2013 and 2020. Each year, more than 300 students choose to pursue two majors (one degree) and a smaller number (100 in 2019-20) choose to pursue two different degrees (e.g., BA and BS). In addition, the number of students pursuing a major and a minor has increased during the 2013-20 period (from 30% to 35% of graduating students). There has also been an increase in the number of students selecting a major and a certificate, from 4% to 8%. Figure 4 (Appendix C) illustrates the changing distribution of majors selected by students grouped by department and disciplinary areas in CLAS.

### OPPORTUNITIES FOR HONORS STUDENTS IN CLAS

High-achieving students within CLAS regularly participate in honors offerings on campus. The University Honors Program houses and coordinates a range of programming for students who qualify. Students in this program complete a first-year honors seminar experience, coursework designated as honors, and a signature experiential project. During 2013-20, approximately 1,000 CLAS students graduated with university honors. CLAS students may also receive honors in the major, administered by individual departments; students do not necessarily need to be part of the University Honors Program to receive honors in the major. Oversight of this program is now within CLAS and approximately 200 CLAS students graduate with honors in the major each year. CLAS students are frequently nominated and selected for major national scholarships and fellowships, such as the Churchill, the Gates-Cambridge, and Rhodes and Goldwater Awards. Between 2013-20, more than 50 CLAS students were selected as recipients or finalists for these national scholarships, and more than 75 CLAS students were selected as international Fulbright award winners.

### CHANGES SINCE LAST REVIEW

**New Programs of Study:** CLAS departments continuously update their curricula for majors and innovate in the opportunities offered to students. The period of the self-study has been a time of intensive undergraduate curricular innovation, arising from the need for greater applied learning opportunities leading to clearer career paths, more diverse options for students who matriculate without a fully formed educational agenda, and program opportunities that emphasize writing.

Among these innovations are a number of combined degree programs in collaboration with other UI colleges, and new majors, minors, and certificates in areas such as global health studies; computer engineering; data science; neuroscience; criminology, law, and justice; social justice; gender; health; and health care equity. For a complete list and description of these programs, see Appendix D and Section 2. Increases in selection of these new majors are clear from the data in Figure 4 (Appendix C).

## CHALLENGES AND OPPORTUNITIES

**Growth in STEM Enrollments:** Since the last review, CLAS has experienced growing interest in STEM programs and therefore a need for additional seats in introductory courses, which puts pressure on space for laboratory and discussion sections. CLAS responded by increasing enrollments in some key introductory STEM courses and by employing more instructional-track faculty to support delivery of these courses.

**Undergraduate Learning Outcomes and Program Assessment:** In Fall 2017, CLAS asked departments to include learning outcomes for each major in the General Catalog. In addition, there is an annual program assessment process (part of the Higher Learning Commission [HLC] “reaffirmation”) that encourages departments to think about learning outcomes for students and how their curriculum allows students to achieve these. This process remains a critical component of ensuring that the majors and programs of study are meeting student outcomes and providing the support students need to be successful. The college is working with departments to emphasize that this process remains a critical component of ensuring that the majors and programs of study are realizing student outcomes and providing the support students need to be successful.

## 4.2: GENERAL EDUCATION CLAS CORE

### OUTCOMES AND OVERSIGHT OF THE GE CLAS CORE

Appendix F outlines the overall structure, goals, and outcomes for the GE CLAS Core program. All GE CLAS Core courses require students to work on communication skills, including writing and speaking, and empower undergraduates by providing resources, best pedagogical practices, and discussion of learning and study strategies. GE CLAS Core is overseen by two faculty committees, the General Education Curriculum Committee (GECC) and the Undergraduate Educational Policy and Curriculum Committee (UEPCC), with students also serving on each. The GE CLAS Core is reviewed every four to five years by an ad hoc committee that includes CLAS faculty and members of other undergraduate colleges, since other colleges use part or all of the GE CLAS Core.

The GE CLAS Core was noted in the recent HLC review as a “high quality program” because of its review, assessment, and continual updates.

### CHANGES IN THE GE CLAS CORE SINCE LAST REVIEW

A summary of all changes to the GE CLAS Core is provided below as a bulleted list. Perhaps the most significant change since the prior review is the addition of a GE requirement in diversity and inclusion, implemented in summer 2017. This change was inspired by conversations with student government and developed by looking at peer institution models. Transfer credit is not accepted for this requirement, with the course functioning instead as a UI signature experience. As of 2021, more than 50 innovative and diverse GE CLAS Core courses that satisfy this requirement are now regularly taught.

Additional changes to the GE CLAS Core during 2013-20 include:

- “Big Ideas” courses, taught in active learning classrooms, were introduced to the GE curriculum. Assessments of these team-taught, multiple-disciplinary courses have been very positive.
- CLAS removed GE status for courses numbered 3000 or higher to better communicate that GE CLAS Core are intended to help new students transition to UI expectations, with a focus on building needed skills and participating in student-centered courses.
- CLAS ended the GE status for PE skills courses to ensure students fulfilled requirements with academic courses.

- A GE CLAS Core website page was launched<sup>15</sup> to better communicate to students and faculty the GE goals, learning outcomes, and requirements.
- CLAS implemented changes to allow military experience to count toward a GE requirement
- CLAS added testing for languages not offered at UI, allowing students proficient in one of these languages to test out of the world language requirement.

In 2019, the GE requirement in world languages was assessed and found to provide students with critical communication skills and knowledge of cultural practices and approaches which are essential “for living in a pluralistic and multicultural world here in the United States and abroad.”<sup>16</sup>

The GE CLAS Core Review (2019-20) recommended the addition of an interdisciplinary requirement in sustainability which does not add credit hours to the program, but allows students to choose one of the GE areas to be studied through the lens of sustainability with a ‘systems-thinking’ approach This new requirement will be implemented in 2021-22.

<sup>15</sup> <https://clas.uiowa.edu/clas-core>

<sup>16</sup> <https://clas.uiowa.edu/sites/default/files/GenEd%20World%20Languages%20Requirement%20Self-Study%20January%202019.pdf>

## FACULTY PERCEPTIONS OF THE GE CLAS CORE

In a survey conducted as part of this self-study, more than 75% of faculty endorsed the statement that the GE CLAS Core is important for the education of UI undergraduates; 73% state that it is important to their own department; and more than 60% thought that it serves UI undergraduates well. However, only 43% endorsed the statement that it effectively supports DEI learning initiatives, and despite UI’s stellar reputation related to writing and communication, only 41% of faculty indicated that the GE CLAS Core curriculum provides undergraduates with a solid writing foundation. Instructors also contributed open-ended comments on the survey and offered statements in various meetings with committee members over the course of the self-study process stating concerns about undergraduates’ writing and communication skills.

## CHALLENGES AND OPPORTUNITIES

The general sentiment of the survey is that the program is important for undergraduates, but how the GE CLAS Core is determined and delivered—and whether it is too extensive or inflexible—were points of disagreement. Prominent themes included a desire for more and better instruction in writing; more opportunities to engage with DEI issues; and smaller, more focused classes. Some constituents expressed concern that the GE CLAS Core world languages requirement may be a deterrent to CLAS majors, while others expressed appreciation for it as a critical component of a liberal arts education (as described above, the 2019 assessment of the GE CLAS Core world languages requirement was very positive about the role of this requirement in the GE CLAS Core curriculum). Finally, the overall self-study survey results suggest that many faculty members do not understand the GE CLAS Core; clearly, CLAS has not been as effective as possible in communicating this purpose or the recent GE CLAS Core changes to instructors. Moving forward, additional strategies for communicating the goals and opportunities of the GE CLAS Core to faculty, current students, and prospective students will be considered and implemented.

## 4.3: TEACHING AND LEARNING IN CLAS

### OVERVIEW

The college takes seriously its mission to prepare students for the “challenges of a diverse and changing world.”<sup>17</sup> CLAS faculty have a deep commitment to innovation and student success both in and outside the classroom to better engage students in learning. From building drones to designing bicycles, from using digital archives to on-campus field experiences, students enjoy ever-richer learning experiences in CLAS. As such, assessment of CLAS teaching and learning initiatives is essential, and the continued evaluation of instructional pedagogy will ensure the college’s ability to effectively respond to concerns and approach new endeavors as they relate to this fundamental area.

<sup>17</sup> <https://clas.uiowa.edu/about/mission-statement>

### CHANGES SINCE LAST REVIEW

**Experiential Learning Opportunities:** Undergraduates have the opportunity to work with faculty mentors in many ways, particularly since CLAS is a broad, research-active college. Students have reported having positive experiences in practicums, internships, field courses, capstone courses, senior projects, community-based service learning, and international/cross-culture work (such as study abroad). In addition, many work with a faculty member on a project outside of a class, such as an honors thesis or other faculty-mentored undergraduate research.

Appendix H shows as many as 80% of CLAS students have participated in at least one of the above activities with a few highlights below:

- **Undergraduate Teaching Assistants:** Students often support other students in courses as peer leaders, learning assistants, or peer tutors. Generally, these students are known as Undergraduate Teaching Assistants (UTAs), and CLAS in 2016 developed clear guidelines and policies for how UTAs can be employed.<sup>18</sup> Students are supported through a stipend or receive academic credit for participation, with training and professional development often associated with these positions.
- **Undergraduate Research Opportunities:** More than one-third of all students in CLAS have had the opportunity to contribute to research in the college. There are many ways for students to get involved with faculty research, such as the Iowa Biosciences Academy program, the UI LSAMP INSPIRE program (see Appendix L), the Iowa Center for Research by Undergraduates, and a number of NSF Research Experiences for Undergraduates (REU) programs. Each year, there are three research festivals held on campus where undergraduates present oral and poster presentations of their original research work.

**Community Engaged Course (CEC) Designation:** Many courses in CLAS use community-engaged practices to support student learning. In Spring 2021, a plan was implemented so that courses can apply to have Community Engaged Course (CEC) status. These courses must involve community partners, reciprocity with the community organization, community-based activities, at least 25% of the course grade related to these activities and reflection.

**Support for Career Readiness and Professional Development:** CLAS faculty have responded to student interest and demand for courses that connect their major areas of study to potential future career opportunities after graduation. Appendix I provides a list of courses that offer significant opportunities for students to gain professional development, connections to future careers, and professional networking opportunities with alumni in the profession.

**CLAS Online Courses and Programs:** CLAS currently offers undergraduate majors with these degrees online: Sport and Recreation Management (BS), Political Science (BA), and Enterprise Leadership (BA) (offered jointly with the

Tippie College of Business). Several CLAS certificates are also offered online: Aging and Longevity Studies, Geographical Information Studies, Interscholastic Athletics/Activities Director, Writing, and Museum Studies. As stipulated by the HLC, the requirements and learning outcomes for these online majors are the same as for majors offered as on campus. During the 2013-19 period (before the pandemic), CLAS faculty developed more than 200 online course offerings in partnership with the Office of Distance and Online Education that are regularly offered as part of departmental course planning.

**Partnerships with the Center for Teaching:** The UI Center for Teaching is housed in the Office of Teaching, Learning, and Technology, and regularly supports CLAS faculty—particularly early-career faculty. Over the past six years, 86 CLAS faculty members (representing 32 departments) have joined the Early Career Faculty Academy. In addition to the academy, the Center for Teaching supports several Faculty Learning Communities (several led by CLAS faculty) and a wide variety of small and larger group programming aimed at professional development in teaching.

**Increase in Instructional-Track Faculty:** One of the biggest changes to CLAS teaching and learning over the last seven years has been the increase in instructional-track faculty (ITF) in the college as described earlier in this document (from 111 in 2013 to a total of 218 in 2020). Instructional-track faculty play a considerable role in undergraduate education as their primary teaching assignments are often introductory-level courses. Some of the largest enrollment courses in CLAS are taught by ITF. The addition of instructional-track faculty has helped to support the growing student enrollments, particularly in STEM introductory courses, that were seen during the period of this self-study. Instructional-track faculty in the arts and humanities have contributed significantly to the development of many new courses in the CLAS Core GE program, especially the design and delivery of many courses that satisfy the recent requirement in diversity and inclusion. Instructional-track faculty also serve on departmental curriculum committees throughout the college and also on UEPC and GECC.

<sup>18</sup> <https://clas.uiowa.edu/faculty/undergraduate-teaching-assistants>

## CHALLENGES AND OPPORTUNITIES

**Course-Linked Academic Supports:** During the 2013-20 period, there was increasing awareness of the need for additional student success supports linked to particular key undergraduate introductory courses where in some cases fairly large disparities in success exist for underrepresented students compared to their majority peers. Data also show that students who receive a D or F grade in one of these introductory courses (alongside a poor student experience in the course) may not be retained in CLAS or at the university. Innovative supports aimed at student success in these classes—particularly for first-generation or URM students—include: the Success in Rhetoric program that uses peer mentors assigned to support all students in Department of Rhetoric courses; the redesign of key introductory STEM courses to increase equity for all students; stronger partnerships with the Office of Academic Support and Retention to provide course-linked academic supports such as Supplemental Instruction; and tracking of students seeking help at the many academic help centers housed in departments (e.g., Math Tutorial Lab, Physics Help Center, Chemistry Center, and the Writing Center, among others). In addition, CLAS played a key role in supporting the large numbers of international students in the college during 2013-20. The Department of Rhetoric founded the Conversation Center as a way to connect international students and domestic students while enhancing conversation skills; the Speaking Center also grew in its offerings for all students over this period, but especially to support international students.

**Improvements to the Process of Teaching Evaluation:** During 2018-20, a number of CLAS faculty and staff participated in a Task Force on Assessing the Classroom Environment (ACE). The broad recommendations include: (1) revise end-of-course ratings to include only six Likert Scale questions and three open-ended questions for all courses, (2) encourage ongoing student feedback by including midterm formative assessment in all courses, (3)

promote systematic peer evaluation and feedback within departments, (4) offer comprehensive educational resources for teaching improvement and use these to build a more supportive culture and infrastructure for teaching at UI. CLAS is currently in the process of implementing these recommendations across the college with these changes designed to improve evaluation return rates while minimizing student bias.

**Undergraduate Student Experience During the COVID-19 Pandemic:** The pandemic had a significant impact on instruction during 2020-21. Although many courses were planned to be offered in person in Fall 2020, the campus shifted quickly to remote instruction for most courses with exceptions made for upper-level special topics and laboratory-based courses. To prepare for Spring 2021, the CLAS UEPC made a series of recommendations about instructor and pedagogy-driven decisions for course modalities. Overall, CLAS provided roughly 70% of its instruction virtually, with 30% of instruction split between a hybrid modality and in-person teaching during this period. In December 2020, a survey was administered to all CLAS undergraduates asking about their academic experience. More than 1,000 students returned the survey, revealing that many experienced significant challenges with virtual instruction (see Appendix G).

**Instructor Experience of Teaching During the COVID-19 Pandemic:** As the campus was announcing the move to online instruction in Spring 2020, the Remote Instruction Team in OTLT was formed and provided detailed guidance for instructors on how to quickly convert their courses to a virtual format that was flexible and accessible. During Summer 2020, this team continued to provide significant support for instructors, including a series of discipline-based webinars specifically for CLAS instructors to help them prepare for the start of fall courses and the move of many courses from scheduled in-person modality to online modality during the weeks leading up to the start of the semester. Many insightful comments from faculty about the ways in which the pandemic transformed their teaching are included in the data from the self-study survey.

## 4.4: UNDERGRADUATE RECRUITMENT AND RETENTION

### OVERVIEW

As described above, during the time of this self-study, the college experienced major growth in undergraduate enrollments and teaching practices adapted to this increased student enrollment. However, with declining enrollments related to overall demographic changes, recruitment and retention of CLAS students becomes increasingly important. During the self-study period, many efforts in this area were undertaken.

### CHANGES SINCE THE LAST REVIEW

**Partnership with UI Office of Admissions:** In 2014, the college hired an associate director of recruitment who served in that role between 2015-21 and played a critical role coordinating prospective student programming and recruitment events between the Office of Admissions and CLAS academic departments and programs. The college recently replaced this position, with a new title of "CLAS Admissions Coordinator." This coordinator will work to create a more robust structure to partner with academic departments and programs for recruitment activities and events, and will assist with CLAS's strategic enrollment plan targeting particular areas of strength and student interest in the college. CLAS also works closely with the Office of Admissions to support transfer students successfully transitioning into academic programs. Students transfer from many different types of institutions, including both 2- and 4-year programs (many from across the Midwest region) and represent between 16-18% of CLAS students. APSD staff work closely on articulation agreements for all academic areas in the college. During transfer student orientation, CLAS advisors work to support students transitioning into programs of studies and play important roles on campus-wide committees such as the Transfer Student Think Tank and the First-Generation Task Force.

**Academic Policies that Support Student Achievement in CLAS:** In 2014-15, an effort was made to simplify academic standards to provide more equity and clarity. The changes included revisions to the GPA limits for academic good standing to facilitate better understanding, removing differentiation of types of academic probation, and lowering the criteria for GPA required to show progress toward good standing for students on probation. In 2017, further simplification was made so that all students have one academic standard to be considered in good standing (with the exception of first-year students at UI) and that the criteria for being dismissed are clear and easy to understand. A final change implemented in Spring 2020 was to allow students who are conditionally reinstated to take more than one course (previously students in this category were limited to one course); the new policy allows students to make more progress toward graduation by taking up to two courses. Together, these changes have resulted in academic staff and advisors being able to provide much clearer guidance for students who are in need of support to be successful.

**Targeted Outreach:** APSD staff have significantly increased outreach to students who are not showing progress in their courses and in their declared majors. The APSD staff provide targeted email outreach to students in the following categories: (1) students advised in CLAS who have more than two notices of low grades at midterm (as indicated by their instructors); (2) students who are on academic probation who also have at least one midterm notice; (3) students who have low GPAs in their majors. These outreach efforts can help to get students connected with academic support and stay on track to graduate.

**Technological Innovation:** In partnership with ITS, the registrar, and other UI undergraduate colleges, implementation of the MAUI student-record system ushered in a new era of technological innovation. CLAS has been an important leader and advocate for numerous major collaborative projects that support student success, including automatic prerequisite checking at the time of registration, waitlists for oversubscribed courses with automatic email notification of openings, sample plans of study to support better advising, and implementation of a requirement that students must choose a major before 60 s.h. are earned, providing a “nudge” toward graduation in four years.

**Undergraduate Advising in CLAS:** CLAS is committed to providing excellent advising for undergraduate students. The college works in partnership with the university’s Academic Advising Center (AAC), using a collaborative advising model. All incoming students and those who have fewer than 30 earned hours are advised during their first year at the AAC. Once students declare a major, they transfer from the AAC to departmental advising and are supported there through graduation. Two advising models are typically used. Students with a declared CLAS major are advised through graduation by a professional academic advisor (30% of CLAS majors), or by a professional advisor only during the sophomore year and by a faculty advisor for the junior and senior years (70% of CLAS majors).

The college has been supportive of professional advising and has increased resources. At the time of the prior review, CLAS employed 7.5 FTE professional advisors; currently CLAS employs up to 19.5 FTE professional advisors. Several academic programs employ their own staff and professional advisors to carry out advising duties (equivalent of 3.5 FTE).

The complementary role of the faculty advisor and professional advisor is a key component to effective student advising. Faculty advisors provide important mentoring and guidance in the intricacies of the discipline. They are also invaluable as guides, helping students to develop as scholars, researchers, and creators. Faculty oversee honors in the major and capstone projects, and counsel students as they apply to graduate schools, post-graduate professional schools, or job placements. Students, on the other hand, particularly depend on professional advisors for information about university registration procedures, graduation requirements, and other policies and procedures, with advising helping students avoid missteps in fulfilling university graduation requirements. DEI is an important element of advising and all CLAS advisors work to implement inclusive practices into their advising. Advisors attend trainings and also participate on departmental DEI committees and activities.

## CHALLENGES AND OPPORTUNITIES

**Advising Challenges and Concerns:** Advising is a topic that is the focus of many discussions in CLAS, and in addition to the many positive enhancements that professional advisors bring to CLAS, there remain challenges and concerns. The variety and number of different advisors a student may have is often confusing for students. In some instances, professional advisors are overloaded with combined caseloads that range from 380-480 per FTE advisor. Additionally, advisors who serve multiple departments tend to be very active in one department, but occasionally not as involved in the others. Advising training is not required for faculty advisors; therefore, offering training on how to effectively utilize advising tools within MAUI and to understand the full range of graduation and GE CLAS Core requirements could be extremely helpful.

**CLAS Scholarships:** CLAS currently awards over 80 different scholarships through the annual scholarship competition. The majority of these scholarships are for continuing students in CLAS, but a growing number are allotted for incoming CLAS students. CLAS provides between \$800,000-\$1.2 million in scholarship assistance to more than 250 students annually. CLAS scholarships face challenges. First, it is difficult to balance incoming student scholarships with those designated for continuing students. Second, the typical scholarship amount CLAS offers is relatively low when compared to other financial aid packages that can support a full year or several years of student tuition. Finally, CLAS does not have enough scholarships to be used for recruitment purposes, especially for out-of-state students. In addition to these concerns, it also takes significant staff effort to coordinate and administer scholarships in APSD, and additional support for this task—as well as a separate process for reviewing incoming student scholarships—is needed (perhaps in partnership with the Office of Admissions).

## SECTION 5: CLAS GRADUATE AND POSTDOCTORAL EDUCATION

### OVERVIEW

The graduate programs housed within CLAS play a crucial role in advancing the university's research and teaching mission. With internationally renowned offerings ranging from the Iowa Writers' Workshop to the Speech-Language Pathology program, the 47 graduate programs administered by CLAS prepare students for a wide range of careers in academia, government, and industry. Six CLAS graduate programs—Audiology (# 2), Social Psychology (# 3), Speech-Language Pathology (#6), Printmaking (#7), Clinical Psychology (#18), Fine Arts-Studio Arts (#23)—are ranked in the top 25 in the field as of the 2021 *US News and World Report* rankings of graduate and professional programs. Approximately 1,900 graduate students are pursuing master's or doctoral programs administered by CLAS. Of these, 21% are international students, 13% identify as underrepresented minorities, and 55% identify as female.<sup>19</sup> Since the last self-study, CLAS has awarded 4,572 graduate degrees and certificates,<sup>20</sup> with the average time to degree for the PhD having decreased to between five and six years.<sup>21</sup>

The University of Iowa, unlike some of its peer institutions, has a separate Graduate College. Due in part to this, CLAS until recently did not have a dedicated associate dean for graduate education. One of the most significant changes since the prior review was the establishment in 2014 of this position, which is equivalent to similarly named positions found in other UI colleges and professional schools. This addition of an associate dean for graduate education has provided an increased focus on effective processes for the allocation of graduate support, the review of graduate degree and certificate programs, and professional development for CLAS graduate and postdoctoral students. It also has been crucial to streamlining the effective management of grievances, complaints, accommodations, and supportive measures affecting graduate students and postdoctoral scholars employed by and studying in CLAS. The associate dean for graduate education is in a position to coordinate an



effective collaboration with CLAS HR, the CLAS budget office, the Graduate College, and other offices on campus in serving graduate students and postdoctoral scholars. This coordination is important because of the overlapping portfolios of responsibility shared by the individual colleges and the Graduate College.

<sup>19</sup> <https://clas.uiowa.edu/graduate-students/graduate-students>

<sup>20</sup> Report on CLAS degrees and enrollment AY 2013-2019, courtesy of Graduate College.

<sup>21</sup> From the 2016 PhD Program Review Report, Graduate College.

## PROGRAM BREADTH

The college supports 31 doctoral degree programs, including a Doctor of Audiology (AuD) and a Doctor of Musical Arts (DMA). Since 2013, CLAS has awarded an average of ~168 PhD, AuD, and DMA degrees each year.<sup>22</sup> In addition to these CLAS-specific credentials, faculty members in the college teach and serve as primary advisors in the interdisciplinary PhD programs in applied mathematical and computational sciences, genetics, informatics, and neuroscience, as well as for the PhD in interdisciplinary studies. The latter program affords students the opportunity to design their own program, and all of the interdisciplinary programs involve intercollegiate collaboration. Enrollments in CLAS graduate programs in both 2013 and 2020 can be found in Table 4 and Figure 5 in Appendix C.

The college is also home to a wide variety of MFA programs, several of which have a long history and are nationally ranked, including the venerated MFA in Creative Writing offered by the Iowa Writers' Workshop. Other writing-based credentials are similarly well-regarded, such as the Nonfiction Writing Program, the Playwrights Workshop, the Spanish Creative Writing Program, and the MFA in Literary Translation program. CLAS also administers MFA programs in art, dance, theatre arts, and film and video production. Together, these programs provide a vibrant and unique artistic landscape that continues to shape the future of the college.

In addition to the MFA, the college offers other popular terminal degree programs, such as the Master of Social Work (MSW), the Master of Computer Science (MCS), and the MA in Sport and Recreation Management (SRM). It further offers a range of MA and MS degrees that typically function as a gateway to the PhD and provide credentials beyond the bachelor's degree (Figure 5, Appendix C). Finally, CLAS is also the home of five undergraduate-to-graduate (U2G) programs (Computer Science, German, Health and Human Physiology, Linguistics, and Statistics).

Finally, the college offers graduate-level Certificates in African American Studies; Aging and Longevity Studies; Global Health Studies; Gender, Women's, and Sexuality Studies; Literary Translation; Native American and Indigenous Studies; and Sacred Music. Of these, the Certificate in Gender, Women's, and Sexuality Studies is by far the most popular (55 of the 80 awarded between 2013 and 2019), but the Certificates in African American Studies, Global Health Studies, and Literary Translation also attract multiple students.<sup>23</sup> All of the certificates are most often paired with a terminal degree as an added credential.

Acceptance rates to CLAS graduate programs vary according to the relative size of the unit, the average time to degree, and the amount of funding typically available to support students. Programs in the Departments of Chemistry, Psychological and Brain Sciences, Mathematics, English, Physics and Astronomy, Theatre Arts, and Statistics and Actuarial Science; the Program in Creative Writing (Iowa Writers' Workshop); and the Schools of Music and Social Work received the largest number of applications annually between 2015 and 2020.<sup>24</sup>

Between 2013 and 2019, the Graduate College awarded 4,492 degrees and 80 certificates to graduate students in CLAS programs. These included 996 PhDs (22% of the total), 54 AuDs (1%), 129 DMAs (3%), 756 MFAs (17%), 606 MSWs (13.5%), 159 MCSs (3.5%), 1261 MAs (28%), and 528 MSs (12%).<sup>25</sup> The number of graduate degrees awarded annually has steadily decreased from 706 in 2013 to 621 in 2019 (approximately 13% over the period; see

Table 2, Appendix C, for 2019-2020 numbers), with the number of AuD and MFA degrees awarded annually remaining relatively steady; the number of PhD and MS degrees awarded annually decreasing by 17% and 54% respectively; and the number of DMA, MSW, MCS, and MA students fluctuating within a relatively narrow range. The number of graduate certificates awarded annually fluctuated over the period as well, with as few as eight in 2015 and 2017 and as many as 17 in 2019.<sup>26</sup>

Approximately 60%-65% of CLAS graduate students are supported by CLAS annually, with most receiving funding in the form of teaching assistantships (TAs). Some TA awards are partial, although CLAS strongly encourages funding doctoral students in particular at 50% via TAs, research assistantships (RAs), or fellowships. The number of HTEs (= a 50% TA) allocated annually by CLAS has decreased from 958.65 HTEs in 2013 to 874.54 HTEs in 2020, with the largest decreases in the humanities. During the same period, expenditures for TA salaries and tuition have increased by \$0.97M and \$3.8M, respectively (Figure 7, Appendix C). This funding has supported between 1,091 and 1,204 students annually.<sup>27</sup> Between approximately \$175,000 and \$305,000 in grant funding and general funds, excluding tuition from research release and extension funds, was further spent annually in RA support for FY2017 through FY2021.<sup>28</sup> In addition, approximately 16 Marcus Bach Fellowships for Graduate Students in the Humanities<sup>29</sup> and CLAS Dissertation Writing Fellowships<sup>30</sup> are currently awarded each year by CLAS, and CLAS students are further supported by several fellowship programs of the Graduate College.<sup>31</sup> Of the latter, the Iowa Arts Fellowships, Iowa Performance Fellowships, the MFA Summer Fellowships, and Digital Scholarship and Publishing Studio Fellowships are awarded almost exclusively to CLAS graduate students. Finally, CLAS graduate students are encouraged to apply for external awards such as the NSF-GRFP, NIH NRSA (F31), Ford Fellowships, AAUW Dissertation Fellowships, ACLS-Mellon Fellowships, and Fulbright Fellowships. In 2020, examples of success include three CLAS graduate students winning the NSF-GRFP, two winning Fulbright Awards, and one receiving Honorable Mention in the Ford Foundation Fellowship Competition. In addition, a student from the Department of Communication Sciences and Disorders was awarded the 2020 Jerry Northern Scholarship in Pediatric Audiology from the American Academy of Audiology Foundation, while another in the Department of Cinematic Arts secured the Prism Foundation and Chinese Rainbow Network Scholarships along with a Talents Tokyo Award.

Feedback from a faculty survey given during the self-study process—and information shared during meetings with committee members—revealed concerns regarding the support available for graduate students. One area of apprehension is that the level of support CLAS provides via stipends is lower than that of many of its peer institutions, impairing recruitment efforts. Other concerns frequently voiced include 1) that the availability of funds targeted specifically for the recruitment and retention of underrepresented minorities is extremely limited; and 2) that funding available through the Graduate College was reallocated toward retention rather than recruitment during a recent restructuring of the Graduate College fellowship program.

<sup>22</sup> Report on CLAS degrees and enrollment AY 2013-2019, courtesy of Graduate College.

<sup>23</sup> CLAS SS UG Grad Certificate Report for 2013-2019.

<sup>24</sup> Reports on CLAS Master's Applications and CLAS Doctoral Applications 2015-2019, Courtesy of Graduate College.

<sup>25</sup> Report on CLAS degrees and enrollment AY 2013-2019, courtesy of Graduate College.

<sup>26</sup> Report on CLAS degrees and enrollment AY 2013-2019, courtesy of Graduate College.

<sup>27</sup> FY13-FY20 TA Summary Report and FY 21 TA Tuition Expenses Report (reviews FY 2017-2021), courtesy of CLAS Budget Office.

<sup>28</sup> Grad RA Tuition Summary Report, courtesy of CLAS Budget Office.

<sup>29</sup> <https://clas.uiowa.edu/students/marcus-bach-graduate-fellowships>

<sup>30</sup> <https://clas.uiowa.edu/students/students-opportunities-students/clas-dissertation-writing-fellowships>

<sup>31</sup> <https://grad.uiowa.edu/funding/fellowships>

## NEW INITIATIVES SINCE THE PRIOR REVIEW

Between 2013 and 2020, CLAS saw the addition of the MA in Strategic Communication, the MA in Sport and Recreation Management, the MS and PhD in Integrated Biology (replacing the former Biology degrees), the MFA in Literary Translation, the graduate Certificate in African American Studies, and revision of the graduate Certificate in Aging and Longevity Studies, as well as an international U2G in Statistics and Actuarial Science in collaboration with Nankai University (Table 4, Appendix C). The Department of Geographical and Sustainability Sciences also collaborated with other colleges in the creation of an interdisciplinary U2G in Informatics and the interdisciplinary MS in Sustainability Studies. During the same period, the MS degrees in Leisure Studies and Athletic Training, the MS and PhD in Biology (transitioning to Integrated Biology), and the MA and PhD in Comparative Literature were discontinued.

A priority for CLAS during the past seven years has been providing better support of individuals pursuing advanced degrees and postdoctoral education within the college. The associate dean for graduate education works closely with DEOs, directors of graduate study, faculty, staff, graduate students, and postdoctoral scholars daily toward this goal. Recent CLAS initiatives intended to improve graduate and postdoctoral support include the following:

### 2015-2016:

- Creation of Graduate Educational Policy Committee
- Introduction of CLAS Dissertation Writing Fellowships

### 2017:

- Implementation of CLAS Departmental TA Orientation Guidelines
- Diversification of thesis options through digital projects and Doctor of Musical Arts recording projects

### 2018:

- Creation of CLAS/Graduate College/International Programs grant writing seminar (organized by CLAS)
- Introduction of annual CLAS Director of Graduate Studies Orientation
- Creation of CLAS webpages for graduate education
- CLAS associate dean for graduate education begins attending monthly Graduate Student Senate meetings alongside dean and associate deans from the Graduate College.

### 2019:

- Revision of CLAS policies pertaining to graduate education
- Draft CLAS graduate education strategic plan
- CLAS associate dean for graduate education begins attending Council of Graduate Schools annual meeting

### 2020:

- Adoption of monthly CLAS director of graduate studies meetings (approximately two meetings per month during the pandemic)
- Creation of ICON site to support CLAS departmental TA orientation
- CLAS HR specialist support for graduate and postdoctoral education

In 2020, the University of Iowa was selected to participate in the AAU PhD Education initiative, joining a pilot cohort of eight AAU member campuses. In Phase I of this program, four units in CLAS—the Departments of English, History, Mathematics, and Physics and Astronomy—will tackle the creation of program sub-tracks; local and national paid internships; alumni engagement; academic job training; course upgrades and format changes; and website optimization aimed at diversifying graduate preparation for range of career objectives.<sup>32</sup> The end goal is to unearth sustainable adjustments to the culture surrounding doctoral education. The CLAS associate dean for graduate education is a member of the administrative team. CLAS is also a partner in the Humanities for the Public Good project supported by an Andrew W. Mellon Foundation grant through the UI Obermann Center for Advanced Studies. Through Humanities for the Public Good, graduate students are afforded opportunities to participate in initiatives in the public humanities. Finally, CLAS maintains a strong relationship with the Graduate College through partnership on specific initiatives including serving on fellowship review committees, participating in regular interest-group meetings, strategic planning, and initiative development.

<sup>32</sup> <https://now.uiowa.edu/2019/09/ui-graduate-college-selected-aau-participate-national-initiative>

## CONCERNS ADDRESSED FROM PREVIOUS SELF-STUDY AND REVIEW

In response to the previous college review, CLAS has identified areas of concern and potential for development with regard to graduate education. Specific focus has been placed on program size, time to degree, retention, and mentoring.

CLAS—in collaboration with the Graduate College—has placed stronger emphasis on best practices, which include the use of the Individual Development Plan (IDP) and mentoring strategies associated with it, regular assessment of degree and professional progress, and encouraging programs to fund doctoral students at 50% for five years, or in those cases where average time to degree is shorter, for the time typically required to complete the degree. It has also discouraged accepting students without funding, or in numbers that preclude close mentoring. Additionally, each CLAS program has prepared “Degree Objective Templates” with the goal of mapping objectives on to curriculum and using the instrument as a means of diversifying student experiences. These best practices have initiated curricular modifications and changes to departmental mentoring that will better prepare students for a variety of career objectives. They further have led to a reduction of some program sizes to what is perceived appropriate in terms of faculty resources, allowing increased proportions of students who are adequately funded; this has expected outcomes of an overall reduction of the average time to degree, higher completion rates, and more diversified career preparation.

Since the previous review, there has been a broadening of expectations regarding the types of professional futures for which CLAS is training graduate students. Historically, there has been an emphasis on the placement of graduates from advanced degree programs into tenure-track, or equivalent research-focused, positions, and this remains a focus of many CLAS graduate programs. However, in addition, CLAS has been adapting to a rapidly changing professional landscape in which successful use of graduate education takes more diverse forms. Specifically, since the last review, graduate programs within CLAS are engaging in conversations about how skills acquired through teaching, research, writing, and creative activity are transferrable to careers in industry, non-profits, and government agencies. To date, neither CLAS nor the Graduate College has established a consistent protocol for collecting and maintaining placement data that conforms to these new directions in graduate education, but it is clear that program attitudes about what constitutes successful placement of students have broadened to include not only academic positions (e.g., tenure-track and instructional-track faculty, postdocs, research faculty, creative artists) but also non-academic positions (e.g., private-sector industries and organizations, local state and federal government positions, freelance and self-employed positions).

### CHALLENGES AND OPPORTUNITIES

Several significant challenges face graduate education in CLAS. Most importantly, funding and resource constraints are not likely to change in the near future, particularly given the gradual contraction of the number of college-age students nationally and the accompanying increase in the number of potential college students from families without previous experience with higher education. While these changing demographics will present new challenges for the college, recent changes in communication and leadership have provided CLAS with tremendous opportunities moving forward. The college is reevaluating the distribution of the TA allocation, reviving a 2018 proposal to the UI Center for Advancement for fundraising to help recruit underrepresented minorities, and designing an RA pilot project aimed at diversifying graduate preparation for a variety of career trajectories in writing and community-engaged scholarship. These initiatives are being developed within the context of institutional priorities and areas of traditional strength.

Another challenge, which was made apparent to the self-study committee through survey responses, as well as in meetings with different sub-groups of stakeholders, is that there is confusion with regard to clarifying the role of the associate dean for graduate education in CLAS vis-à-vis the Graduate College. This confusion was expressed from multiple perspectives, ranging from individual faculty to directors of graduate studies to DEOs and program administrators. Underlying the confusion was the question of whether this position is redundant with what is provided by the Graduate College. To address this concern, the associate dean for graduate education has initiated monthly meetings with the directors of graduate studies to maintain lines of communication and clarify which funding streams (e.g., TAs and specific fellowships), processes, and program oversight are the purview of CLAS and how they relate to those administered through the Graduate College.

An important role for the CLAS associate dean for graduate education will be to help balance individual graduate programs with the broader mission of each unit. This is a challenge that cannot be addressed in isolation of the principles of building on strengths and effectively using resources. Programs can be enhanced by allowing for more focused mentoring of fewer students and funding can be more reliably and effectively allocated when there are fewer students in need of support. At the same time, graduate students benefit enormously from being part of a vibrant and diverse cohort of scholars, and downsizing programs to the point that cohorts are near to nonexistent and necessary courses cannot be offered due to low enrollments has a deleterious effect on graduate programs. The balance between sound pedagogy and effective application of resources will continue to be addressed strategically and in the context of the broader missions of individual units and the college as a whole.

The process of continuing to realign attitudes regarding the professional trajectory of graduates from CLAS programs also represents both a challenge and a source of opportunity. It should not be, and—from responses and comments from faculty, it is not perceived to be—the goal of CLAS to prescribe placement goals for individual programs or faculty. However, providing resources, support, and opportunities for students and faculty alike to learn about alternative career routes represents an opportunity for enhancement of the graduate education, as well as for the diversity of students that CLAS programs recruit.

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## SECTION 6: OUTREACH AND ENGAGEMENT

Many CLAS faculty, staff, postdocs, and students prioritize outreach and engagement in their academic work at a major public university. They engage with local, national, and international communities as they pursue Community Engaged Scholarship (CES) and Community Engaged Learning (CEL) and incorporate public engagement into many of their research grants, such as the “broader impact” projects that are part of grants from the National Science Foundation. Since the prior collegiate review, outreach and engagement at the University of Iowa has undergone some significant changes. In 2020, the former centralized UI Office of Outreach and Engagement, which previously provided logistical and seed grant support to a number of projects involving CLAS faculty and students, was

restructured to the current UI Office of Community Engagement.<sup>33</sup> One of CLAS's most prominent outreach and engagement initiatives, Arts Share, moved to this central Office of Community Engagement, which now largely tasks individual colleges with the responsibility for identifying and supporting new strategic outreach and engagement initiatives.

CLAS has responded to these changes by collaborating with the Office of Community Engagement in discussions about how the campus will define CEL and service-learning designations for undergraduate and graduate courses, and how CES and CEL can be supported centrally through appropriate methodological education and the streamlining of partnerships. The college further has integrated goals and critical tasks for outreach and engagement into its 2021-2026 Strategic Plan (Appendix N), reviewed the budget previously spent on outreach and engagement to identify potential areas of investment, and preliminarily proposed four areas—Hawk-Eyes in Science/Hawk-Eyes in Space, sustainability, social justice, and health and wellness—as areas of focus. Collegiate oversight for outreach and engagement now falls under the portfolio of the associate dean for graduate education and outreach and engagement (Appendix A).

A representative list of the many outreach and engagement activities across the college can be found in Appendix L. These include programs as rich and diverse as the Iowa Biosciences Academy, the Oakdale Community Choir and Songwriting Workshop, the Iowa Youth Writing Project, the Spanish Creative Literacy Project, the Community Health Teaching Center, the Science Booster Club, and Hawk-Eyes in Space. Since 2013, moreover, CLAS has recognized 18 faculty members for their accomplishments in outreach and engagement through the CLAS Outstanding Outreach and Public Engagement Award.<sup>34</sup>

<sup>33</sup> <https://engagement.uiowa.edu>

<sup>34</sup> <https://clas.uiowa.edu/faculty/clas-outstanding-outreach-and-public-engagement-award>

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## SECTION 7: CLAS TECHNOLOGY SUPPORT FOR TEACHING AND RESEARCH MISSIONS

### OVERVIEW

Due to the scale and complexity of their work, CLAS Technology Services (TS) is an indispensable comprehensive collective with distinct service units working at enterprise level in the areas of application development, business intelligence, information technology (IT) project management, Linux support, and web development.

In the prior review, CLAS TS was praised for “significant improvements in information technology resources across the college, particularly in support for teaching.” CLAS TS has continued this success through strategic realignment of technologists, distributed innovation, judicious application of Student Technology Fee funds (discussed below), and increased support for research endeavors as evidence by the 2021 Future of Work@Iowa feedback.<sup>35</sup>

Since the prior review, CLAS TS successfully merged technology staff from the Departments of Biology, Chemistry, Communication Sciences and Disorders, Computer Science, Physics and Astronomy, and Psychological and Brain Sciences under the CLAS TS banner. This self-initiated efficiency effort helped to unify and amplify the voice of CLAS throughout the campus technology community—particularly in the area of research services and support.

<sup>35</sup> <https://hr.uiowa.edu/administrative-services/current-initiatives/future-workiowa>

### STUDENT TECHNOLOGY FEES

In fall 2005, the university gained Board of Regents approval for a three-year phase-in of a CLAS-specific Student Technology Fee (STF). This fee is currently \$231.50 per CLAS full-time registration, of which a portion comes to the college for support of instructional technology, while another supports campus-wide IT services that benefit CLAS students. STF funds are administered by the CLAS TS senior director, the CLAS director of facilities, and the associate dean for research. A dedicated STF committee made up of faculty and staff annually assesses requests for funds aimed at improving classroom technology. Recently, several larger-scale projects aimed at providing transformative experiential learning technologies were approved for STF support, helping to bring the work of CLAS researchers into the classroom.

### ADDITIONAL SUBSTANTIAL IMPROVEMENTS

Beyond monitoring and assessing Student Technology Fees, CLAS TS has helped ensure substantial improvements in instructional technology since the previous review. These efforts include moving screenwriting and playwriting to digital composition, implementing simple-to-use “One Button” recording studios for audio and video projects, creating additional resources for bioinformatics and neurogenetics computation, and providing Yamaha Disklavier pianos that utilize technology to improve in-person and remote music instruction and accompaniment.

### TIER/ONE-IT

As discussed further in Section 12, in 2015 the Transparent, Inclusive Efficiency Review (TIER) program went into effect. One result of this initiative was an effort known as OneIT, whose goals included creating a cross-campus network of IT providers with common values, guiding principles, processes, technologies, governance, plans, priorities, policies, and vocabulary.

A specific aim of the project was to enable reinvestment of time and resources into teaching, research, and service. As a result, 19 FTE staff with a focus on general technology services were repositioned from CLAS to central Information Technology Services (ITS). Once this occurred, the college intended to reinvest in up to five FTE who would specialize in unique solutions to support instruction and research throughout CLAS departments. However, this reinvestment remains incomplete due to an initial pause while service gaps were analyzed, followed by uncontrollable factors such as changes in Dean’s Office leadership and the many budgetary challenges discussed above. As the college moves forward with the restructuring and strategic allocation of limited budget resources, these remaining CLAS TS hires should be considered.

## SECTION 8: BUDGET AND FISCAL MANAGEMENT

### OVERVIEW

The recent history and current status of the CLAS budget situation is a significant challenge for the college, and a source of concern for its faculty and staff. Questions surrounding how fiscal decisions are made, how the budget model works, the appropriate degree of departmental autonomy, how funds for future hires and retention of valuable faculty and staff can be found, and which consolidations are feasible are all specific sources of anxiety that remain since the prior review. In addition, turnover in CLAS administration—which resulted in a recent substantial restructuring and subsequent re-restructuring of the college budget model—has further complicated the situation.

CLAS faces multiple immediate challenges with regard to the budget. First, it is in receivership and is currently addressing a \$6.2 million deficit that it has arranged to pay back over a three-year period. In addition, the COVID-19 pandemic has contributed to conditions necessitating a \$15.9 million budget cut for FY 2021. On top of this, as is the case for other universities and colleges, UI enrollments are expected to decrease in coming years due to broad demographic changes. At the same time, a change in the university budget model in 2018 altered the basis on which the allocation of funds is determined within the university, moving from a model that focused on semester credit hours (SCHs) to one that focuses on the number of majors. Finally, the size and diversity of CLAS is a constant challenge for budget considerations. To a much greater extent than other colleges in the university, the size, needs, and potential for revenue generation of units within CLAS vary tremendously. This heterogeneity increases the challenge of identifying and committing to a common set of guiding principles for making budget decisions. Yet, given the current set of challenges the college faces, these principles are necessary for future budgetary planning.

Feedback from individual faculty, DEOs, administrators and other staff—both from survey responses and from in-person meetings with committee members—revealed widespread frustration with regard to the clarity of how fiscal decisions are made, and highlighted concerns about restructuring and loss of support. At the same time, some of the comments exhibited clear misunderstandings about how the university allocates funds, and what individual units can—and cannot—do to improve their own financial well-being.

The goals of the new CLAS administration include resolving the current CLAS budget crises through increased efficiency and other means, reducing misconceptions about budget procedures, eliminating any perceived and real opacities, and facilitating unit-level agency.

### **HISTORIC AND CURRENT UNIVERSITY BUDGET MODELS**

During the previous college review, the university budget was based on a semester credit hour (SCH) model where colleges were compensated for each SCH taught over a pre-determined base. Effective July 1, 2018, the university budget model transitioned to one in which colleges were funded based on the net tuition assessed to majors. This shifted the budgetary focus of UI colleges, which could now improve their finances by: 1) reducing their dependence on state appropriation subvention; 2) increasing revenue through increased net tuition, indirect cost recovery, or other revenue streams controlled by the college; and/or 3) controlling spending.

In the current model, revenue is allocated to colleges based on incremental increases to the number of majors in the college. Colleges retain 70% of the incremental net tuition earned from their majors and the remaining 30% is allocated to support central administrative units on campus. The current model (a modified Responsibility Center Management model) is more of an institution-based (big picture) model than the previous one, and can therefore be difficult to implement at the departmental level. To increase funds that are available for use within the college, departments must increase their majors without taking majors from other CLAS departments. This is difficult in a time of shrinking overall enrollments. Moreover, it has been a source of misunderstanding, in that the new model has in some instances been perceived as setting up a competition for majors between departments, rather than the competition for majors between colleges that has been set up.

Net tuition is defined as tuition minus student financial aid. Student financial aid comprises the general education fund aid that is awarded to students, the collegiate aid that CLAS awards to graduate students, and the aid the Graduate College awards to CLAS graduate students. CLAS has no control over the amount of financial aid that is awarded by admissions, and the college is provided with funding to cover most, but not all, of the aid awarded by the Graduate College, which presents additional financial burden and uncertainty. Finally, colleges are expected to absorb additional costs that were previously covered with central funds, such as increases to fringe benefit costs and faculty and staff salary increases.



Thus, the challenges for CLAS under the new university budget model are substantial. While CLAS generates approximately 50% of the university's gross tuition revenue, it continues to subsidize other colleges despite the fact that it struggles to meet basic operational costs, including providing faculty and staff with salary increases. Many CLAS students matriculate to other colleges (e.g., Tippie College of Business) in their sophomore and junior years after receiving general education through CLAS; for these students, despite CLAS's contributing a substantial portion of their education, CLAS receives no credit when the students eventually choose majors in other colleges. Moreover, many students who major in other colleges from the start are nevertheless served in part through GE CLAS Core courses. The college receives \$201 per SCH for teaching these students, but this revenue is far from sufficient to cover the associated cost of instruction. Finally, historical sources of revenue have been eliminated because there are no longer separate revenue streams for on-campus vs. online course delivery. This, and the fact that all universities have increased their online course delivery during the COVID-19 pandemic, has impacted the ability of CLAS departments to earn additional revenue by developing and teaching online courses.

As described above, because the number of majors within the college determines allocations of university funds—not the distribution of majors across departments—the college budget model (reviewed below) is implemented at the college level rather than at the department level. Communication about the budget models, and their consequent effects on what is incentivized at the departmental level, has been challenging. Feedback from stakeholders, collected from survey results and from committee members meeting with different sub-groups, revealed widespread frustration, some of which appears to derive from misunderstandings. For example, multiple individuals from multiple sub-groups erroneously cited semester credit hours as the focus of the new university budget which, as described above, is no longer the fact. Conversely, many stakeholders are clear on how the university budget model works, but nevertheless do not see a path for improving the financial well-being of their units. Where there are misunderstandings and the model is perceived as a competition between departments within CLAS for majors, it is perceived as outright contrary to the values of the college, and a severe obstruction toward achieving its goals.

### CLAS-SPECIFIC BUDGET

At the same time that the budget model shifted to a modified Responsibility Center Management model at the university level, in May 2019 CLAS itself transitioned from a centralized college-level budget model to a more decentralized, department-level model. The dean at that time created a plan to place more fiscal responsibility in the hands of DEOs in an attempt to promote autonomy and accountability. This strategy aligned with calls from departmental leadership for greater independence and control of monetary decision-making. Unfortunately, this change coincided with a period of shrinking budgets (from 2019 to 2020, in which the CLAS General Education Fund budget shrank from \$157.6 million to \$152.5 million; Figure 8, Appendix C), reduced enrollments, and was exacerbated by commitments of resources for which the sources of funds were not identified. The decentralized model—since abandoned—had less flexibility with which to respond to these budget challenges, which contributed to the college's current \$6.2 million deficit.

The recent decrease of the CLAS operating budget is not sustainable. Over the next two to three years, college leadership must make difficult decisions regarding how to reallocate resources in order to adequately fund strategic priorities. This, coupled with decreasing enrollments and uncertainty with regard to state allocations, means that the college will have to consider strategic ways to reallocate resources and restructure the delivery of its curriculum. Consolidation of programs and departments, new divisional structures, and elimination of programs are all possibilities that must be considered, guided by the 2021-2026 Strategic Plan, enrollment trends, student demand, and areas of existing and emerging research strength.

### NEXT STEPS AND NEW ENDEAVORS

The 2013 CLAS review noted that the budget was inadequate for the fulfillment of the college’s mission. This, unfortunately, is still a relevant statement, requiring CLAS leadership and departments to evaluate strategies to reallocate resources to achieve strategic priorities. Based on survey responses and meetings with various constituents, the CLAS community has indicated that leadership must identify destination programs that will attract a talented and diverse set of students and fund programs that allow those students to be successful members of the university community, while continuing to support the research mission and outreach and engagement activities.

While the college must implement changes to do its part in meeting these budgetary challenges, the university should also be encouraged to re-examine and consider a reallocation of base budgets. CLAS understands its obligation to subsidize other colleges on campus, but the amount of this subsidy should be reassessed. Recalculating base budgets would increase the reliance of some other colleges on state appropriation subsidies; it also would provide a more accurate picture of collegiate economics on this campus.

In order to achieve a more equitable college-level budget model, address past concerns about fiscal transparency, and facilitate clearer communication, the college has formed a CLAS Budget Committee, which is advisory to the dean. The committee consists of one DEO from each of the four disciplinary areas, two experienced department administrators, and the CLAS budget officer. The goal of this committee is to develop and recommend a collegiate budget model that is mutually beneficial for the college and departments. The college expects the development of these recommendations, including their refinement through shared governance, to take 12-18 months.

Over the past few years, DEO autonomy has become a common theme. It is clear that departments need more discretionary funding to address operational goals. At the same time, departmental leaders need additional training in the structure and functioning of the relevant budget models, what revenue-increasing opportunities exist, and what resources are available for expanding these opportunities. In addition, they need more support in making difficult strategic decisions. The ultimate goal is for CLAS leadership to become less involved in facilitating departmental operations and focus their time and energy on strategic decisions that will strengthen the college as a whole.

In the future, the college needs to continue its efforts around connecting the allocation of resources to clearly stated targets or goals that departments need to achieve in order to earn additional funding. All departments will be encouraged to pursue ideas for new revenue sources and new student populations. This process should be transparent, clear, and frequently communicated.

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## SECTION 9: CLAS LEADERSHIP

### INTRODUCTION

Since the completion of the prior self-study in 2013, the college has seen high turnover in upper-level administrative positions, including deans, associate deans, and senior staff members with extensive institutional knowledge. While this near-constant recasting of roles has led to recurring shifts in collegiate priorities, vision, management, and communication, many of the most recent changes—beginning in May 2019—are a direct result of the 2013 CLAS review recommendations and will be maintained post-review with the goal of addressing historic challenges faced by the CLAS community.

Part of the process of this self-study involved the committee consulting with numerous stakeholders, both through a survey and through multiple meetings with sub-groups (see Appendix O). Although specific comments varied

widely, several important interrelated themes relevant to college leadership emerged. One, which is probably self-evident, is that there is a clear desire for greater stability in the college administration, both in terms of the structure of the office and in terms of individuals serving in the office. Another is that the self-governance process has, from the perspective of multiple different stakeholders, eroded. While there are governance committees, such as Faculty Assembly and Executive Committee, there is a concern about how these committees have been collaborated with by leadership. A third is a concern that CLAS needs to plan beyond responding to immediate crises. Specifically, opinions were offered that there needs to be college-wide discussions about priorities, that are followed up on by college leadership in translating those discussions into a statement of college values and a set of guiding principles for strategic decision-making. This is obviously an extremely difficult task given the size and diversity of the college, but there is a perception that the recent changes in CLAS, while challenging, also represent an opportunity to “right the ship,” as one respondent described it.

### HISTORY AND CHANGES

Between 2013 and 2021, the college has had three different permanent deans (Djalali, Goddard, and Sanders) and two interim deans (Kearney and Sanders). Even over the months-long course of completing this self-study, the then-interim dean (Sanders) became dean. The survey, which had been conducted prior to that change, yielded many comments regarding the need for stability in the college administration. Opinions expressed since the latest change in leadership in in-person meetings with committee members have been ones of cautious optimism.

While the dean’s overall portfolio and role within the college have remained consistent over the years, the structure of the Dean’s Office has shifted to address concerns raised in the previous review. In 2020, the Dean’s Office moved from a relatively vertical structure—with a dean, an executive associate dean, and (depending on the year) three to four additional associate deans—to a model that is more horizontal (using new, diverse positions with more specified portfolios to help connect areas across the college and relieve bottlenecks). The Dean’s Office now consists of two disciplinary associate deans (one for the natural, mathematical, and social sciences, and one for the arts and humanities) and three function-focused associate deans (research, undergraduate education, and graduate education/outreach).

Additionally, the Senior Leadership Team (SLT) has expanded from just the dean and associate deans to include staff—particularly, the director of CLAS strategic communications, the senior director of human resources, and the senior budget officer. These new SLT additions have not only provided a crucial new lens with which to view college planning and strategic decision-making, but they also show a commitment to the inclusion of staff voices.

### PERCEPTIONS OF CLAS ADMINISTRATION

After just a little over a year with the new Dean’s Office structure, and just a few months after Dean Sanders’s transition from interim dean to dean, it is difficult to assess its functionality. That said, survey results and detailed discussions with a wide range of stakeholder groups (e.g., DEOs, Executive Committee, staff administrators, Staff Council, and individual faculty members), revealed that there is cautious optimism regarding the updated organization of CLAS. In addition, there is a desire to ensure that this opportunity to reset the functioning of the college is seized.

Separate from specific individuals filling the positions, the restructuring of CLAS, especially the addition of two disciplinary associate deans, is perceived as a positive development. As described in the Graduate Education section, some questions were raised about the need for a separate associate dean for graduate education, given the services provided by the Graduate College, but at the same time, other stakeholders felt that CLAS representation through an AD for graduate education is important. Many respondents on the survey were neutral or professed having insufficient information about the current CLAS structure to offer an opinion.

Again, separate from specific individuals filling positions within the college, a topic that arose in multiple contexts that is relevant to CLAS leadership were concerns about the functioning of self-governance within the college. Respondents from diverse groups expressed a sense of dissatisfaction regarding the functioning of various committees and governance bodies. They described themselves as deliberating and offering suggestions to the college, often upon request of the college to do so, and never hearing anything more about it. Meetings with members of the college were described as occasions in which information is imparted (announcements), rather than serving as an opportunity for pre-decision discussions and solicitation of advice. In some cases, individuals who have been elected to represent one constituency or another have felt unable to communicate with their constituents because information is imparted confidentially prior to decisions being made and announced. At a more general level, there was a sense from faculty and staff alike that decision-making within the college is a mysterious enterprise, that can sometimes appear ad hoc.

With regard to the actual implementation of the new structure, recognizing again that it is very early in that process, frequent positive observations were that the access to the disciplinary associate deans is appreciated, as is the current enthusiasm within each of the associate deans' offices. Many of the new and ongoing initiatives that are described in other sections of this self-study (e.g., the Grant Support Office, expansion of course-linked academic support for undergraduate students, support for diverse career options following graduate school) were highlighted in individual comments and recognized as evidence that CLAS is moving in a good direction under the new leadership.

Staff within the college are also cautiously optimistic. An especially positive development since the last review was the establishment of CLAS Staff Council, which provides a voice to individuals who fell between the cracks of some of the other bodies. The existence of this group, for example, ensured that issues specific to supporting staff in their jobs were effectively integrated into the recent strategic plan (Appendix N). There was again widespread appreciation for the existence of disciplinary associate deans, and the regular mechanisms for communication that they have established.

Despite the cautious optimism, staff within the college are faced with particular challenges and opportunities. Among recent changes are the expansion of the SLT to include the director of CLAS strategic communications, the senior director of human resources, and the senior budget officer, something that is perceived as a commitment to clear, effective communication within and beyond the college. A challenge that impacts CLAS staff significantly is that almost all of the associate dean positions have been filled with individuals who have no history in CLAS administration. Moreover, a key assistant dean position was eliminated. Together, this has resulted in a substantial loss of institutional knowledge, which is perceived as hampering communication and decision-making and at times progress. A specific example of the impact of this is that, as noted, the addition of disciplinary ADs is something that is generally perceived as a good thing with the idea that it will facilitate communication between departments and the college, eliminating bottlenecks that existed in the previous structure in which most decisions went through a single executive associate dean. In reality, the process has not been much better because, some opinions have suggested, it appears that the new ADs either do not have decision-making authority or do not know the policies and procedures sufficiently well to make decisions without significant consultation, thus slowing the process. It is expected that this will improve over time as these offices have been filled for only one year, one during which much normal college business was severely disrupted by the COVID-19 pandemic and the many related crises it engendered.

## NEXT STEPS AND NEW ENDEAVORS

Given the newness of the CLAS leadership restructuring, there are not yet sufficient data to assess its effectiveness. Because of this, the college's plan is to continue on its current leadership trajectory while keeping in

mind the challenges outlined above. CLAS will also aspire to achieve the following fundamental goals to ensure future success.

First, CLAS leadership understands that improved communication in every direction is necessary. The dean and associate deans will actively seek to conceive and implement better information sharing structures (including updating websites with current policies and deactivating old information to help avoid confusion). They will also look at developing training modules and retreats for DEOs to better prepare them for their position. The initiation of the *CLAS Research Resource* newsletter is one example of a recent effort aimed at improving collegiate communication.

Second, the college will work with all invested shareholders to ensure transparency is improved. This includes more effective explanations of why decisions are being made, who is making them, and what potential resources are available. More frequent meetings with area associate deans will be made available to ensure faculty and staff voices are heard. A key aspect of improved transparency and communication is to develop more effective relationships between CLAS leadership and the college's self-governance bodies. The role of the Executive Committee, to take one example, has become less clearly defined as a result of the persistent turnover in deans and administration. This is an important resource for CLAS and its leadership, and CLAS would benefit from more active participation of this committee in decision-making processes. A similar reconsideration of the role of other self-governance units, paying particular attention to the communication channels between these units and CLAS leadership, is worth pursuing.

Finally, leadership in the college will solidify purviews of each associate dean in order to facilitate better communication and smooth transitions among specific office holders. The diversification of who has institutional knowledge is essential, and CLAS leadership will prioritize onboarding and knowledge-sharing. The college will also consider more efficient ways of overall record-keeping and accurate data collection, two areas that are in need of critical review.

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## SECTION 10: DIVERSITY, EQUITY, AND INCLUSION

### OVERVIEW

As evidenced by faculty, staff, and student feedback, there is a growing awareness of and urgency for the importance of Diversity, Equity, and Inclusion (DEI) at the University of Iowa and within CLAS. Since the prior review, the college has expanded its DEI efforts to include a new CLAS Core/general education requirement regarding the "structural basis of inequity"<sup>36</sup> and has also formed a CLAS-specific DEI Committee. These initiatives show the college's willingness to recognize the need for change and take measurable steps forward (guided by an action plan that was "developed over the course of summer 2020 and was vetted through multiple constituencies"<sup>37</sup> and a new DEI annual report)<sup>38</sup> (See also Figures 11-15, Appendix C, which are excerpted from the DEI annual report.)

Although the college is on a positive trajectory with regard to certain DEI efforts, there is significant and important work to be done in the coming years.

<sup>36</sup> <https://clas.uiowa.edu/clas-core/requirements>

<sup>37</sup> <https://clas.uiowa.edu/dei/clas-2020-21-dei-action-plan>

<sup>38</sup> <https://issuu.com/uiowaclas/docs/clas-dei-annual-report?fr=sMzY4ZTIxOTUyODY>

### CLAS DEI STRUCTURE

DEI leadership in CLAS has been structured in two predominant ways. First, since at least 2013, the college has had a designated director of DEI, a role that has been included within the portfolio of an associate dean. From the survey of faculty and staff, there appears to be confusion about the historic functions of this role and the initiatives that were taken to move the college forward. The second part of the DEI structure is the CLAS DEI Committee comprising staff and faculty, which reports to Faculty Assembly. This committee meets at least once per month during the academic year (including monthly during summer 2020) and provides an annual report to the college and to Faculty Assembly documenting the state of DEI in CLAS. The report specifically details recruitment and retention of faculty, staff, and students; curriculum innovations or recommendations; and the partnership activities with the larger UI Division of Diversity, Equity, and Inclusion. Currently, the director of DEI role is being carried out by the dean of the college. When the dean was brought into the college as an associate dean in 2020, this role was placed in her portfolio where it has remained since. Based on the Climate Survey, Working at Iowa survey, and larger needs within the college, it has been recommended that a full-time director of DEI be hired in Fall 2021.

### AREAS OF DEI CONCERN

While DEI has been a priority for the college since the prior review, significant advances are not recognized by the larger CLAS community. Many faculty and staff question the college's overarching strategic DEI priorities and direction. Since 2020, the goal for DEI has been to become more action-oriented with a primary focus on building an inclusive environment for all to thrive. Additionally, the college is better positioned to collaborate with the UI Division of DEI now that the university has initiated a new "hub and spoke model" to enhance collaboration and unity in messaging.

When considering DEI, the two most-identified concerns within the college are retention and recruitment, and college climate and civility. Recruitment and retention of faculty, staff, and students from diverse backgrounds within CLAS has been an ongoing goal with challenges that are multi-faceted, including geographic location, salaries, and overarching college climate.

Even with initiatives such as the opportunity hiring process,<sup>39</sup> gains in diversifying the college have not been made. Steps to address this trend are included in the 2020 CLAS DEI Action Plan,<sup>40</sup> which includes the implementation of recruitment and retention programs, such as the Path to Distinction program which was adopted from an Office of the Provost pilot to enhance recruitment efforts from pre-advertising to post-hiring in an attempt to address retention issues long term. The best practices in this process are now a standard part of each faculty search. In partnership with human resources and college leadership, proactive retention efforts are occurring including the adoption of enhanced mentoring initiatives, new faculty engagement with CLAS leadership on experience in the college, and proactive retention discussions.

Addressing college climate—particularly civility—has been and continues to be a primary area of DEI focus. Faculty and staff survey results, the campus climate survey,<sup>41</sup> and the CLAS Working at Iowa survey<sup>42</sup> all point to long-standing areas that require attention to ensure an inclusive environment for all to prosper. The first step in addressing DEI and college climate is improving the college's ability to recruit underrepresented minorities (URM) by means of equity in pay, workload, and support. While it is essential that all URM faculty, staff, and students are provided with the opportunity to have their voices heard, their inclusion in the formation of new initiatives, committee groups, and decision-making processes must be handled in a way that does not overburden those with service responsibilities or other academic pursuits. This balance is crucial and will lead to a more equitable working and educational environment.

Similarly, equity in pay and in the treatment of all shareholders—including all faculty (tenure and instructional track), staff, URM groups—and other constituencies is a goal for the college moving forward. DEO's and tenure-track faculty continue to emphasize dissatisfaction with a budget model that places departments in competition for ever-shrinking funds. As departments call for more financial autonomy, the college can help foster an equitable and inclusive environment by enhancing transparency as it relates to budget decisions and fiscal discrepancies (something that was previously addressed in the budget section of this report).

Though the frustrations felt by DEOs and tenure-track faculty are not to be minimized, instructional-track faculty (ITF) and staff members appear to be the least satisfied with the college climate. From lack of pay equity and contract uncertainties for ITF positions, to the additional workload that many staff members have taken on after the TIER initiative was put into place in 2015, these particular CLAS populations are reporting low morale.

<sup>39</sup> <https://policy.clas.uiowa.edu/clas-policies-and-procedures/faculty/faculty-effort-and-compensation/opportunity-hires>

<sup>40</sup> <https://clas.uiowa.edu/dei/clas-2020-21-dei-action-plan>

<sup>41</sup> [https://diversity.uiowa.edu/sites/diversity.uiowa.edu/files/2021-02/2020%20Campus%20Climate%20Survey\\_General%20Presentation\\_01.21.2021.pdf](https://diversity.uiowa.edu/sites/diversity.uiowa.edu/files/2021-02/2020%20Campus%20Climate%20Survey_General%20Presentation_01.21.2021.pdf)

<sup>42</sup> [https://clas.uiowa.edu/sites/default/files/human-resources/ORG\\_11\(2\).pdf](https://clas.uiowa.edu/sites/default/files/human-resources/ORG_11(2).pdf)

## SECTION 11: CAMPUS CLIMATE

### OVERVIEW

In many ways, the current college climate is a microcosm of the social and political landscapes that shaped the country and world over the last twelve months. In March 2020, CLAS faculty and staff were sent into a vortex of stress and emotion as a result of the COVID-19 pandemic—an unforeseeable catastrophe that pushed many to the limits of their tolerance and patience in order to prepare (in two weeks) for a complete paradigm shift in the University of Iowa's instructional methods. Through their efforts, CLAS was able to continue the education of students while also providing space for faculty and staff to care for their own wellbeing and that of their families.

In addition to the pandemic, race relations in this country were also brought into sharp relief this year in the wake of police shootings and the resulting Black Lives Matter protests that reverberated from coast to coast during the summer. Iowa's campus was not spared from the unrest brought on by these heightened tensions, and many faculty and staff members noted—in surveys and, to a lesser extent, interviews—the lingering impact such experiences have had on their work and community.

Beyond these social and cultural uncertainties, the anticipated enrollment cliff has many in the college concerned about the university's future. The pressure to recruit students is keenly felt by faculty who hear the call to increase enrollment repeated frequently from all sides. Staff, too, feel pressure to do more with less, and this contributes to an understandable sense of fatigue and burnout.

### MOVING FORWARD

With all of this in mind, it is clear that faculty, staff, and students are anxious and worried, and some are even distrustful of CLAS administration, based on experiences with past leadership. As many constituents have commented, and as noted above, there has been improvement in the college climate since August 2020, and since Dean Sanders was officially appointed dean of CLAS. As the new Dean's Office team learns and grows together into their roles, the CLAS community should see this encouraging trend continue.

## SECTION 12: CLAS STAFF

### OVERVIEW

As the largest college at the University of Iowa, CLAS depends greatly on the work and support provided by the nearly 400 staff members employed across programs, departments, and Dean's Office units. Given the breadth and scope of these positions, the previous self-study indicated a need for greater clarity in staff roles and functions—specifically at the administrative level in the Dean's Office. Since that time, significant staff restructuring has taken place within CLAS, and the college has worked hard over the last eight years to address inefficiencies and duplication of efforts.

In addition to the college's own modifications, since the last review the university has moved to a "TIER" shared service model and a "hub and spoke" distribution paradigm for many core staff functions including human resources, finance, and DEI.

### STAFF DEMOGRAPHICS

As mentioned above, the staff in CLAS is a large body of employees who ensure that the daily operations of the college run smoothly. When looking at the data, it is clear that while there is diversity among the group, URM numbers remain low. In 2015, the college's staff was composed of roughly 4.1% minority-identifying individuals; that number dipped to roughly 3.2% in 2020 (Figure 13, Appendix C). Alternatively, gender diversity has remained relatively consistent, with nearly 65% of staff identifying as female and 35% as male in 2015, and 67% of staff identifying as female and 33% as male in 2020.

### STAFF LEADERSHIP CHANGES

**Budget Officer:** Like administrative leadership, the college has also seen turnover in many staff positions over the last eight years. At the time of the 2013 review, it was noted that greater clarity was needed when it came to the role of the college budget officer. In 2015, a new budget officer (still current) was hired with the goal of providing greater transparency and collaboration opportunities into this position. Under this individual, a team of eight accountants work in partnership with departments and other college units to ensure proper fiscal management and compliance.

**Human Resources:** Similarly, human resources (HR) has seen noteworthy changes since the past review. In 2019, the retirement of a senior HR director led to the hiring of a new senior HR director in May of that same year. However, by August 2020, there was another change in this position and an interim was put in place, remaining in the position at the time of this report while a search is ongoing. In fall 2020, a CLAS HR review was conducted, and the college is in the midst of a complete restructuring of the HR enterprise, based on review recommendations, to ensure better service and support to departments and the college as a whole. One significant component to this reorganization is the addition of a director of diversity, equity, and inclusion to support larger diversity efforts within the college and across departments. The full-time DEI director will partner with the senior HR director on larger issues including civility and inclusivity. The plan is for a search to be conducted, and this new position to be filled, by the end of 2021.

**Dean's Office Staff:** Finally, there has been a reduction of positions in the Dean's Office staff. Although there are currently 38 core staff members in the Dean's Office, three positions were eliminated in January 2020: an assistant dean, a full-time enrollment manager, and an individual who handled data support for the college. While the data support role has been filled through the creation of the CLAS Data Team, the college needs to consider the



damages incurred from the lack of enrollment and policy/procedure management and chart a path forward. With impacts on departmental reviews and other critical tasks related to the college's general operations, it is clear that though these positions were eliminated in an attempt to promote efficiencies, their loss revealed additional inefficiencies that have hampered the onboarding of new associate deans and the day-to-day work of the CLAS Dean's Office.

## KEY CHANGES TO STAFF FUNCTIONS

Beyond the leadership changes mentioned above, two significant alterations to staff function have been made since the last review.

**TIER:** The first was the implementation of the Transparent, Inclusive Efficiency Review (TIER) initiative.<sup>43</sup> In early 2016, TIER shared services was implemented to gather highly trained staff who could provide financial services in an efficient and accurate manner. The goals of the TIER initiative were to reduce administrative costs, minimize redundancies, and improve quality across campus. The change—which several staff members indicated has been challenging—shifted responsibilities from both HR and departmental administrators to a central hub (or shared services group) in an effort to be more resourceful and provide expertise in essential areas.<sup>44</sup>

**Hub and Spoke:** The second change was the implementation of a “hub and spoke” model for many central university services, including HR, finance, and DEI. With the ability to provide better communication and transparency, this new model has led to greater continuity in services throughout the university and across facilities. Additionally, the “hub and spoke” model requires a dual reporting structure for key university services between the dean and their university leader—a system that not only facilitates checks and balances, but also generates collaboration and partnership.

<sup>44</sup> <https://tier.uiowa.edu/initiatives/finance-university-shared-services>

## STAFF ADVISORY GROUPS AND STAFF COUNCIL

In 2018—under guidance of the interim dean and with the support of President Harreld—the college initiated a Staff Council. Prior to forming this group, CLAS was one of the few colleges at UI that did not have a separate elected body that could address non-organized staff-related issues.<sup>45</sup> As the committee formed, it was decided that in order to address fairness the council would consist of “two at-large members and nine members grouped by job function categories.”<sup>46</sup> The breakdown of these groups can be found on the Staff Council website.<sup>47</sup> There are four major initiatives on which the elected body focuses: advocacy, communication, community, and outreach. Additional responsibilities of the council include reviewing and revising bylaws, as well as advising the dean if problems arise that are not clearly in the purview of a specified group.

<sup>45</sup> <https://clas.uiowa.edu/staff-council/sites/clas.uiowa.edu/staff-council/files/CLAS%20Manual%20of%20Policy%20and%20Procedure.pdf>

<sup>46</sup> <https://clas.uiowa.edu/staff-council/about-clas-staff-council>

<sup>47</sup> <https://clas.uiowa.edu/staff-council/about-clas-staff-council>

## STAFF NEEDS MOVING FORWARD

Looking to the future, the college needs to address its staffing needs. This includes examining and evaluating necessary additions to the CLAS Office of Strategic Communication, greater onboarding support and cross-training in HR, more effective long-term planning around staff roles in relation to retirements and college restructuring, and the reevaluation of Dean's Office lines that were eliminated in 2020.

The structural changes discussed above have created challenges in terms of job satisfaction and a sense of community for many staff members. CLAS must work to stabilize staff positions, clarify duties and responsibilities, and, importantly, ensure all staff are treated with respect and that their contributions to the university are recognized.

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## SECTION 13: CONCLUSION

As the largest and most comprehensive college at the University of Iowa, CLAS plays a vital role in the education and future success of the majority of students across campus. The Self-Study Committee recognizes that the 37 CLAS departments create a vibrant arts and sciences community; maintain rigorous research agendas; promote a dynamic academic culture; and are committed to making strides in cultivating a campus climate that is open, diverse, and respectful.

Since the last review, the college has faced many significant challenges: unexpected and persistent instability in CLAS leadership, increasingly austere budget constraints, and difficulties related to delivery of instruction during the COVID-19 pandemic. The college has worked to address the recommendations of that review and has made progress in many areas. These include increasing financial transparency and improving communications more generally; establishing an institutional data system for improved strategic planning and decision-making; engaging faculty more in strategic planning and decision-making; deploying instructional resources more effectively; reallocating tenure-track lines to promote interdisciplinary research and build on areas of strength; and using the divisional administrative structure to increase efficiency. Findings of this committee show that faculty, staff, and students concur that the college is generally moving in the right direction, yet (as addressed earlier in this report) there is still much to be done.

Budgetary issues and communications intersect with many recommendations from the previous review. The committee is aware that progress has been made and is confident that the trend will continue moving forward. A new Dean's Office administrative structure is now in place and the current team is working to increase financial transparency, improve communications, and decrease lag time in responses to departments, along with many other positive initiatives.

Additionally, an ad hoc Budget Committee has also been formed to review current processes and to generate ideas for more effective, equitable, and transparent procedures for budgetary decision-making. The committee is advisory to the dean, and its creation is an important step toward improvements in this critical area. The college will seek further recommendations through the elected Executive Committee and other governing and representative bodies as it progresses toward implementing an effective budget model for its constituents.

Another notable response to the recommendations from the prior review was the creation of the new CLAS Data Team in 2020—constituting a significant step toward building a comprehensive and resourceful information-gathering system that will provide stability across changes in administrations and individual personnel. This information repository will serve as a foundation for future strategic decision-making, improved transparency, and sustained institutional memory.

With an eye toward improved decision-making strategies, in 2020 the college completed an extensive strategic planning process for the 2021-2026 period (See Appendix N). The undertaking engaged faculty at all ranks, both tenure track and instructional track, as well as staff. The resulting plan—produced in concert with the development of strategic plans for individual units within the college—responds to both the current challenges faced by the college as well as opportunities that the post-COVID world presents for CLAS.

Beyond this, the college has also responded to the previous review by improving the deployment of instructional resources. While the growth and development of the instructional-track faculty represents clear evidence that ITF are an important and invaluable resource in CLAS, there remains work to be done with regard to aligning the

assignment of tenure-track faculty with enrollment and departmental needs. This conversation overlaps with the ongoing work encompassing budget considerations, the allocation of limited resources, and the identification of how to strategically allocate ever-decreasing tenure-track lines.

As mentioned previously, there are many areas of distinction within CLAS—including the Iowa Writers' Workshop and the space physics program, along with other notable programs and departments within the arts and humanities and the natural, mathematical, and social sciences. As might be expected, a review of CLAS programs reveals the existence of some struggling—yet promising—areas, and these programs might benefit from consolidation with other departments or alternate forms of restructuring as a way of refocusing departmental goals and optimizing existing resources. These efforts could provide departments with the support they need to grow and flourish. Although it is not in the purview of this committee to make specific recommendations as to how such efforts might be realized, it does recognize that programmatic adjustments are necessary to maintain the overall health of CLAS.

**Respectfully Submitted,**

**CLAS Review Committee 2020/2021**

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## CLAS 2020-2021 SELF-STUDY COMMITTEE

### Members

- **Dorothy Johnson**—School of Art and Art History
- **Joseph Lang**—Department of Statistics and Actuarial Science
- **Luis Martín-Estudillo**—Department of Spanish and Portuguese
- **Cathleen Moore**—Department of Psychological and Brain Sciences
- **Daniel Moore**—School of Music
- **Michael Sauder**—Department of Sociology and Criminology

### Ex Officio Members

- **Sara Sanders**—Dean
- **Christine Getz**—Associate Dean for Graduate Education and Outreach and Engagement
- **Cornelia Lang**—Associate Dean for Undergraduate Education
- **Roland Racevskis**—Associate Dean for the Arts and Humanities
- **Maggie Tomova**—Associate Dean for the Natural, Mathematical, and Social Sciences
- **Joshua Weiner**—Associate Dean for Research

## **LIST OF APPENDICES**

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**Appendix B:** CLAS Deans' Curriculum Vitae

**Appendix C:** CLAS Descriptive Data

**Appendix D:** CLAS New Undergraduate Programs of Study, Fall 2013-Fall 2020

**Appendix E:** List of All Certificates Offered by CLAS

**Appendix F:** CLAS General Education (GE) Core

**Appendix G:** CLAS Fall 2020 Student Experience Survey Summary

**Appendix H:** CLAS Senior Exit Survey Responses

**Appendix I:** Selected Examples of CLAS Courses Emphasizing Professional Skills and Career-focused Opportunities

**Appendix J:** CLAS Departmental Service Centers Supporting Research

**Appendix K:** Interdisciplinary University Centers Involving or Originating in CLAS

**Appendix L:** CLAS Outreach and Engagement Programs

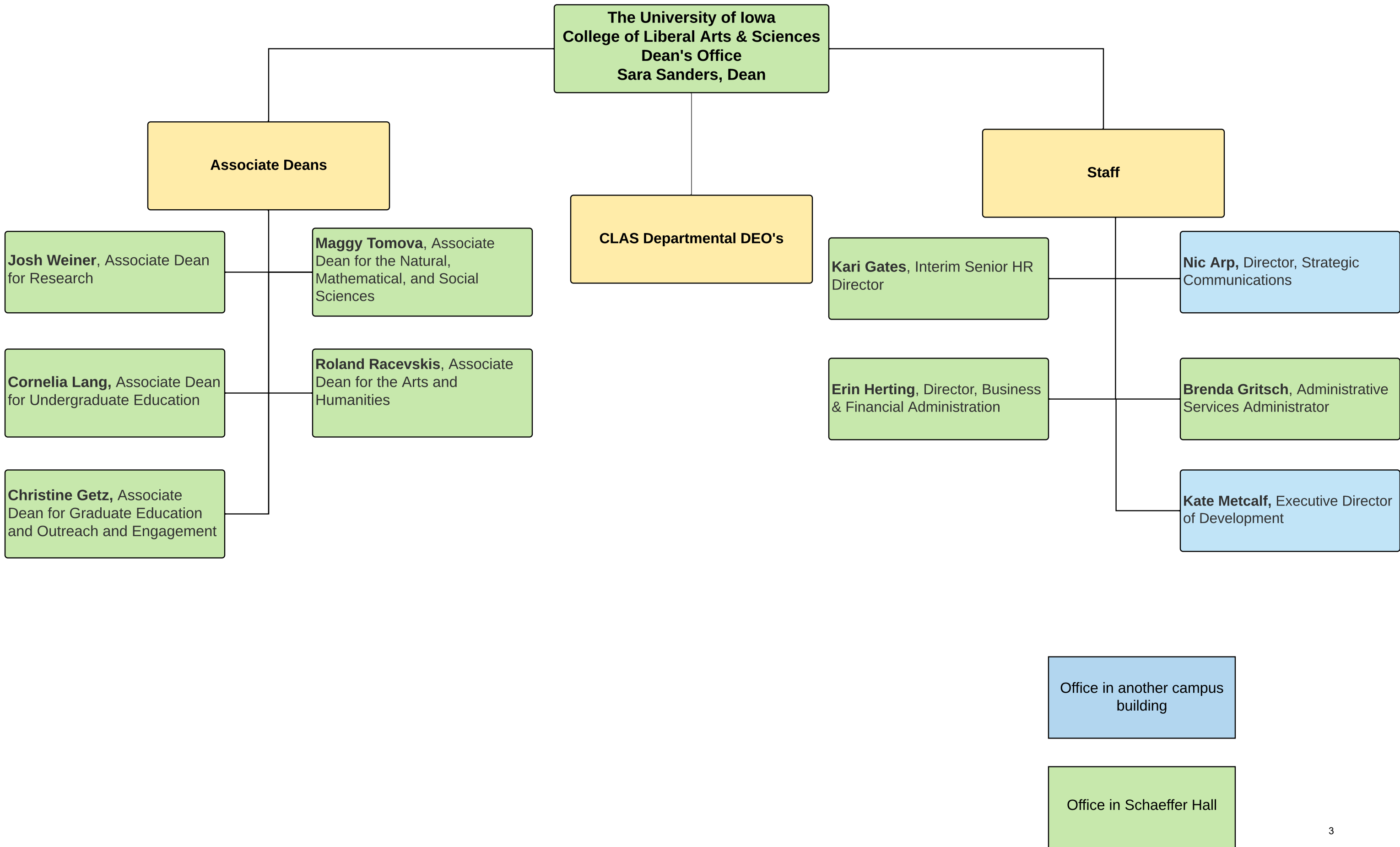
**Appendix M:** Selected Results from CLAS Faculty and Staff Surveys

**Appendix N:** CLAS Strategic Plan, 2021-2026

**Appendix O:** Self-Study Committee Meetings with Constituents

**Appendix P:** Images of Selected CLAS Research Facilities

## **Appendix A: CLAS Organization Charts**



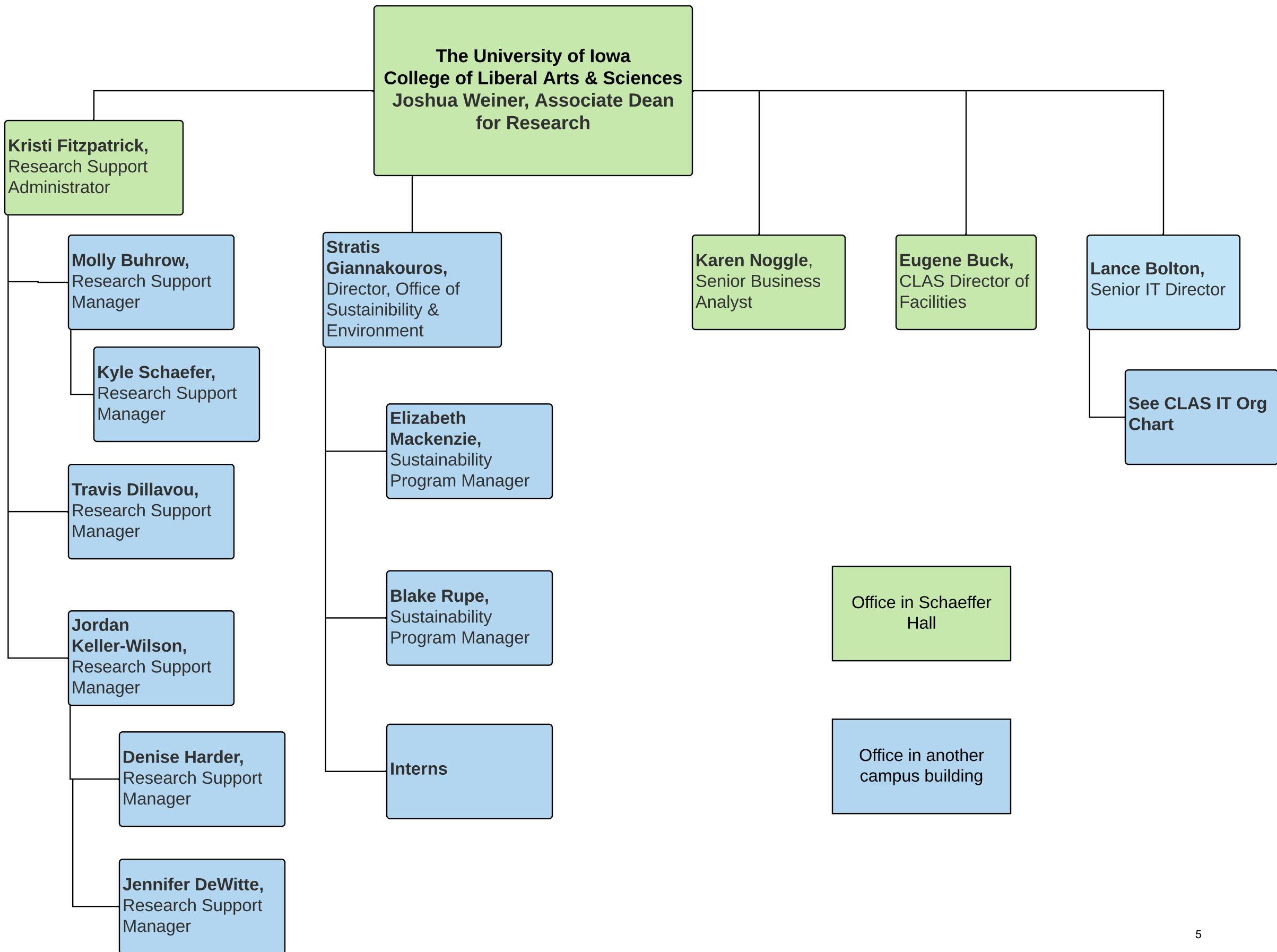
**The University of Iowa  
College of Liberal Arts & Sciences  
Dean's Office Administration  
Brenda Gritsch, Administrative  
Services Administrator**

**Allison Bierman, Admin  
Services Coordinator**

**Carole Kern, Admin Services  
Coordinator**

**Open, Admin Services  
Coordinator**

Office in Schaeffer Hall





**The University of Iowa  
College of Liberal Arts & Sciences  
Cornelia Lang, Associate Dean for  
Undergraduate Education**



**Kathryn Hall, Director,  
Curriculum & Academic  
Policy**

**Diane Hauser, Director,  
Academic Advising**

**Peter Hubbard,  
Director, Academic  
Standards**

**Kyle McEvilly, CLAS  
Admissions Coordinator**

**See Academic  
Advisors Org Chart**

**Jennifer Bertrand,  
Senior Associate  
Director**

**Jennifer Eimers,  
Associate Director**

**Monica Griffin  
Madura, Senior  
Associate Director**

**Adam Jaschen, Admin  
Services Coordinator**

**Amanda Jensen,  
Admin Services  
Coordinator**

**Amy Korthank,  
Associate Director**

Office in Schaeffer Hall

Office in another campus  
building

**The University of Iowa  
College of Liberal Arts & Sciences  
Human Resources  
Kari Gates, Interim Senior Director**

**Alaina Hanson, HR Manager**

**Merry Powell, Human  
Resources Coordinator**

**Alejandra Romano-McClain,  
Human Resources Coordinator**

**Diane Fountain, HR Manager**

**Karli Kirsch, Human  
Resources Coordinator**

**Vance Morris, Human  
Resources Coordinator**

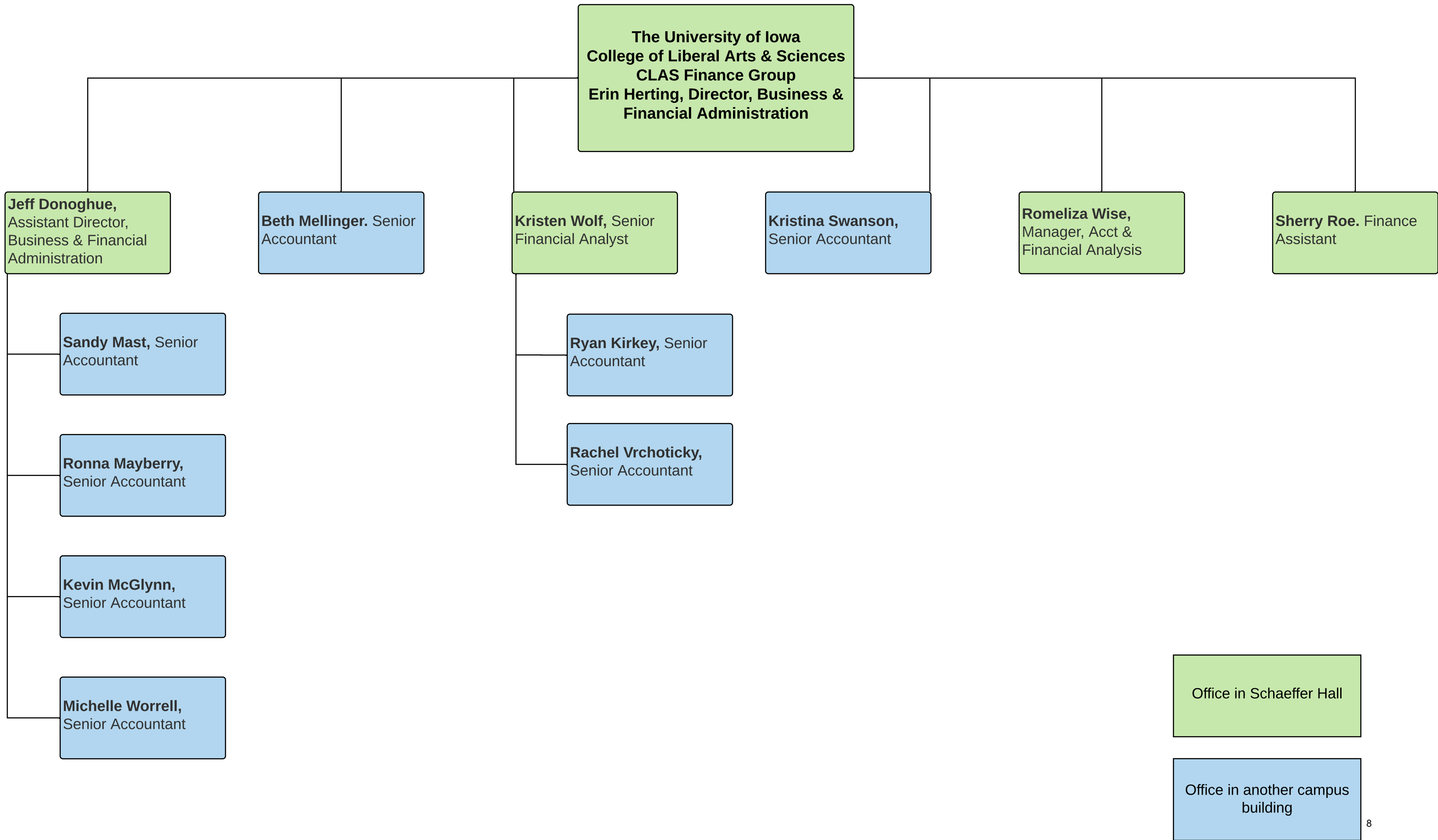
**Melia Pieper, HR Manager**

**Nancy McCallister, Human  
Resources Coordinator**

**Kellie Kucera, Human  
Resources Coordinator**

Office in Schaeffer Hall

Office in another campus  
building



**The University of Iowa  
College of Liberal Arts & Sciences  
Diane Hauser, Director, Academic  
Advising**

**Allison Wanger**, Academic  
Advsior

**Martha Kirby**, Senior Academic  
Advisor

**Lynne Lanning**, Senior  
Academic Advisor

**Anna Gaw**, Senior Academic  
Advisor

**Colleen Kelley**, Senior  
Academic Advisor

**Open**, Senior Academic Advisor

**Elizabeth Rook Panicucci**,  
Senior Academic Advisor

**Janeil Page-Jamison**, Senior  
Academic Advisor

**Molly Rechkemmer**, Senior  
Academic Advisor

**Justin Hagedorn**, Senior  
Academic Advisor

**Ian Ely-Cate**, Senior Academic  
Advisor

**Hannah Whitcomb Dehague**,  
Senior Academic Advisor

**Anna Newnum**, Senior  
Academic Advisor

**Irene Maundu**, Senior  
Academic Advisor

**Andrea Krekel**, Senior  
Academic Advisor

**Emma Kirk**, Senior Academic  
Advisor

**Karen Torno Fashimpaur**,  
Senior Academic Advisor

**Tiffany Phillips**, Senior  
Academic Advisor

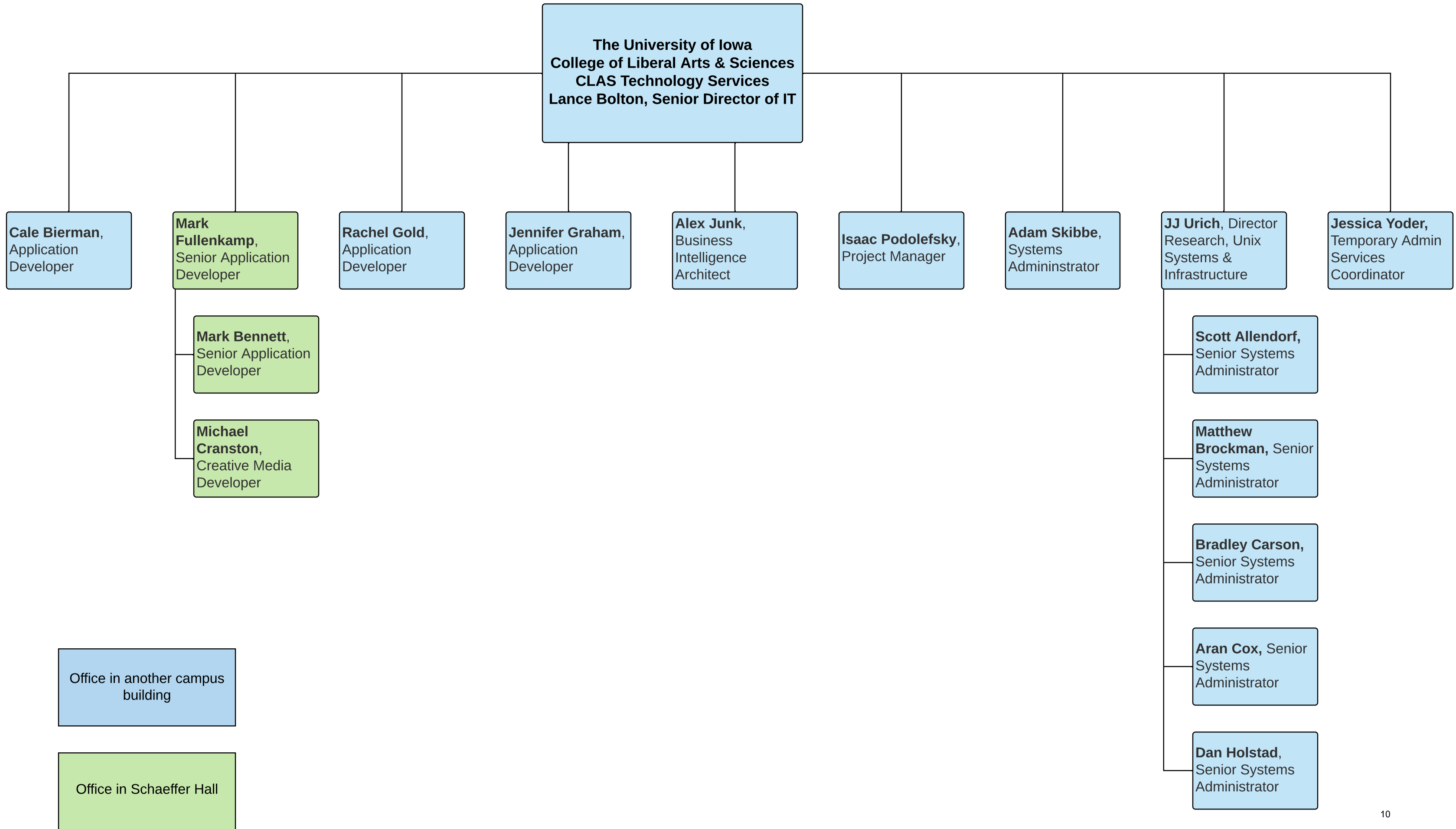
**Joseph Davis**, Senior  
Academic Advisor

**Deb Johnson**, Senior Academic  
Advisor

**Open**, Academic Advisor,  
Neuroscience

Office in another campus  
building

Office in Schaeffer Hall



**The University of Iowa  
College of Liberal Arts & Sciences  
Office of Strategic Communication  
Nic Arp, Director, Strategic  
Communications**

**Lisa Gray**, Admin Services  
Coordinator

**Austin Montelius**, Graphic  
Designer

**Jill Tobin**,  
Photographer/Videographer

**Interns**

Office in another campus  
building

**Appendix B: CLAS Deans' Curriculum Vitae**

## Sara Sanders

Dean, College of Liberal Arts and Sciences  
UI Alumni Association Dean's Chair in the Liberal Arts and Sciences

Office of the Dean  
240 Schaeffer Hall, The University of Iowa  
Iowa City, IA 52242  
[Sara-sanders@uiowa.edu](mailto:Sara-sanders@uiowa.edu)

### Education

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2002	<b>PhD</b> , Social Work, University of Maryland, School of Social Work <b>Thesis:</b> Grief Among Caregivers of Individuals with Alzheimer's Disease: What Factors Contribute to this Hidden Emotion?
1995	<b>MSW</b> , George Warren Brown School of Social Work, Washington University
1994	<b>Bachelor of Social Work</b> , St. Olaf College

### Academic Positions and History

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2020 - Present	<b>Dean, Director of Diversity, Equity and Inclusion</b> , College of Liberal Arts and Sciences, University of Iowa
2020	<b>Associate Dean for Strategic Initiatives, Director of Diversity, Equity, and Inclusion</b> , University of Iowa, College of Liberal Arts and Sciences
2018 - Present	<b>Professor</b> , School of Social Work, University of Iowa
2018 - 2019	<b>Administrative Fellow</b> , College of Liberal Arts and Sciences
2015 - 2019	<b>Director</b> , School of Social Work, University of Iowa
2011 - 2018	<b>Associate Professor</b> , School of Social Work, The University of Iowa
2011 - 2015	<b>Director of Undergraduate Program</b> , School of Social Work, University of Iowa
2003 - 2011	<b>Assistant Professor</b> , The University of Iowa

### Responsibilities as Dean

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The Dean of the College provides vision and leads in strategic planning that advances the College's mission in teaching, research, public engagement, and service. The Dean works to increase the College's visibility nationally and internationally; to sustain and promote the scholarly excellence and diversity of the faculty; to ensure the strength, breadth, and currency of the curriculum and academic programs; to make the College's mission and identity better understood and more visible on campus, in the State, and among our alumni and friends; and to allocate and enlarge the College's resources in ways that best serve its academic and scholarly mission. Many of the responsibilities for achieving the College's goals are shared with the associate deans and with the College's faculty governance bodies.

### Selected Publications

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1. \*\*\*McKinley, C., Scarnato, J., & Sanders, S. (2020). Why are so many Indigenous peoples dying and no one's paying attention? Depressive symptoms and "loss of loved ones" as a result and driver of health disparities. *Omega: Journal of Death and Dying*, 1-26.
2. \*Sanders, S., Cummings, S. (2020). Reaching out to our front-line social work alumni: providing a virtual environment of support during the Covid-19 pandemic. *The New Social Worker*.
3. \*\* McKinley, C., Figley, C.R., Woodward, S., Liddell, J., Billiot, S., Comby, N., Sanders, S. (2019). Community-engaged and culturally relevant research to develop mental and behavioral health interventions with American Indian and Alaska Natives. *American Indian and Alaska Native Mental Health Research*, 26(3).
4. \*\* Croker, J., Sanders, S. (2019). The role of cannabis in improving pain and symptom management in end-of-life. *Public Policy and Aging Report*, 29(3), 95-100.
5. \*\*\* Stensland, M., Sanders, S. (2018). "It has changed my whole life:" The systemic implications of



- chronic lower back pain in older adults. *Journal of Gerontological Social Work*, 31(2), 129-150.
6. \*\*\* Stensland, M., Sanders, S. (2018). Not so golden after all: The complexities of chronic low back pain in older adulthood. *The Gerontologist*, 58(5), 923-931.
  7. \*\* Robinson, E., Sanders, S., Hart, B. (2018). It's okay to talk about death: Exploring the end-of-life wishes of health young adults. *Death Studies*, 43, 389-396.
  8. \* Sanders, S., Stensland, M. (2018). Preparing to die behind bars: The journey of male offenders with terminal health conditions. *Journal of Correctional Health Care*, 24(3), 232-242.
  9. \*\*\* Stensland, M., Sanders, S. (2018). Living a life full of pain: Older pain clinic patients' experience of living with chronic low back pain. *Qualitative Health Research*, 28(9), 1434-1448.
  10. \* Sanders, S., Stensland, M., Juraco, K. (2018). Agency behind bars: Advance care planning with aging and dying offenders. *Death Studies*, 42(1), 45-51.
  11. \* Sanders, S., Robinson, E. (2017). Advanced care planning among college students. *Omega: Journal of Death and Dying*, 74(3), 329-344.

### **Selected Conference Presentations**

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- |      |   |
|------|---|
| 2020 | Council on Social Work Education Annual Program Meeting, Aging and the Grand Challenges. Virtual. Peer-Reviewed/Refereed/ Authors: Sanders, S. Kolomer, S. Rizzo, V., Waites, C.  |
| 2019 | 9th International Conference on Social Work in Mental Health, <i>Historical Grief and Trauma Among Indigenous Communities</i> , York, England Peer-Reviewed/Refereed Presenters/Authors: Burnette, C., Miller, J., Sanders, S.  |
| 2016 | Annual Scientific Meeting of the Gerontological Society of America, <i>Its like dying in a cave: Advance care planning with aging and dying offenders</i> , New Orleans, Louisiana Peer-Reviewed/Refereed Presenters/Authors: Sanders, S. Student Presenters/Authors: Stensland, M. |
| 2015 | Council on Social Work Education Annual Program Meeting, <i>Solutions to intimate parter violence: Indigenous women and professional perspectives</i> , Denver, Colorado, United States Peer-Reviewed/Refereed Presenters/Authors: Burnette, C., Sanders, S.                        |

### **Honors and Awards**

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- |             |   |
|-------------|---|
| 2018        | <b>2018 Journal of Ethnic and Cultural Diversity in Social Work Best Paper Award</b> , Taylor and Francis, This is an annual award given to individuals who published in this journal                 |
| 2017 - 2018 | <b>Leadership Academy for Dean and Directors (LADD)</b> , National Association of Deans and Directors, Leadership training for Deans and Directors in Social Work. Application and selection process. |
| 2015        | <b>President and Provost Award for Teaching Excellence</b> , University of Iowa   |
| 2015        | <b>Big Ten Academic Alliance (formerly CIC) DEO Leadership Program</b> , Big Ten Academic Alliance  |
| 2014        | <b>Social Work Student Association-Distinguished Professor Award</b> , University of Iowa   |
| 2013        | <b>Emerging Leader in Professional Practice Award</b> , Social Work Hospice and Palliative Care Network   |
| 2013        | <b>Gerontological Society of America Fellow</b> , Gerontological Society of America   |

**Christine Suzanne Getz**  
**Associate Dean for Graduate Education and Outreach and Engagement**  
**College of Liberal Arts and Sciences**

Office of the Dean  
 240 Schaeffer Hall, The University of Iowa  
 Iowa City, Iowa 52242  
 319-335-3994  
 christine-getz@uiowa.edu

### **Education**

1991 PhD, University of North Texas (specialization musicology)  
 1982 MM, Southern Illinois University (double concentration in voice and music history)  
 1979 BME, University of Evansville (concentration voice)

### **Academic Positions (post-doctoral only)**

2012-present Professor of Music, School of Music, The University of Iowa.  
 2005-2012 Associate Professor of Music, School of Music, The University of Iowa  
 1999-2005 Assistant Professor of Music, School of Music, The University of Iowa  
 1997-1999 Assistant Professor of Musicology and Director of Collegium Musicum, School of Music, Baylor University  
 1990-1997 Lecturer in Musicology and Director of Collegium Musicum, School of Music, Baylor University

### **Administrative History**

2020-present Associate for Graduate Education and Outreach and Engagement, College of Liberal Arts and Sciences (CLAS), The University of Iowa  
 2017-2020 Associate Dean for Graduate Education and the Arts, College of Liberal Arts and Sciences (CLAS), The University of Iowa  
 2014-2016 Administrative Fellow, College of Liberal Arts and Sciences (CLAS), The University of Iowa  
 2009-2016 Associate Director for Graduate Studies, School of Music, The University of Iowa  
 2005-2014 Area Head, Musicology, School of Music, The University of Iowa

### **Responsibilities of Associate Dean for Graduate Education and Outreach and Engagement**

*Supervises 47 graduate programs serving approximately 1,900 graduate students 37 schools and departments in the arts, humanities, social sciences, and the natural and mathematical sciences by working closely with 40 Directors of Graduate Studies and CLAS Administrative, Finance, and Human Resources staff. In this capacity, she operationalizes a sizeable budget (approximately 21% of CLAS total) for graduate teaching assistants, fellowships, URM recruitment, and professional development, approves CLAS research assistant and postdoctoral fellow appointments, addresses graduate and postdoctoral grievances and disciplinary complaints, oversees the graduate curriculum, participates in CLAS long-term planning, reviews CLAS cases for tenure and promotion, reviews performance of CLAS department and school directors, participates in program reviews of CLAS departments and schools, interviews prospective faculty for positions, coordinates CLAS nominations for honorary degrees, leads strategic and planning for CLAS Outreach and Engagement initiatives, represents CLAS on university committees for service learning and community engaged learning and research, and oversees recognition of CLAS faculty outreach and engagement. She further collaborates with the Graduate College on initiatives affecting the funding and professional development of graduate students and postdoctoral fellows in CLAS and serves as the CLAS liaison to the Graduate College.*

## **Selected Scholarship**

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### ***Books and Early Music Editions***

2018, Andrea Cima: *Il secondo libro delli concerti (1627)*,” in *Recent Researches in Music of the Baroque Era*, 202, critical edition with introductory essay and commentary, A-R Editions.

2013, *Mary, Music, and Meditation: Sacred Conversations in Post-Tridentine Milan*, Indiana University Press.

2008, Hermann Matthias Werrecore: *Cantum quinque vocum quos motetta vocant... liber primus (1559)* in *Recent Researches in Music of the Renaissance*, 151, edition with introductory essay and commentary, A-R Editions.

2005, *Music in the Collective Experience in Sixteenth-Century Milan, 1522-1584*, Ashgate Publishers (reissued by Routledge in paperback in 2016).

### ***Recent Articles, Invited Chapters, and Conference Proceedings***

Accepted/In Press, “Music,” forthcoming in *Oxford Encyclopedia of Religion and Arts in the West: Renaissance to the Present*, 14,480 words with endnotes (Oxford University Press).

Accepted/In Press, “Finance, Investment, and Capital at the Lomazzo Press,” in *Music Printing and Publishing in Early Modern Italy. New Approaches*, ed. by Luigi Collarile and David Bryant (Brepols Publishers).

2020, “Milan: Imperial City and «Theater of the World»,” in *A Companion to Music at the Habsburg Courts in the Sixteenth and Seventeenth Centuries*, ed. Andrew Weaver (Brill Publishers), 499-533.

2018, “Costanti nella raccolta di musica «francescana» stampata da Filippo Lomazzo,” in *Barocco Padano e musicisti francescani, II. L’apporto dei maestri Conventuali*, ed. by Alberto Colzani, Andrea Luppi, and Maurizio Padoan (Centro Studi Antoniani), 341-360.

2017, “The Magnificats of Lomazzo’s *Flores praestantissimorum viorum (1626)* in Marian Devotion at Santa Maria Segreta and Santa Maria dei Servi in Milan,” in *Maria «inter» confessiones: Das Magnificat in der frühen Neuzeit*, ed. Christiane Wiesenfelt and Sabine Feinen (Brepols Publishers), 237-252.

## **Current Research Projects**

---

Messe nos. 31-33, *Edizione Gaffurio*, Società Editrice di Musicologia, in preparation.

*Marketing Music Between the Plagues: Printers, Editors, Performers, Institutions, and Consumers in Early Modern Milan* (tentative title), book manuscript in preparation.

*Antonio Mortaro: Sacrae Cantiones tribus vocibus concinendae (Mediolani, 1598)*, invited edition in preparation for *Corpus Musicum Franciscanum* (series of the Centro Studi Antoniani).

## **External Funding for Current Projects**

---

2017, Venetian Programs Grant, Gladys Kriebel Delmas Foundation, \$2,600.

2016, Franklin Research Grant, American Philosophical Society, \$6,000.

## **Selected Professional Service**

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2020-2021, President Elect, Society for Seventeenth-Century Music.

2020-2021, Chair, Diversity and Inclusion Committee, Society for Seventeenth-Century Music.

2021, 2020, 2019, Member, Publications Committee, Società Italiana di Musicologia.

2021, 2020, 2019, Member, Editorial Board, *Musica mensurale*, Società Italiana di Musicologia.

2020, 2019, Reviewer, Music Proposals, American Council of Learned Societies.

2020, 2019, Member, Fellowship Review Committee, Renaissance Society of America.

2018, Chair, Nominating Committee, Society for Seventeenth-Century Music.

2015-2019, Member, Publications Committee, American Musicological Society.

## **Cornelia C. Lang**

Associate Dean for Undergraduate Education  
College of Liberal Arts & Sciences

Office of Academic Programs and Student Development  
120 Schaeffer Hall, The University of Iowa  
Iowa City, IA 52242-1409  
(319) 335-1945; [cornelia-lang@uiowa.edu](mailto:cornelia-lang@uiowa.edu)

### **EDUCATION**

---

2000      PhD, University of California, Los Angeles, Astronomy  
1997      MS, University of California, Los Angeles, Astronomy  
1995      BA, with honors, Vassar College, Physics and Astronomy (1991-93 at Wellesley College)

### **ACADEMIC POSITIONS**

---

2020-      Professor, Department of Physics and Astronomy, The University of Iowa  
2010-2020 Associate Professor, Department of Physics and Astronomy, The University of Iowa  
2002-2010 Assistant Professor, Department of Physics and Astronomy, The University of Iowa

### **ADMINISTRATIVE HISTORY**

---

2020-      Associate Dean for Undergraduate Education  
2017-2020 Co-chair, Path Forward Working Group on Student Success, Office of the Provost  
2019-2020 Director of Undergraduate Studies (DUS), Department of Physics and Astronomy  
2018-2020 General Education Curriculum Committee, Faculty Chair  
2017-2019 Associate Chair (included DUS role), Department of Physics and Astronomy

### **RESPONSIBILITIES AS ASSOCIATE DEAN FOR UNDERGRADUATE EDUCATION**

---

The associate dean oversees the development of undergraduate educational policy and the administration of the undergraduate curriculum, including the CLAS Core General Education Program. She directs the CLAS Office of Academic Programs and Student Development, whose mission is to help students fulfill their academic potential and make timely progress toward their degree objective. In addition, this office focuses on student recruitment and strategic enrollment, through partnerships with the Office of Admissions. The office also houses the CLAS Advising Network, a group of ~20 professional advisors who work within departments to advise students. The associate dean for undergraduate education also oversees the College's academic standards, scholarships, and teaching awards.

The associate dean interacts frequently with the Office of the Provost and with other central University offices, including the Academic Advising Center, the Registrar, the Offices that oversee Enrollment Management, Admissions, and Orientation, the Dean of Students and the Center for Diversity and Enrichment. The associate dean is an ex officio member of the CLAS Executive Committee and the Collegiate Committee on Faculty Promotion and Tenure. She chairs the elected CLAS Undergraduate Educational Policy Committee and the College's standing committees on Student Academic Standards, Teaching Awards, Scholarships and General Education Curriculum Committee.

## HONORS, AWARDS, AND RECOGNITION

---

2018	Faculty Outreach & Engagement Award, College of Liberal Arts and Sciences
2014	Frank and Jean M. Chesley Lecturer, Carleton College, MN
2013	President and Provost Award for Teaching Excellence, University of Iowa
2007	Collegiate Teaching Award, College of Liberal Arts and Sciences

## SELECTED PUBLICATIONS

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Pare, D., Purcell, C., and **Lang, C.C.** (2021). Detailed Magnetic Field Mapping of the Galactic Center Radio Arc: Rotation Measure Synthesis with the Australia Telescope Compact Array (ATCA), in preparation for submission to *The Astrophysical Journal*, May 2021.

Pare, D., **Lang, C.C.**, Morris, M., Mao, S. (2019). A Radio Polarimetric Survey of the Non-thermal Filaments of the Galactic Center Radio Arc Using the VLA: Characterizing Rotation Measure and Magnetic Field Properties, *The Astrophysical Journal*, 884(1), 170.

Butterfield, N., **Lang, C. C.**, Morris, M. R., Mills, E., Ott, J. (2018). M0.20-0.033: An Expanding Molecular Shell in the Galactic Center Radio Arc. *The Astrophysical Journal*, 852(1), article 11.

Ludovici, D. A., **Lang, C. C.**, Morris, M. R., Mutel, R., Mills, E., Toomey, J., Ott, J. (2016). The Unusual Galactic Center Radio Source N3. *The Astrophysical Journal*, 826(2), 218-233.

Mills, E. A. C., Butterfield, N., Ludovici, D. A., **Lang, C. C.**, Ott, J., Morris, M. R., Schmitz, S. (2015). Abundant CH<sub>3</sub> OH Masers but no New Evidence For Star Formation in GCM0.253+0.016. *Astrophysical Journal*, 805(1).

**Lang, C. C.**, Forbes, A. (2019). Big Ideas: The role of interdisciplinary teaching at a research university. *As Far As the Eye Can See: The Promises and Perils of Research and Scholarship in the 21st Century*. Iowa City, Iowa: U Iowa Press. <https://research.uiowa.edu/sites/research.uiowa.edu/files/978-1-60938-653-5-web.pdf>

**Edited Book Volume:** L. Sjouerman, **C. C. Lang**, & J. Ott (Eds.), 2014, *The Galactic Center: Feeding and Feedback in a Normal Galactic Nucleus*. Cambridge University Press.

## SYNERGISTIC ACTIVITIES

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Appointed Member, Math and Physical Sciences Federal Advisory Committee (MPSAC), National Science Foundation, 2020-2022.

Faculty Co-Director, “Transforming Undergraduate Introductory STEM Courses at University of Iowa: “Hawkeye Introductory Courses”, Pilot project to transform key introductory courses in 5 STEM Departments, 2021-2022.

Faculty Director, “Big Ideas, Big Impact: Interdisciplinary General Education Courses at the University of Iowa”, pilot project to expand Big Ideas courses to include partnerships between College of Liberal Arts and Science and College of Education, Engineering, Business and Law, 2019-2022.

Curator, “Hawkeyes in Space: Legacy of Space Exploration at the University of Iowa” Museum Exhibition, Old Capitol Museum, University of Iowa, September 2016-August 2017.

Grant proposal reviewer, Division of Astronomical Sciences, National Science Foundation, ongoing.

## Roland Racevskis

Associate Dean for Arts & Humanities  
College of Liberal Arts & Sciences  
240 Schaeffer Hall, The University of Iowa  
Iowa City, IA 52242-1409  
(319) 467-1984; [roland-racevskis@uiowa.edu](mailto:roland-racevskis@uiowa.edu)

### EDUCATION

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1997 PhD, University of Pennsylvania, Romance Languages  
1994 MA, University of Pennsylvania, Romance Languages  
1992 BA, Michigan State University, French

### ACADEMIC POSITIONS

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2008- Professor, Department of French & Italian, The University of Iowa  
2004-2008 Associate Professor, Department of French & Italian, The University of Iowa  
1998-2004 Assistant Professor, Department of French & Italian, The University of Iowa

### ADMINISTRATIVE HISTORY

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2020- Associate Dean for Arts & Humanities  
2010-2013 Associate Director, Division of World Languages, Literatures & Cultures  
2009-2013 Departmental Executive Officer, Department of German  
2008-2013 Departmental Executive Officer, Department of French & Italian  
2010-2011 CIC Academic Leadership Program Fellow

### RESPONSIBILITIES AS ASSOCIATE DEAN FOR ARTS AND HUMANITIES

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The Associate Dean for Arts and Humanities is responsible for the recruitment, appointment, mentoring, retention, and review of faculty in these departments. This associate dean allocates lines for instructional track-faculty, visiting faculty, and adjunct faculty. This associate dean is the main contact person for DEOs and faculty with the Dean's Office. This position participates in major decisions involving the integration of various modes of course delivery. This associate dean serves as one of the CLAS liaison to the offices of the Provost and Equal Opportunity and Diversity.

### SELECTED PUBLICATIONS

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#### Books

*Tragic Passages: Jean Racine's Art of the Threshold* (Bucknell, 2008).

*Time and Ways of Knowing: Molière, Sévigné, Lafayette* (Bucknell, 2003).

#### Work in Progress

"Time in La Rochefoucauld." Essay for co-edited volume *How to Do Things with Style* (under contract with *The French Review* book series).

## Articles and Chapters

"Time and Chronometry." In *The Oxford Handbook of the Baroque*. Ed. John D. Lyons. Oxford: Oxford University Press, 2018. 1-28 (online version).

"Etat présent du XVIIIe siècle." Lead author with co-authors Russell Ganim, Nicholas Paige, Volker Schröder, Eric Turcat, and Ellen Welch. *French Review* 91.2 (December 2017): 13-34.

"Ecocriticism in the French Literary Classroom." In *Ecocritical Approaches to Literature in French*. Ed. Douglas Boudreau and Marnie Sullivan. Lanham, MD: Lexington Books, 2016. 21-39.

"Cyrano's Posthuman Moon: Comic Inversions and Animist Relations" *Symposium* 69.4 (2015): 214-27.

"Abundance and Waste in Scarron's *Le roman comique*: Early Modern Environments and Terrocentric Identity" *French Review* 86.1 (October 2012): 124-35.

"The Place of the Nonhuman in Madame de Sévigné's Letters: Toward a Transnational Early Modern Ecocriticism" *Interdisciplinary Studies in Literature and Environment* 19.1 (Winter 2012): 142-61.

"Soft Domination: Voluntary Servitude in Corneille and Racine" *Romance Quarterly* 54.2 (Spring 2007): 136-52.

"Of Cannibals and Colonizers: Irony, Gender, and Ecology in *Rouge Brésil*." *Journal for Early Modern Cultural Studies. Special Issue: Postcolonial Revisions of the Early Modern*. Ed. Bernadette Andrea and Mona Narain. 6.2 (Fall/Winter 2006): 69-83.

"*La Thébaïde* de Racine, des seuils du pouvoir aux limites de l'existence" *Australian Journal of French Studies* 42.2 (May-August 2005): 229-47.

## RECENT CONFERENCE PRESENTATIONS AND INVITED PAPERS

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"'Ces fléaux de la terre': European Invasions of Nature in Billardon de Sauvigny's *Hirza ou les Illinois* (1767)," American Society for Eighteenth-Century Studies, April 2021, online (originally scheduled for 2020 in Saint Louis, 2021 in Toronto).

"Early Modern Chronometry and Baroque Time," March 2019, *Time Pieces*, University of Toronto Centre for Comparative Literature.

"Cyrano's Posthuman Moon: Comic Inversions and Animist Relations," May 2014, North American Society for Seventeenth-Century French Literature/NASSCFL, Chapel Hill & Durham, NC.

"Language as Waste in J.M.G. Le Clézio's *The Giants*," May-June 2013, Association for the Study of Literature and Environment/ASLE, Lawrence, KS.

"Ecocriticism in the French Literary Classroom," March 2012, Northeast Modern Language Association, Rochester, NY.

"Ecocriticism and Early Modern France: Discourse and Method," position paper presented as part of the Workshop on Early Modern Ecocriticism, June 2011, ASLE, Bloomington, IN.

## Maggy Tomova

Associate Dean for the Natural, Mathematical, and Social Sciences  
College of Liberal Arts & Sciences

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Iowa City, IA 52242-1409  
(319) 335-2610; [maggy-tomova@uiowa.edu](mailto:maggy-tomova@uiowa.edu)

### EDUCATION

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2005	<b>Ph.D.</b> , Mathematics, University of California, Santa Barbara
1999	<b>B.S.</b> , Mathematics and Biochemistry, California Lutheran University

### ACADEMIC POSITIONS

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2017 – 2019	<b>Professor</b> , Mathematics, The University of Iowa
2012 – 2017	<b>Associate Professor</b> , Mathematics, The University of Iowa
2008 – 2012	<b>Assistant Professor</b> , Mathematics, The University of Iowa
2007 – 2008	<b>Evans Instructor</b> , Mathematics, Rice University
2005 – 2007	<b>Visiting Assistant Professor</b> , Mathematics, The University of Iowa

### ADMINISTRATIVE HISTORY

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2020 – present	<b>Associate Dean for the Natural, Mathematical, and Social Sciences</b> , College of Liberal Arts and Sciences, The University of Iowa
2017 – 2019	<b>Department Executive Officer</b> , Mathematics, The University of Iowa

### RESPONSIBILITIES AS ASSOCIATE DEAN

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The associate dean for the Natural, Mathematical and Social Sciences is responsible for the recruitment, appointment, mentoring, retention, and review of faculty in these departments. This associate dean allocates lines for instructional track-faculty, visiting faculty, and adjunct faculty. This associate dean is the main contact person for DEOs and faculty with the Dean's Office. This position participates in major decisions involving the integration of various modes of course delivery. This associate dean serves as one of the CLAS liaison to the offices of the Provost and Equal Opportunity and Diversity.

### RECENT RESEARCH PUBLICATIONS

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1. Blair, R., Campisi, M., Taylor, S., Tomova, M. (2020) Kirby-Thompson distance for trisections of knotted surfaces. Submitted.
2. Taylor, S., Tomova, M. (2019) Tunnel number and bridge number of composite genus 2 spatial graphs. Submitted.
3. Castro, N., Islambouli, G., Miller, M., Tomova, M. (2019) The relative L-invariant of a compact 4-manifold. Submitted.



4. Blair, R., Campisi, M., Taylor, S., Tomova, M. (2019) Distortion and the bridge distance of knots. Accepted. *Journal of Topology*
5. Taylor, S., Tomova, M. (2018) Thin position for knots, links, and graphs in 3-manifolds. *Algebraic and Geometric Topology* 18: 1361-1409.
6. Taylor, S., Tomova, M. (2018) Additive invariants for knots, links and graphs in 3-manifolds. *Geometry and Topology* 22(6): 3235-3286.
7. Aranda, R., Kim, S., Tomova, M. (2018) Representativity and waist of cable knots. *Journal of Knot Theory and Its Ramifications* 27(4).
8. Blair, R., Campisi, M., Johnson, J., Taylor, S., Tomova, M. (2017). Exceptional and cosmetic surgeries on knots. *Mathematische Annalen*. 367: 581-622.
9. Blair, R., Campisi, M., Johnson, J., Taylor, S., Tomova, M. (2017). Neighbors of knots in the Gordian Graph. *American Mathematical Monthly*. 124: 4-23.
10. Blair, R., Campisi, M., Johnson, J., Taylor, S., Tomova, M. (2016). Distance two links. *Geometriae Dedicata*, 180(1), 17-37.

#### **CURRENT RESEARCH SUPPORT**

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|-----------------------|---|
| June 2019- June 2024  | NOYCE: Recruiting and Training Community College and University Students to Become Culturally Responsive and Proficient Mathematics Teachers in Iowa. Award Amount: (\$1,233,606). Co-Principal Investigator. |
| June 2017 – June 2021 | FRG: Collaborative Research: Trisections – New Directions in Low-Dimensional Topology. Funded by the National Science Foundation. Award Amount: (\$218,000). Principal Investigator.                          |

#### **SYNERGISTIC ACTIVITIES**

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|------|---|
| 2020 | Speaker at the Distinguished Women in Math speaker series, UT Austin<br><i>Properties of Knots in Thin Position</i> |
| 2020 | <i>Generalizing classical knot invariants</i> , Fico González-Acuña Low Dimensional Topology Seminar, Mexico        |
| 2019 | <i>Distortion and the Bridge Distance of Knots</i> , Georgia Topology Conferenc                                     |
| 2018 | Panelist, Nebraska Conference for Undergraduate Women in Mathematics  |

## Joshua Weiner

Associate Dean for Research, College of Liberal Arts & Sciences  
Professor of Biology; Associate Director, Iowa Neuroscience Institute

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240 Schaeffer Hall, The University of Iowa  
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### EDUCATION

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- 1999-2004 Postdoctoral Fellowship, Department of Anatomy and Neurobiology (Advisor: Joshua R. Sanes) Washington University School of Medicine, St. Louis, MO
- 1999 Ph.D., Neurosciences (Advisor: Jerold Chun) University of California, San Diego, La Jolla, CA
- 1992 B.A. *with Highest Distinction*, Psychology, Northwestern University, Evanston, IL

### ACADEMIC POSITIONS

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- 2017-present Professor, Department of Biology (Primary Appointment) and Department of Psychiatry (Secondary Appointment), The University of Iowa
- 2011-2017 Associate Professor, Department of Biology, The University of Iowa
- 2004-2011 Assistant Professor, Department of Biology, The University of Iowa
- 2001-2002 Instructor, Biology Master's Degree Program, University College, Washington University, St. Louis, MO

### ADMINISTRATIVE HISTORY

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- 2020-present Associate Dean for Research, College of Liberal Arts and Sciences, The University of Iowa
- 2017-present Associate Director for Education and Outreach, Iowa Neuroscience Institute
- 2011-2014 Associate Chair for Graduate Education (DGS), Department of Biology, The University of Iowa

### RESPONSIBILITIES AS DEAN

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The associate dean for research (ADR) manages a broad portfolio. Direct reports include the Director of the College's Grant Support Office; the Director of Facilities; the Senior Director of CLAS Technology Services; and the Director of the Office of Sustainability and the Environment. The ADR also oversees the newly-assembled CLAS Data Team, which is responsible for providing up-to-date data dashboards for collegiate leaders. The ADR oversees the College's participation in faculty development award programs, internal research award programs, and development of external support for the College; oversees the College's research centers, institutes, and academic resource centers; has responsibility for infrastructure and other support for the research and teaching missions of the College, including space planning, oversight of building design and construction projects, liaison with Facilities Management for issues related to operation and maintenance, acquisition and maintenance of instructional instrumentation and computing equipment, technical support for computing, and departmental requests for renovation and equipment. The ADR interacts frequently with the Office of the Vice President for Research, the Office of the Provost, Information Technology Services, Campus Planning, and Facilities Management. The ADR is an ex officio member of the CLAS Executive Committee and the Collegiate Consulting Group for Faculty Promotion and Tenure, and chairs the Professional Development Review Committee. The current ADR has co-chaired the recent review of CLAS Human Resources; overseen the College's Strategic Initiative and P3

internal grant funding processes; serves as a member of the Public Policy Center's Executive Committee; and is the co-lead for the Research and Development subgroup of the University 2022-2027 Strategic Planning process.

### SELECTED RECENT RESEARCH PUBLICATIONS (LAST 5 YEARS)

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1. Steffen, D.M., Ferri, S., Marcucci, C.G., Molumby, M.J., Schreiner, D., Abel, T., and Weiner, J.A. (2021). The  $\gamma$ -Protocadherins interact physically and functionally with Neuroligin-2 to negatively regulate inhibitory synapse density and are required for normal social interaction. *Molecular Neurobiology*, in press.
2. Bosch, P.J., Peek, S.L., Smolikove, S., and Weiner, J. A. (2020) Akirins in development and disease: critical roles and molecular mechanisms. *Cellular and Molecular Life Sciences*, 77: 4237–4254
3. Das, S., Ooi, F., Corchado, J.C., Dvorak, K., Fuller, L.C., Weiner, J.A., and Prahlad, V. (2020) Serotonin signaling by maternal neurons upon stress ensures progeny survival. *eLife*, 9: e55246
4. Taylor, S.C., Ferri, S.L., Grewal, M., Smernoff, Z., Bucan, M., Weiner, J.A., Abel, T., and Brodtkin, E.S. (2020) The role of synaptic cell adhesion molecules and associated scaffolding proteins in social affiliative behaviors. *Biological Psychiatry*, 88: 442-451.
5. Garrett, A.M., Bosch, P.J., Steffen, D.M., Fuller, L.C., Marcucci, C.G., Koch, A.A., Bais, P., Weiner, J.A., and Burgess, R.W. (2019) CRISPR/Cas9 interrogation of the murine *Pcdhg* gene cluster reveals a crucial isoform-specific role for *Pcdhgc4*. *PLoS Genetics*, 15(12):e1008554.
6. Bosch, P.J., Fuller, L.C., and Weiner, J. A. (2019) A critical role for the nuclear protein Akirin2 in the formation of mammalian muscle *in vivo*. *genesis*, 57(5):e23286.
7. Bosch, P.J., Fuller, L., and Weiner, J.A. (2018) An essential role for the nuclear protein Akirin2 in mouse limb interdigital tissue regression. *Scientific Reports*, 8:12240.
8. Molumby, M.J., Anderson, R., Newbold, D., Koblesky, N., Garrett, A.M., Schreiner, D., Radley, J.J., and Weiner, J.A. (2017)  $\gamma$ -Protocadherins interact with neuroligin-1 and negatively regulate dendritic spine morphogenesis. *Cell Reports*, 18(11): 2702-2714.
9. Mah, K.M, and Weiner, J.A. (2017). Regulation of Wnt signaling by protocadherins. *Seminars in Cell and Developmental Biology*, Guest Editor of special issue and contributor. 69:158-171
10. Peek, S., Mah, K.M., and Weiner, J.A. (2017). Regulation of neural circuit formation by protocadherins. *Cellular and Molecular Life Sciences*, 74:4133-4157.
11. Bosch, P.J., Fuller, L.C, Sleeth, C., and Weiner, J. A. (2016) Akirin2 is essential for the formation of the cerebral cortex. *Neural Development*, 11:21.
12. Mah, K.M., Houston, D.H, and Weiner, J.A. (2016) The  $\gamma$ -protocadherin-C3 isoform inhibits canonical Wnt signaling by binding to and stabilizing Axin-1 at the membrane. *Scientific Reports*, 6: 31665.
13. Molumby, M.J., Keeler, A.B., and Weiner, J.A. (2016). Homophilic protocadherin cell-cell interactions promote dendrite complexity. *Cell Reports*, 15(5):1037-50.

### CURRENT RESEARCH SUPPORT

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"*Elucidating Functions of the Gamma-Protocadherins in CNS Development*". R01 NS055272-10. NIH/NINDS. 7/1/07-5/31/22. PI. Direct Costs for 2017-2022: \$1,100,000 (**Status: active. Grant has been competitively renewed twice**).

"*Administrative Supplement to R01 NS055272*, NIH, 6/1/20-5/31/22. PI. Total costs: \$377,000 (**Status: active**).

### HONORS AND AWARDS

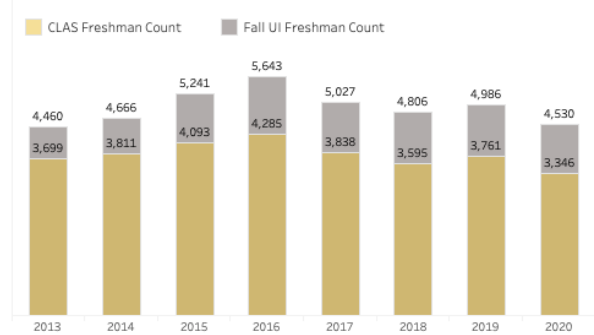
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| 2018 | Outstanding Faculty Mentor Award, Graduate College, The University of Iowa         |
| 2017 | Collegiate Teaching Award, CLAS, The University of Iowa                            |
| 2004 | Presidential Biological Scholar Award ( <i>inaugural</i> ), The University of Iowa |

## Appendix C: CLAS Descriptive Data

**Figure 1: CLAS and UI Freshman Count and Student Credit Hours (SCH) by Academic Year**

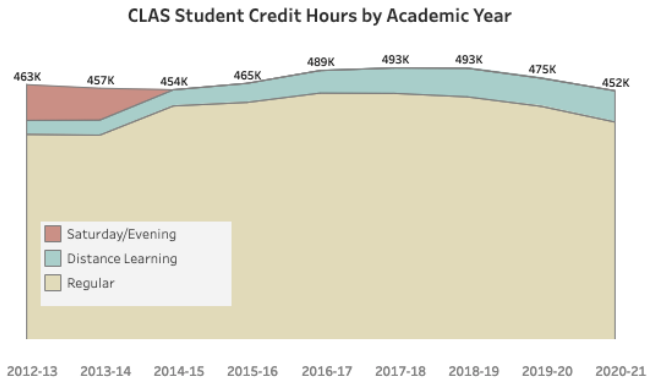
	Fall Counts		Academic Year	
	CLAS Freshman Count	YOY % Change in CLAS Freshman Count	CLAS SCH	YOY % Change in CLAS SCH
2020	3,346	-11.0%	2020-21 452,068	-4.8%
2019	3,761	4.6%	2019-20 474,822	-3.7%
2018	3,595	-6.3%	2018-19 492,832	-0.1%
2017	3,838	-10.4%	2017-18 493,392	1.0%
2016	4,285	4.7%	2016-17 488,691	5.0%
2015	4,093	7.4%	2015-16 465,356	2.6%
2014	3,811	3.0%	2014-15 453,663	-0.6%
2013	3,699		2013-14 456,576	-1.4%



Fall Data from ProView Student Headcount (HC01), Registrar Reporting | BOR Enrollment Report college (New 1st year only, excludes new transfers)

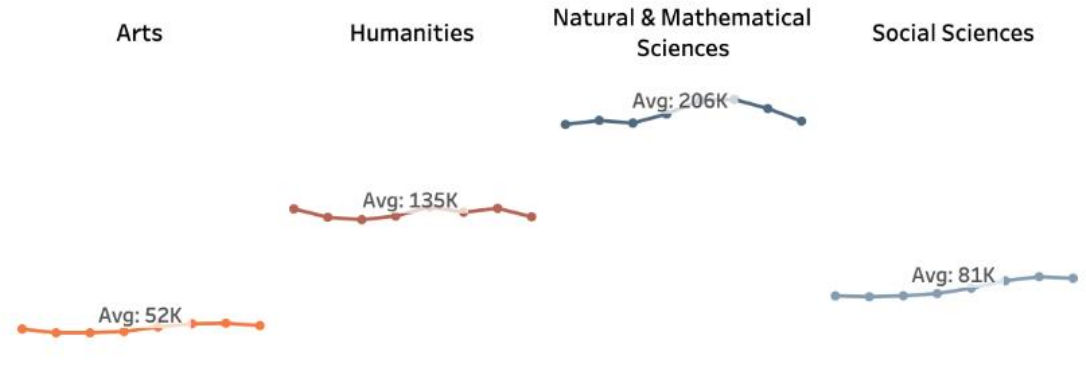
YOY: year-over-year

Note that in 2015 Saturday/Evening class student credit hours were folded into the “Regular” category.



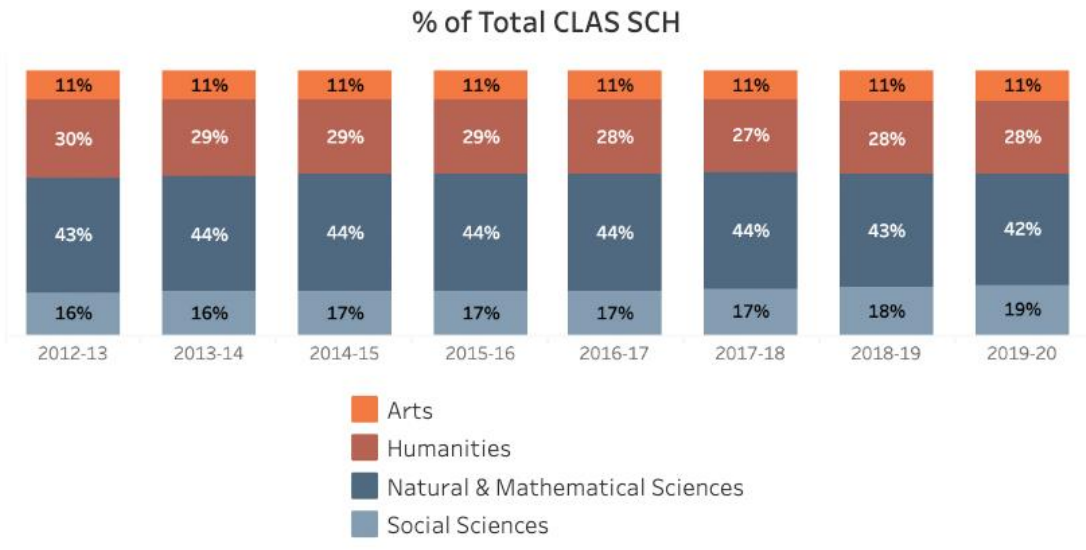
Data from Proview's Instructional Activity | Student Credit Hours (SCH01)

**Figure 2: Student Credit Hours (SCH) by Discipline, Academic Years 2013-2020**



**Year over Year % Change in SCH**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Arts</b>	51,578	48,825	48,836	49,801	53,005	55,393	55,761	53,988
		-5.3%	0.0%	2.0%	6.4%	4.5%	0.7%	-3.2%
<b>Humanities</b>	137,805	131,754	130,040	132,652	139,116	135,412	138,179	132,097
		-4.4%	-1.3%	2.0%	4.9%	-2.7%	2.0%	-4.4%
<b>Natural &amp; Mathematical Sciences</b>	198,372	201,271	199,394	205,856	215,695	216,387	209,791	200,738
		1.5%	-0.9%	3.2%	4.8%	0.3%	-3.0%	-4.3%
<b>Social Sciences</b>	75,341	74,726	75,393	77,047	80,875	86,200	89,101	87,999
		-0.8%	0.9%	2.2%	5.0%	6.6%	3.4%	-1.2%
<b>Grand Total</b>	463,096	456,576	453,663	465,356	488,691	493,392	492,832	474,822
		-1.4%	-0.6%	2.6%	5.0%	1.0%	-0.1%	-3.7%



**Table 1: CLAS and UI Degrees Awarded (Academic Years 2013-2020)**

Academic Year	Baccalaureate Degrees			Masters Degrees			Doctoral Degrees			Totals		
	CLAS	UI	CLAS %	CLAS	UI	CLAS %	CLAS	UI	CLAS %	CLAS	UI	CLAS %
2012-13	3253	4654	69.9%	513	1416	36.2%	218	538	40.5%	3984	6608	60.3%
2013-14	3351	4839	69.2%	517	1380	37.5%	176	490	35.9%	4044	6709	60.3%
2014-15	3279	4919	66.7%	447	1291	34.6%	174	453	38.4%	3900	6663	58.5%
2015-16	3274	4874	67.2%	482	1269	38.0%	187	468	40.0%	3943	6611	59.6%
2016-17	3249	4864	66.8%	494	1251	39.5%	166	464	35.8%	3909	6579	59.4%
2017-18	3013	4703	64.1%	440	1293	34.0%	167	452	36.9%	3620	6448	56.1%
2018-19	3419	5321	64.3%	484	1325	36.5%	153	417	36.7%	4056	7063	57.4%
2019-20	3607	5683	63.5%	448	1397	32.1%	156	428	36.4%	4211	7508	56.1%

\* Effective Fall 2017, the College of Education began conferring a Bachelor of Arts degree.

\*\* Effective Fall 2019, the College of Public Health began conferring Bachelor of Arts and Bachelor of Science degree

Note: Counts are based on point in time data. Additionally, candidates may apply for multiple degrees/programs of study offered by the same or different colleges resulting in more than the number of distinct graduates.

**Table 2: Faculty and Student Data by Department (2020-2021 Academic Year)**

Area/Budget Department/Division	Ten-trk/ Clin-Trk		Instr Trk/ Lecturer		Student Credit Hours			Students in Academic Programs			Degrees Awarded in 2019-20		
			UG SCH	Grad SCH	Total SCH	Undergrad Primary	Undergrad Not Primary	Grad Majors	Bachelors	Masters	Doctoral		
<b>Arts</b>													
Art and Art History	24.75	5.00	12,986	1,343	14,329	319	171	66	114	40	2		
Cinematic Arts	5.50	3.00	4,922	222	5,144	228	121	17	55	4	2		
Creative Writing	7.50	0.25	5,324	2,391	7,715			117*		53			
<b>Division of Performing Arts</b>	0.12		115	30	145								
Dance	7.27	1.50	3,796	337	4,133	51	35	13	13	2			
Music	39.18	8.60	8,020	2,318	10,338	161	105	164	47	22	22		
Theatre Arts	11.13	6.33	4,548	1,017	5,565	100	76	42	29	16			
<b>Humanities</b>													
African American Studies	4.41		1,876	45	1,921	3	5		5				
American Studies	5.50	1.00	5,495	167	5,665	23	38	16	1	2	4		
Classics	7.40	3.35	9,127	201	9,333	22	19	12	9		1		
<b>Division of Interdisciplinary Programs</b>	1.82	5.50	5,106	36	5,149								
Enterprise Leadership						660	28		259				
Global Health Studies						89	9		40				
Interdepartmental Studies						207	18		118				
International Studies						74	16		34				
<b>Division of World Languages, Literatures and Cultures</b>													
Cultures	0.09	8.67	4,018	369	4,387	1	1	24	3	12	2		
Asian & Slavic Languages and Literatures	6.50	10.00	5,077	86	5,163	56	37	0	21	1			
French and Italian	7.04	9.50	8,959	310	9,282	12	36	17	18	1	2		
German	3.00	3.00	2,742	40	2,782	9	12		9				
Spanish and Portuguese	12.66	10.50	14,817	431	15,248	56	134	20	47	11	3		
English	33.38	0.50	20,207	1,222	21,429	766	136	60*	191	4	10		
English as a Second Language		22.38	873	198	1,071								
Gender, Women's, and Sexuality Studies	6.68	1.00	2,673	148	2,821	48	18		20				
History	18.56	1.80	8,989	374	9,372	181	78	34	72	2	5		
Philosophy	11.35	0.50	8,960	353	9,316	106	113	23	83		3		
Religious Studies	9.31	1.00	4,456	123	4,579	16	9	15	7	2	4		
Rhetoric	4.07	29.63	17,371	247	17,623								

\*Creative Writing manages the English MFA program; the English department manages the English MA and English PhD programs.

Table 2 (Continued)

Area/Budget Department/Division	Ten-trk/ Clin-Trk		Instr Trk/ Lecturer		Student Credit Hours			Students in Academic Pgms			Degrees Awarded in 2019-20		
			UG SCH	Grad SCH	Total SCH	Undergrad Primary	Undergrad Not Primary	Grad Majors	Bachelors	Masters	Doctoral		
<b>Natural Sciences &amp; Math</b>													
Biology	25.83		3.60	16,212	786	17,032	1013	53	46	157	2	3	
Chemistry	24.15		5.00	25,624	1,551	27,175	150	28	123	38	10	20	
Communication Sciences and Disorders	17.94		0.50	3,682	1,928	5,610	309	5	86	74	27	13	
Computer Science	22.96		3.67	10,596	1,520	12,131	542	80	93	188	24	7	
Earth and Environmental Sciences	12.00		3.00	9,055	450	9,505	171	22	30	20	3	4	
Health and Human Physiology	13.29		26.25	38,093	1,418	39,520	2023	124	92	657	23	5	
Mathematics	31.70		5.33	30,300	1,138	31,441	163	137	54	125	5	8	
Physics and Astronomy	27.02		1.00	12,572	935	13,519	101	41	68	26	4	6	
Psychological and Brain Sciences	31.62		2.00	23,431	1,120	24,560	1096	146	65	274		6	
Statistics and Actuarial Science	14.45		4.57	12,733	1,167	13,903	156	67	52	90	16	7	
<b>Social Sciences</b>													
Anthropology	11.66		1.00	8,306	266	8,578	86	25	20	39	5	3	
Communication Studies	11.18		3.00	12,060	329	12,389	544	66	33	204	5	3	
Geographical and Sustainability Sciences	10.75		0.83	6,371	307	6,678	135	24	18	52	2	1	
Journalism and Mass Communication	13.21		6.50	10,630	1,159	11,789	352	102	101	146	37	5	
Linguistics	4.51		0.10	2,177	286	2,463	45	20	23	25	6		
Political Science	16.91		2.17	14,520	566	15,086	449	113	41	183	3	2	
Social Work	14.50		4.58	5,205	6,093	11,347	96	7	277	54	101	1	
Sociology and Criminology	16.75		2.50	15,346	514	15,860	425	97	49	135	3	2	



**Table 3: Student Selection of Undergraduate Majors in CLAS (Fall 2013 vs. Fall 2020)**

PROGRAM	Degree Objectives	Budget Department	Fall 2013		Fall 2013 Total	Fall 2020		Fall 2020 Total
			Primary	Not Primary		Primary	Not Primary	
Psychology	BA; BS	Psychological and Brain Sciences	1,079	244	1,323	1,096	146	1,242
Health and Human Physiology	BA	Health and Human Physiology	640	69	709	866	35	901
Biology	BA; BS	Biology	662	88	750	658	37	695
Enterprise Leadership	BA	Division of Interdisciplinary Programs				660	28	688
English and Creative Writing	BA	English				587	80	667
Human Physiology	BS	Health and Human Physiology	471	20	491	617	21	638
Communication Studies	BA	Communication Studies	732	144	876	544	66	610
Sport and Recreation Management	BS	Health and Human Physiology				451	66	517
Computer Science	BA; BS	Computer Science	311	78	389	440	65	505
Art	BA; BFA	Art and Art History	405	243	648	307	161	468
Journalism and Mass Communication	BA; BS	Journalism and Mass Communication	314	67	381	352	102	454
Political Science	BA; BS	Political Science	331	102	433	356	83	439
Criminology, Law and Justice	BA; BS	Sociology and Criminology				351	58	409
Speech and Hearing Science	BA; BS	Communication Sciences and Disorders	275	14	289	309	5	314
Mathematics	BA; BS	Mathematics	266	179	445	163	137	300
Neuroscience	BS	Biology				267	16	283
Cinema	BA	Cinematic Arts	145	73	218	204	75	279
Music	BA; BM	Music	195	36	231	161	105	266
History	BA	History	248	59	307	181	78	259
English	BA	English	735	145	880	179	56	235
Economics	BA; BS		330	129	459	179	55	234
Interdepartmental Studies	BA	Division of Interdisciplinary Programs	384	46	430	207	18	225
Biochemistry	BA; BS		143	20	163	168	26	194
Spanish	BA	Spanish and Portuguese	105	183	288	56	133	189
Chemistry	BA; BS	Chemistry	168	38	206	150	28	178
Theatre Arts	BA	Theatre Arts	127	75	202	100	76	176
Statistics	BS	Statistics and Actuarial Science	42	48	90	93	56	149
Environmental Sciences	BA; BS	Earth and Environmental Sciences	136	18	154	130	15	145
Microbiology	BS					127	10	137
Ethics and Public Policy	BA	Philosophy	75	43	118	71	65	136
International Relations	BA; BS	Political Science	89	43	132	93	30	123
Informatics	BA; BS	Computer Science	85	21	106	102	15	117
Sociology	BA; BS	Sociology and Criminology	207	61	268	74	39	113
Anthropology	BA; BS	Anthropology	134	44	178	86	25	111
Social Work	BA	Social Work	120	2	122	96	7	103
Environmental Policy and Planning	BA; BS	Geographical and Sustainability Sciences	26	7	33	87	15	102
Global Health Studies	BA; BS	Division of Interdisciplinary Programs				89	9	98
Physics	BA; BS	Physics and Astronomy	76	30	106	69	24	93
Therapeutic Recreation	BS	Health and Human Physiology				88	2	90
International Studies	BA	Division of Interdisciplinary Programs	196	76	272	74	16	90
Biomedical Sciences	BS	Biology				88		88
Dance	BA; BFA	Dance	78	30	108	51	35	86
Philosophy	BA	Philosophy	41	41	82	35	48	83
Asian Languages and Literature	BA	Asian & Slavic Languages and Literatures	48	33	81	47	24	71
Screenwriting Arts	BA	Cinematic Arts				24	46	70
Linguistics	BA	Linguistics	67	28	95	45	20	65
Sport Studies	BA	American Studies	86	60	146	15	36	51
Geoscience	BA; BS	Earth and Environmental Sciences	45	8	53	41	7	48
Actuarial Science	BS	Statistics and Actuarial Science	39	16	55	40	6	46
Astronomy	BA; BS	Physics and Astronomy	22	18	40	26	16	42
Social Justice	BA	Gender, Women's, and Sexuality Studies				34	8	42
French	BA	French and Italian	22	48	70	11	29	40
Geography	BA; BS	Geographical and Sustainability Sciences	56	11	67	28	6	34
Data Science	BS	Statistics and Actuarial Science				23	5	28
Ancient Civilization	BA	Classics	9	12	21	13	13	26
Religious Studies	BA	Religious Studies	22	23	45	16	9	25
Gender, Women's and Sexuality Studies	BA	Gender, Women's, and Sexuality Studies	20	17	37	14	10	24
Science Studies	BS					14	9	23
Sustainability Science	BS	Geographical and Sustainability Sciences				20	3	23
Russian	BA	Asian & Slavic Languages and Literatures	17	15	32	9	13	22
Art History	BA	Art and Art History	31	19	50	12	10	22
German	BA	German	7	26	33	9	12	21
Classical Languages	BA	Classics	14	8	22	9	6	15
American Studies	BA	American Studies	12	7	19	8	2	10
African American Studies	BA	African American Studies	9	6	15	3	5	8
Italian	BA	French and Italian	2	7	9	1	7	8
Applied Physics	BS	Physics and Astronomy	5	3	8	6	1	7

<b>Comparative Literature</b>	<b>BA</b>	Division of World Languages, Literatures and Cultures	3	3	6	1	1	2
<i>Leisure Studies</i>	<b>BS</b>	<i>Health and Human Physiology</i>	375	48	423	1		1
<b>Portuguese</b>	<b>BA</b>	Spanish and Portuguese	1	3	4		1	1
<i>Health and Sport Studies</i>	<b>BA</b>	<i>American Studies</i>	1	2	3			
<i>Integrative Physiology</i>	<b>BA; BS</b>	<i>Health and Human Physiology</i>	#		#			
<i>Athletic Training</i>	<b>BA; BS</b>	<i>Health and Human Physiology</i>	41	3	44			
<b>Grand Total</b>			<b>10,329</b>	<b>2,940</b>	<b>13,269</b>	<b>11,532</b>	<b>2,472</b>	<b>14,004</b>

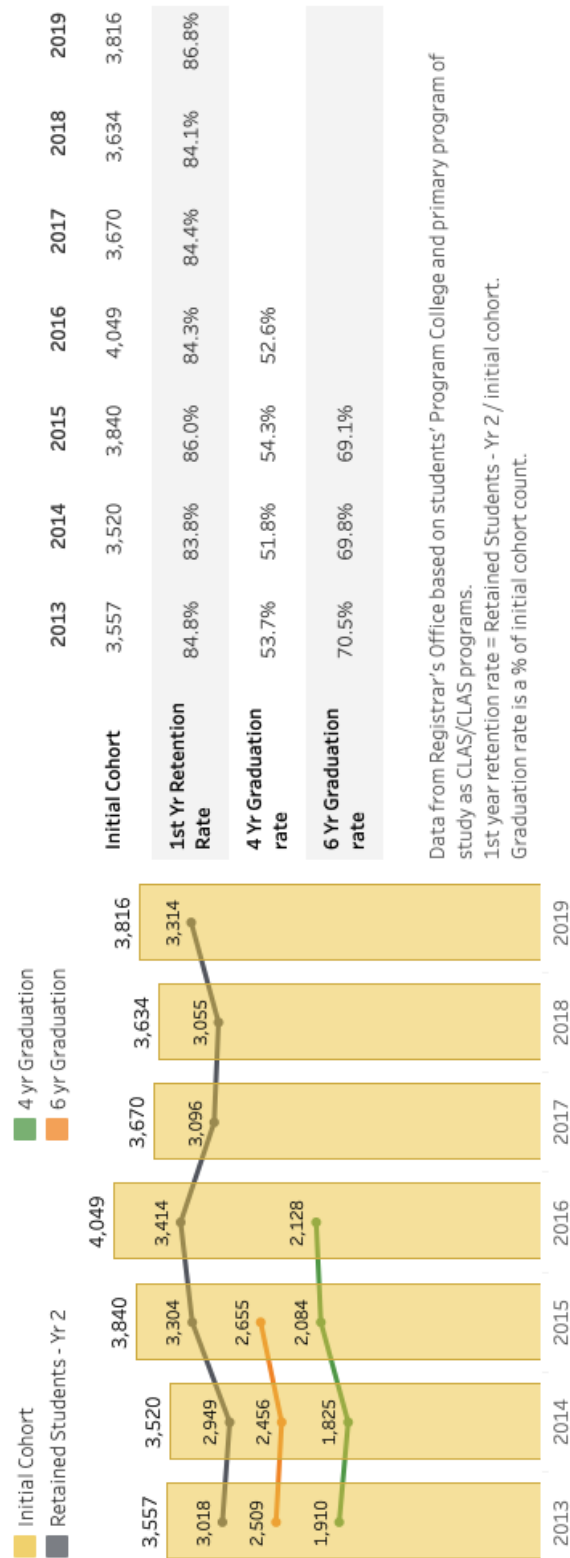
Italics indicate programs that have been closed. Gray shaded rows indicate programs that lie within a different curricular college, but for which CLAS confers the degree.

**Table 4: Student Selection of Graduate Majors in CLAS (Fall 2013 vs. Fall 2020)**

PROGRAM	Degree Objectives	Budget Department	Fall 2013		Fall 2013 Total	Fall 2020		Fall 2020 Total
			Primary	Not Primary		Primary	Not Primary	
Social Work	MSW; PHD	Social Work	223	2	225	273	4	277
Music	DMA; MA; MFA; PHD	Music	213		213	161	3	164
Chemistry	MS; PHD	Chemistry	136	1	137	123		123
English - MFA	MFA	Creative Writing	127	1	128	117		117
Computer Science	MCS; MS; PHD	Computer Science	80	5	85	86	7	93
Strategic Communication	MA	Journalism and Mass Communication	15		15	87		87
Speech Pathology and Audiology	AUD; MA	Communication Sciences and Disorders	82	1	83	77	1	78
Physics	MS; PHD	Physics and Astronomy	74		74	67		67
Psychology	MA; PHD	Psychological and Brain Sciences	78	4	82	65		65
English	MA; PHD	English	93	4	97	56	4	60
Mathematics	MS; PHD	Mathematics	71	32	103	49	5	54
Art	MA; MFA	Art and Art History	73		73	49		49
Sociology	MA; PHD	Sociology and Criminology	39		39	37	12	49
Health and Human Physiology	MS; PHD	Health and Human Physiology	12		12	45	2	47
Integrated Biology	MS; PHD	Biology	7		7	46		46
Sport and Recreation Management	MA	Health and Human Physiology				42	3	45
Theatre Arts	MFA	Theatre Arts	47		47	42		42
Political Science	MA; PHD	Political Science	36		36	34	7	41
Statistics	MS; PHD	Statistics and Actuarial Science	44		44	34	4	38
History	MA; PHD	History	68		68	34		34
Communication Studies	MA; PHD	Communication Studies	53	1	54	33		33
Geoscience	MS; PHD	Earth and Environmental Sciences	46		46	29	1	30
Philosophy	MA; PHD	Philosophy	19	3	22	21	2	23
Linguistics	MA; PHD	Linguistics	22	2	24	19	4	23
Anthropology	MA; PHD	Anthropology	36		36	19	1	20
Geography	MA; PHD	Geographical and Sustainability Sciences	27		27	18		18
Art History	MA; PHD	Art and Art History	33		33	17		17
Studies	MA; PHD	French and Italian	10		10	17		17
Literary Translation	MFA	Division of World Languages, Literatures and Cultures				16		16
American Studies	MA; PHD	American Studies	26		26	16		16
Religious Studies	MA; PHD	Religious Studies	28		28	15		15
Actuarial Science	MS	Statistics and Actuarial Science	36		36	14		14
Spanish	MA; PHD	Spanish and Portuguese	24		24	13		13
Dance	MFA	Dance	12		12	13		13
Mass Communications	PHD	Journalism and Mass Communication	27	1	28	13		13
Classics	MA; PHD	Classics	17		17	12		12
Film Studies	MA; PHD	Cinematic Arts	22		22	11		11
Speech and Hearing Science	PHD	Communication Sciences and Disorders	24		24	6	2	8
Spanish Creative Writing	MFA	Spanish and Portuguese	9		9	7		7
Film and Video Production	MA; MFA	Cinematic Arts	10		10	6		6
Second Language Acquisition	PHD	Division of World Languages, Literatures and Cultures	26		26	6		6
Comparative Literature - Translation	MFA	Division of World Languages, Literatures and Cultures	6		6	2		2
Journalism	MA	Journalism and Mass Communication	7		7	1		1
Astronomy	MS	Physics and Astronomy	2		2	1		1
Asian Civilizations	MA	Asian & Slavic Languages and Literatures	7	1	8			
<i>Integrative Physiology</i>	<i>PHD</i>	<i>Health and Human Physiology</i>	3		3			
<i>Leisure Studies</i>	<i>MA</i>	<i>Health and Human Physiology</i>	23		23			
<i>Exercise Science</i>	<i>MS; PHD</i>	<i>Health and Human Physiology</i>	2		2			
<i>German</i>	<i>MA; PHD</i>	<i>German</i>	1		1			
<i>Biology</i>	<i>MS; PHD</i>	<i>Biology</i>	30	1	31			
<i>Gender, Women's and Sexuality Studies</i>	<i>PHD</i>	<i>Gender, Women's, and Sexuality Studies</i>	2		2			
<i>Comparative Literature</i>	<i>MA; PHD</i>	<i>Division of World Languages, Literatures and Cultures</i>	7		7			
<i>Health and Sport Studies</i>	<i>MA; PHD</i>	<i>American Studies</i>	12		12			
<b>Grand Total</b>			<b>2127</b>	<b>59</b>	<b>2186</b>	<b>1849</b>	<b>62</b>	<b>1911</b>

Italics indicate programs that have been closed.

**Figure 3: Retention and Graduation Rates in CLAS**

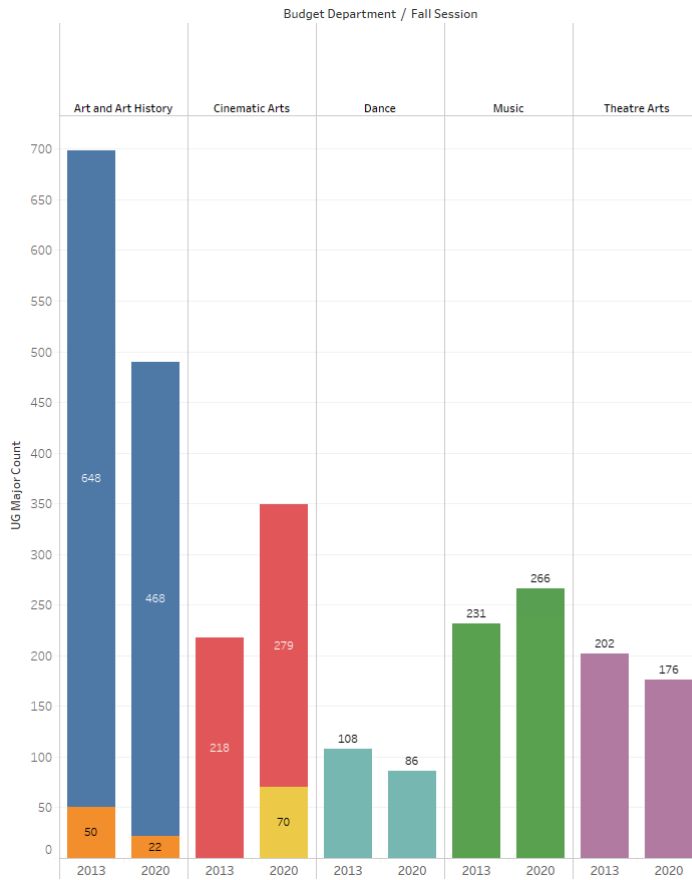


Data from Registrar's Office based on students' Program College and primary program of study as CLAS/CLAS programs.  
 1st year retention rate = Retained Students - Yr 2 / initial cohort.  
 Graduation rate is a % of initial cohort count.

**Figure 4: Changes in Number of Undergraduate Majors per Department, By Area (Fall 2013 vs. Fall 2020)**

\*For each department, different colors designate distinct majors. Please see Table 3 for more details.

**Arts**



# Figure 4 Continued

## Humanities

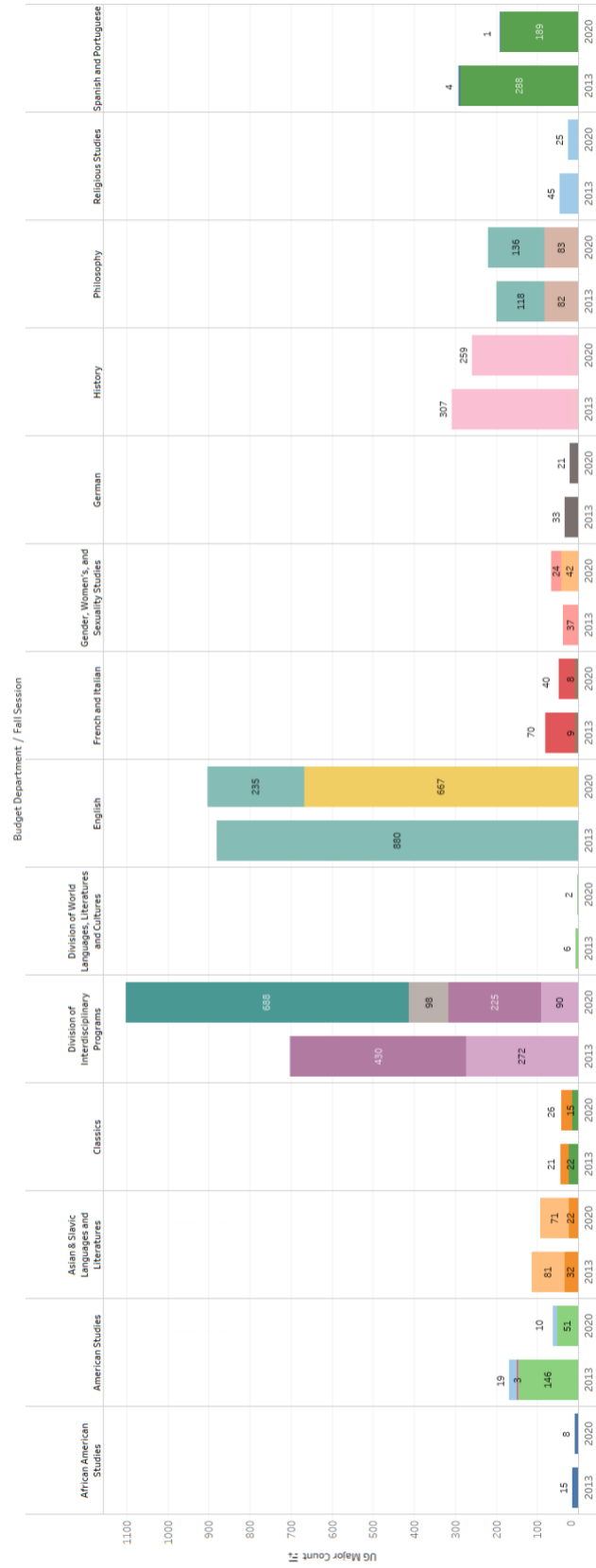
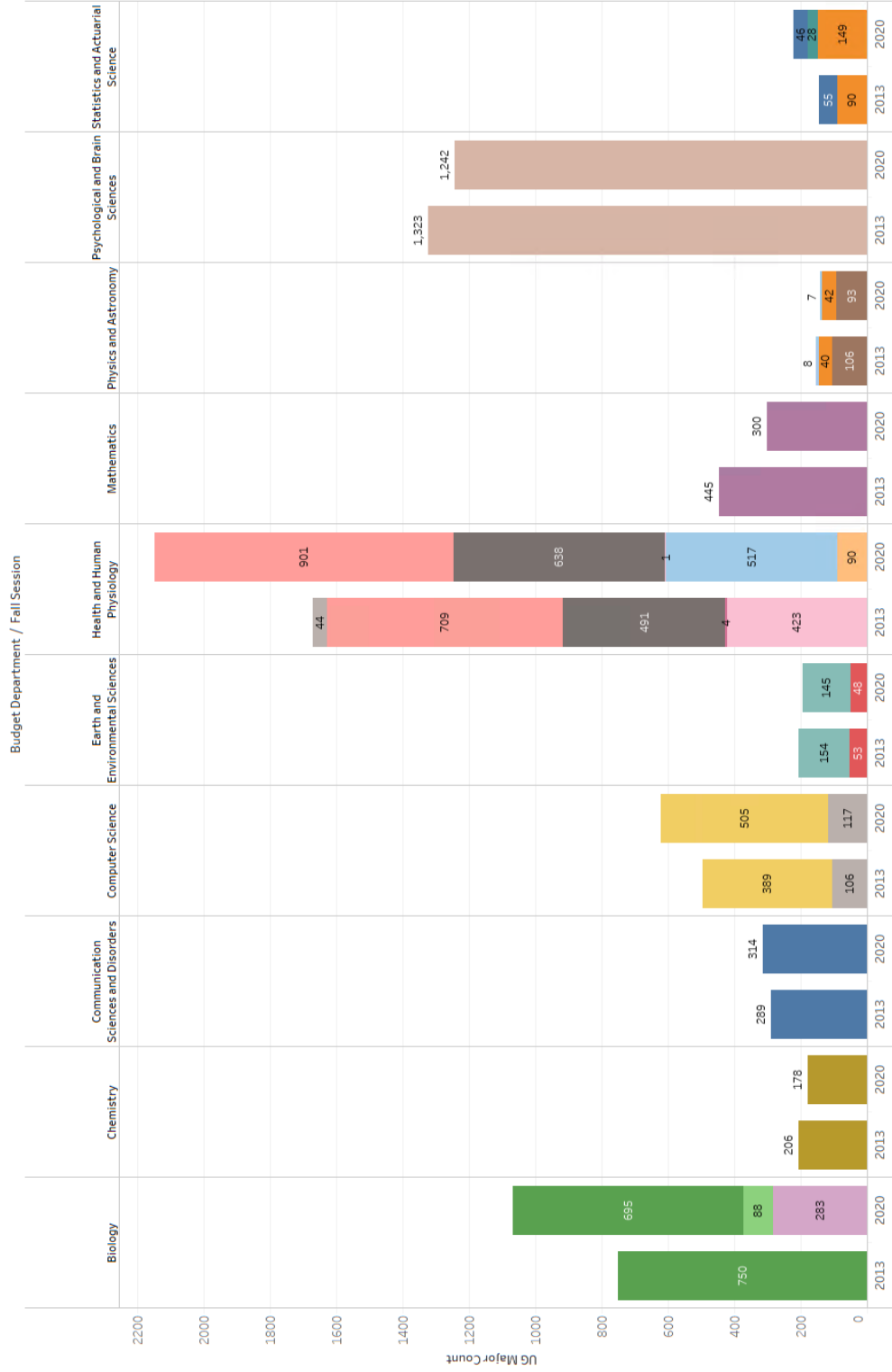


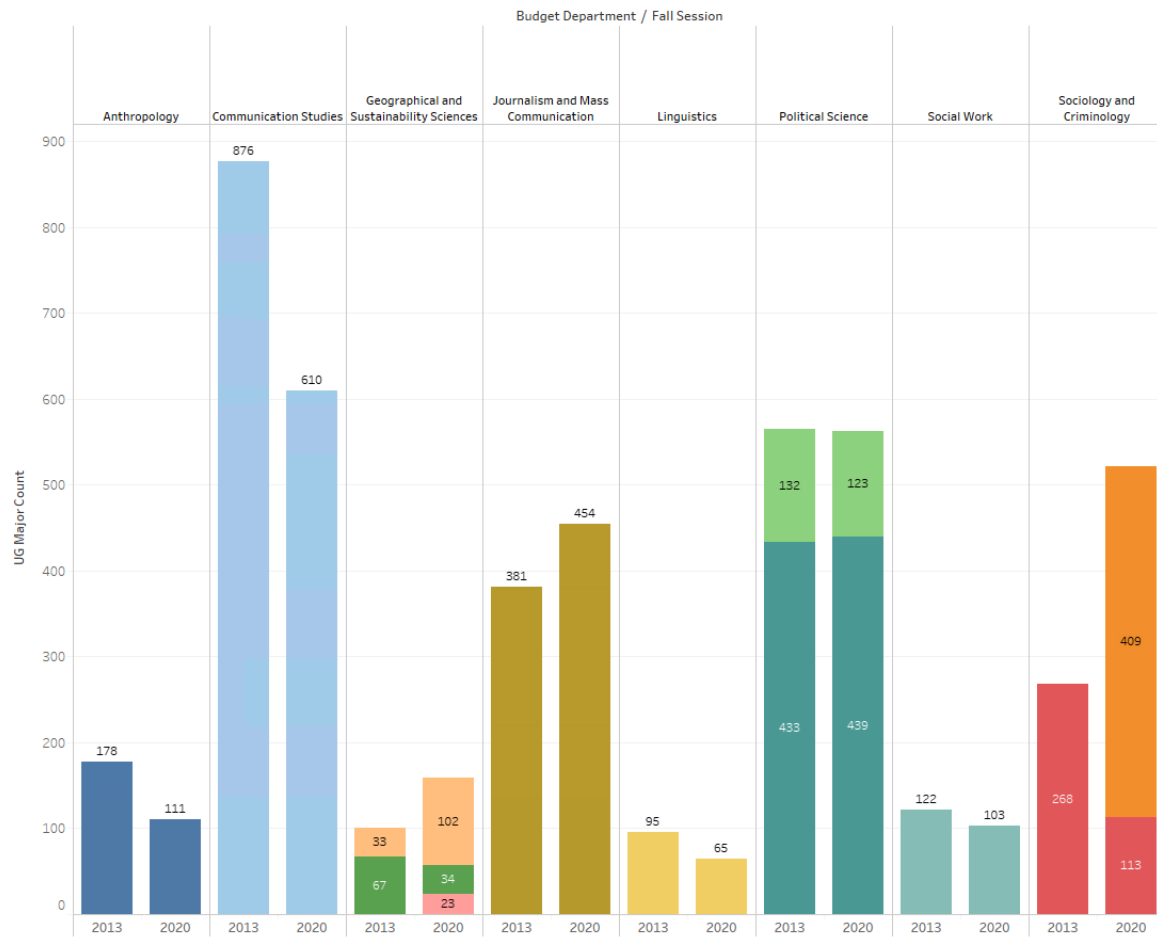
Figure 4 Continued

Natural and Mathematical Sciences



## Figure 4 Continued

### Social Sciences





**Figure 5: Changes in Number of Graduate Majors per Department, By Area (Fall 2013 vs. Fall 2020)**

\*For each department, different colors designate distinct programs. Please see Table 4 for more details.

**Arts**

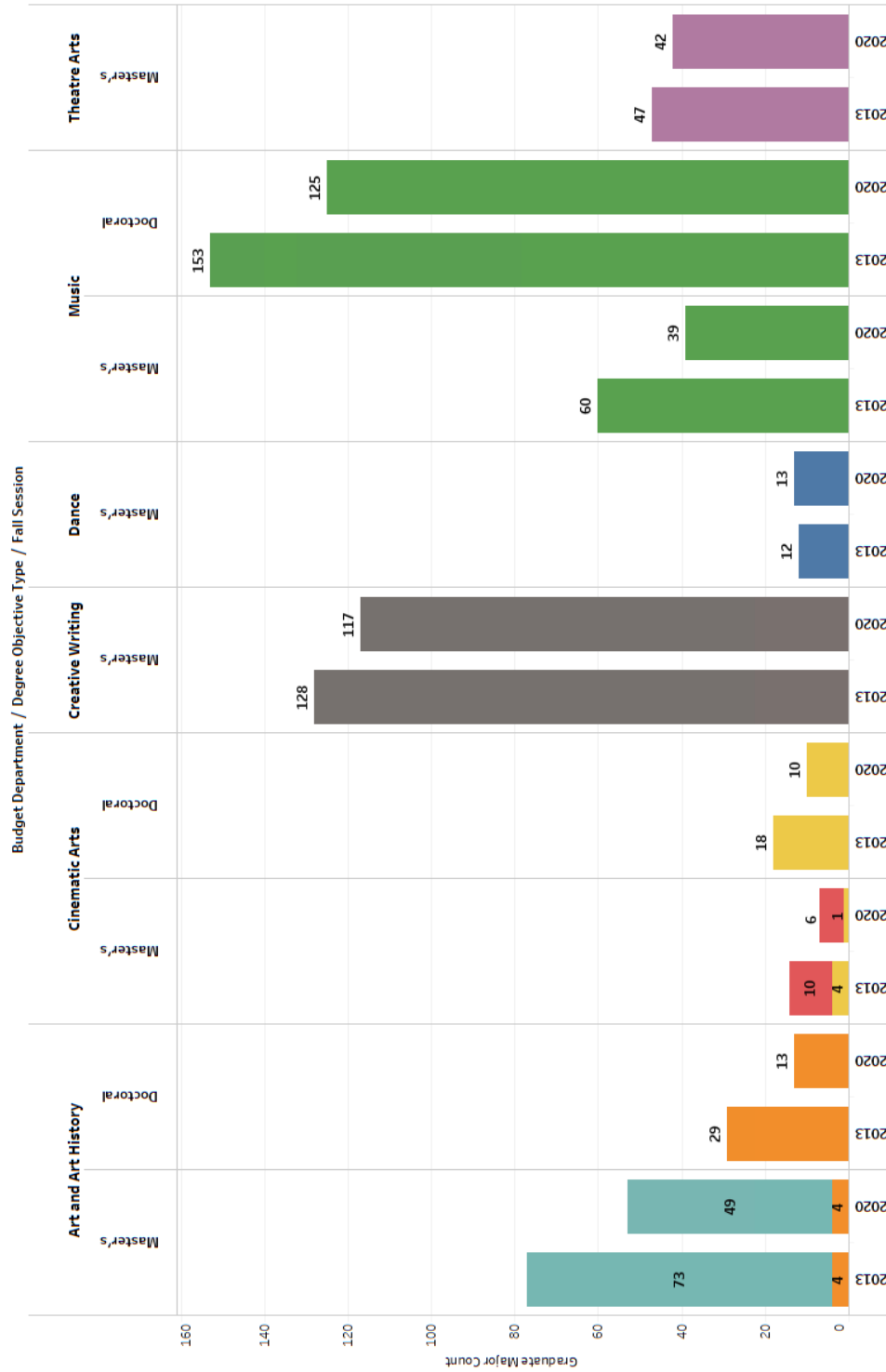


Figure 5 Continued

Humanities

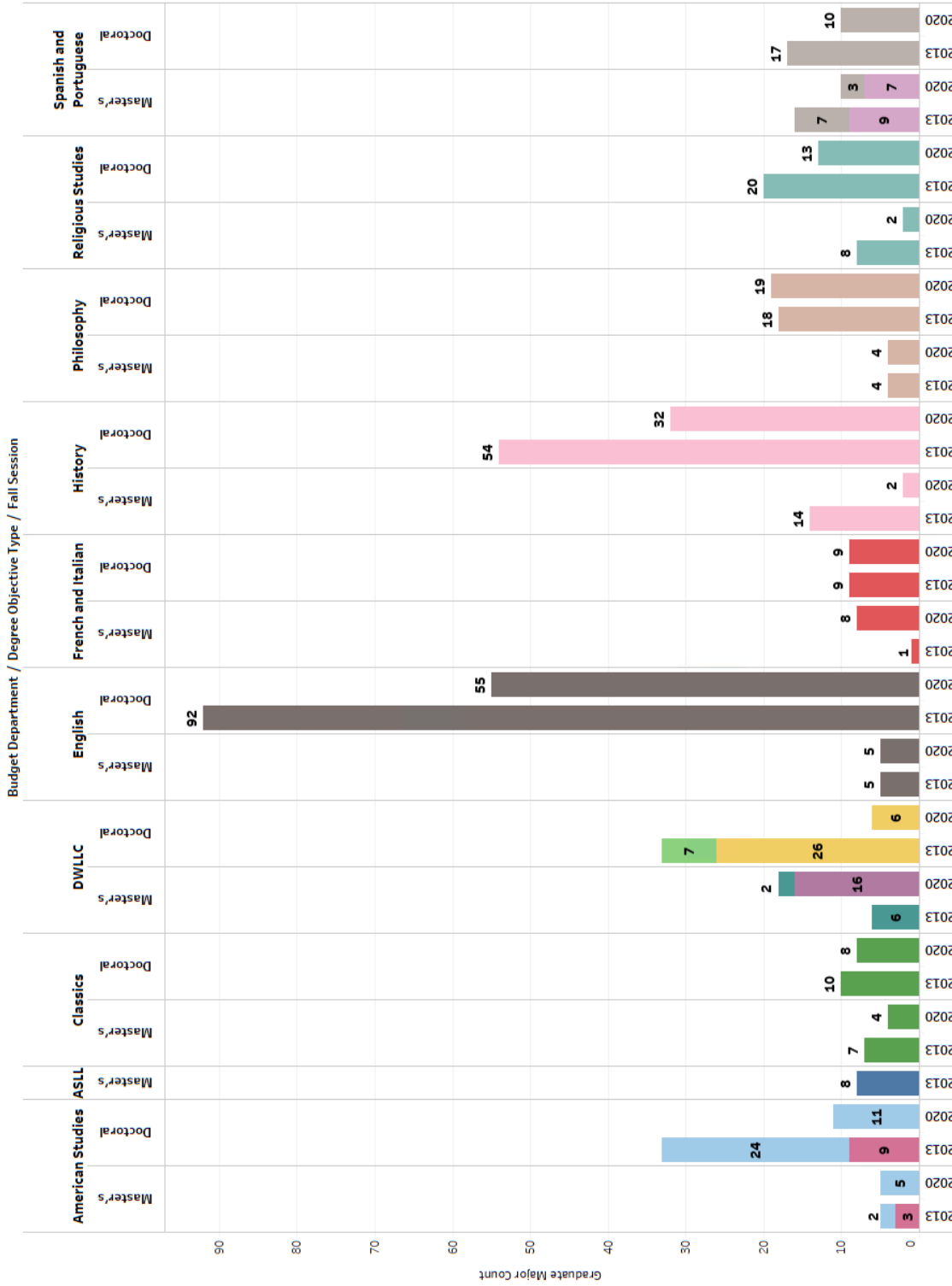
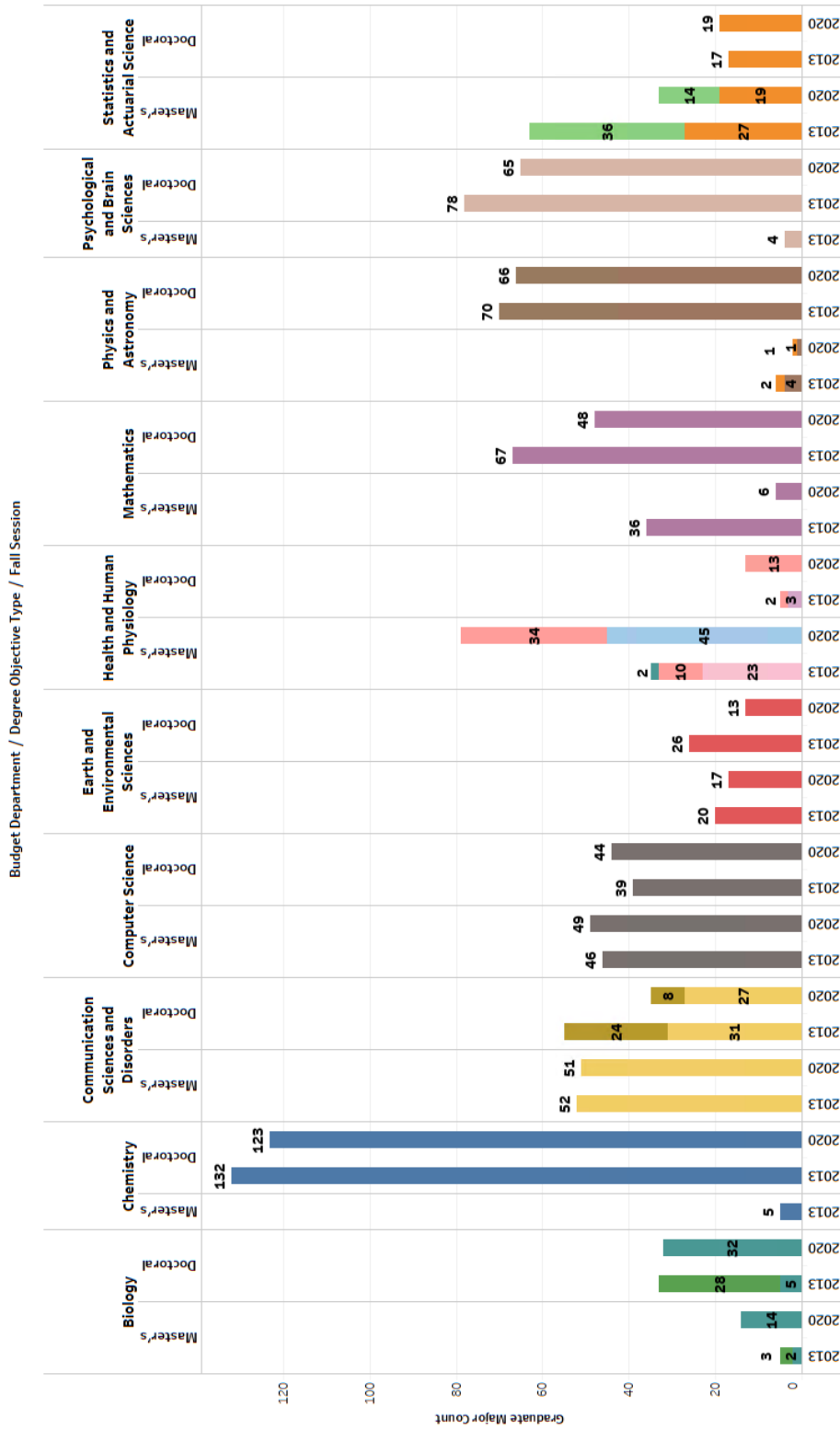


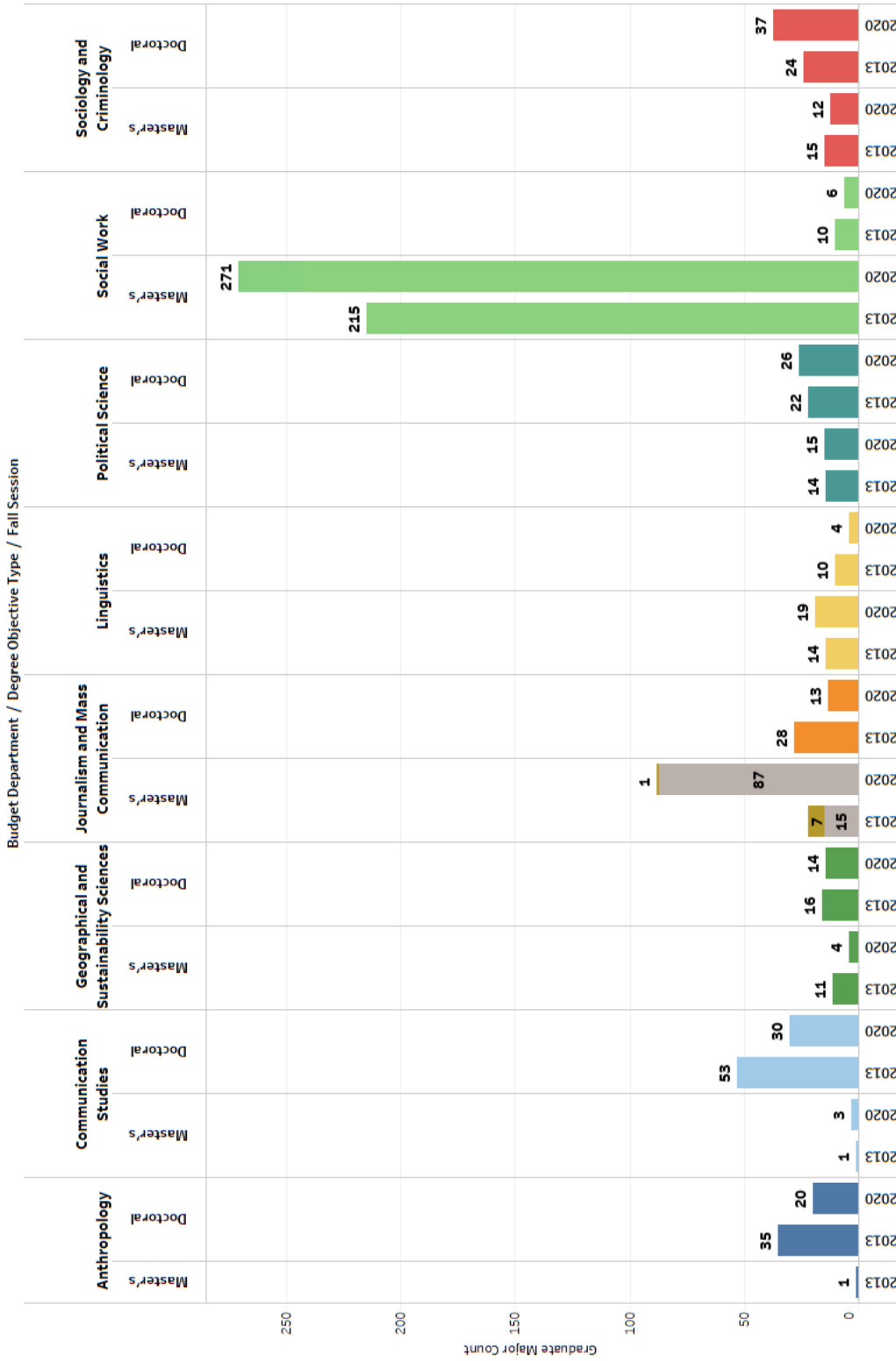
Figure 5

Natural and Mathematical Sciences

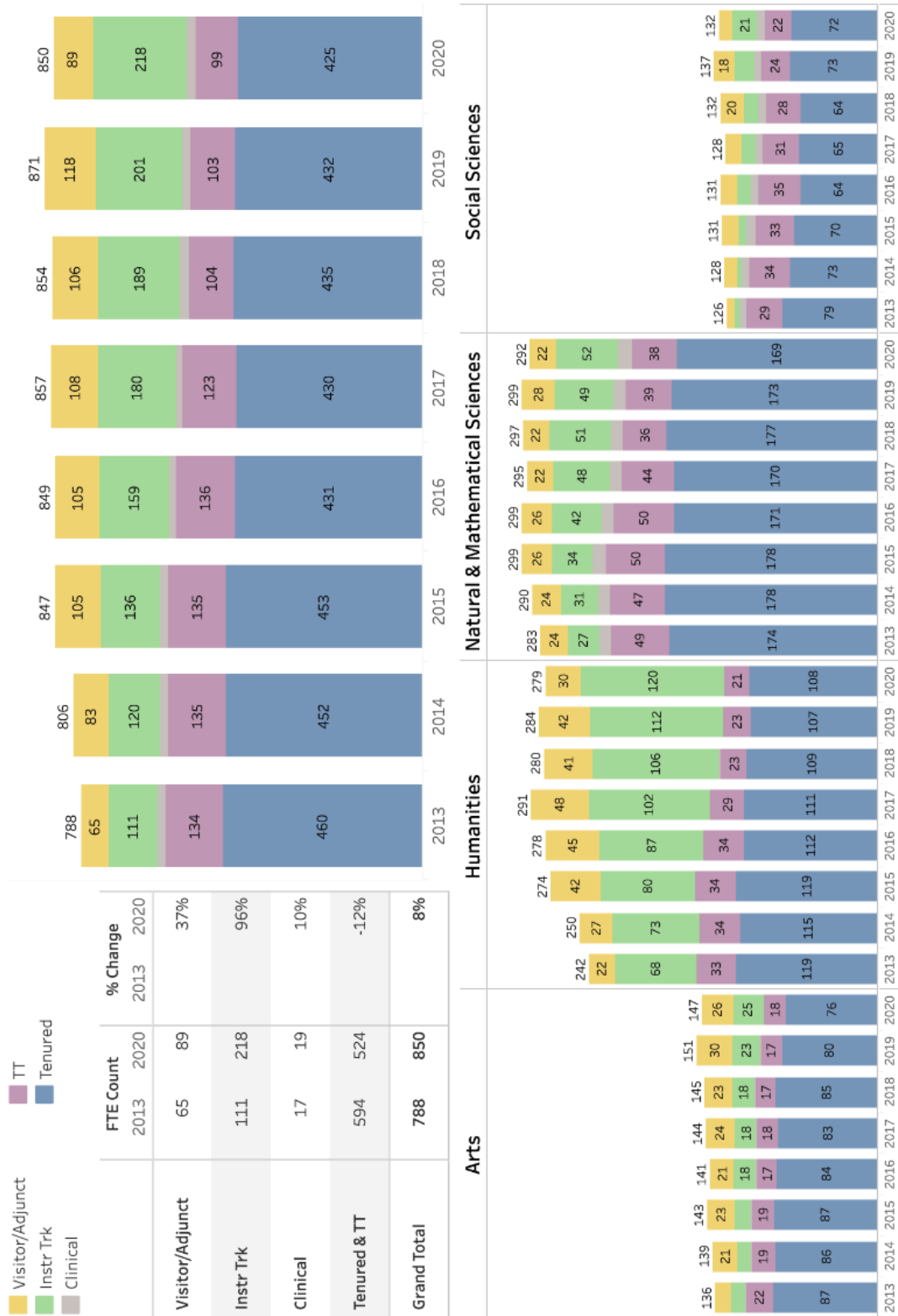


**Figure 5**

**Social Sciences**



**Figure 6: CLAS Faculty FTE 2013 vs. 2020**

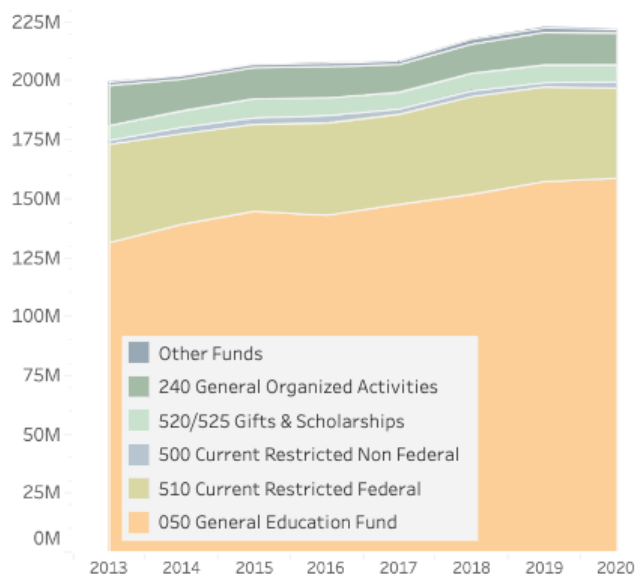


**Figure 7: CLAS Expenditures FY2013-FY2020**

**CLAS Expenditures by Fund Source**

	2013	2020
050 General Education Fund	\$131.28M	\$158.69M
240 General Organized Activities	\$17.02M	\$13.59M
500 Current Restricted Non Federal	\$1.73M	\$2.53M
510 Current Restricted Federal	\$41.71M	\$38.29M
520/525 Gifts & Scholarships	\$6.21M	\$7.17M
Other Funds	\$1.55M	\$1.66M
<b>TOTAL [1]</b>	<b>\$199.51M</b>	<b>\$221.92M</b>

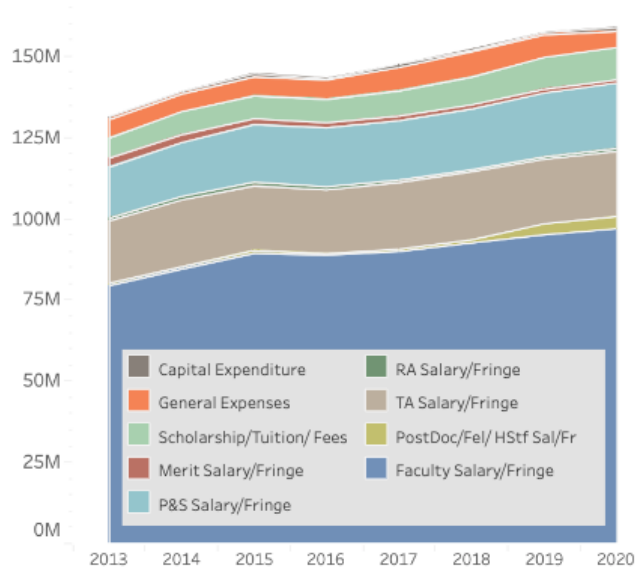
Data Source: Proview's Fund Balances by Fiscal Year (FB01), expenses before transfers. Consistent with the 2013 self study, Fund 275 (flood reimbursements) is excluded from the total reported.



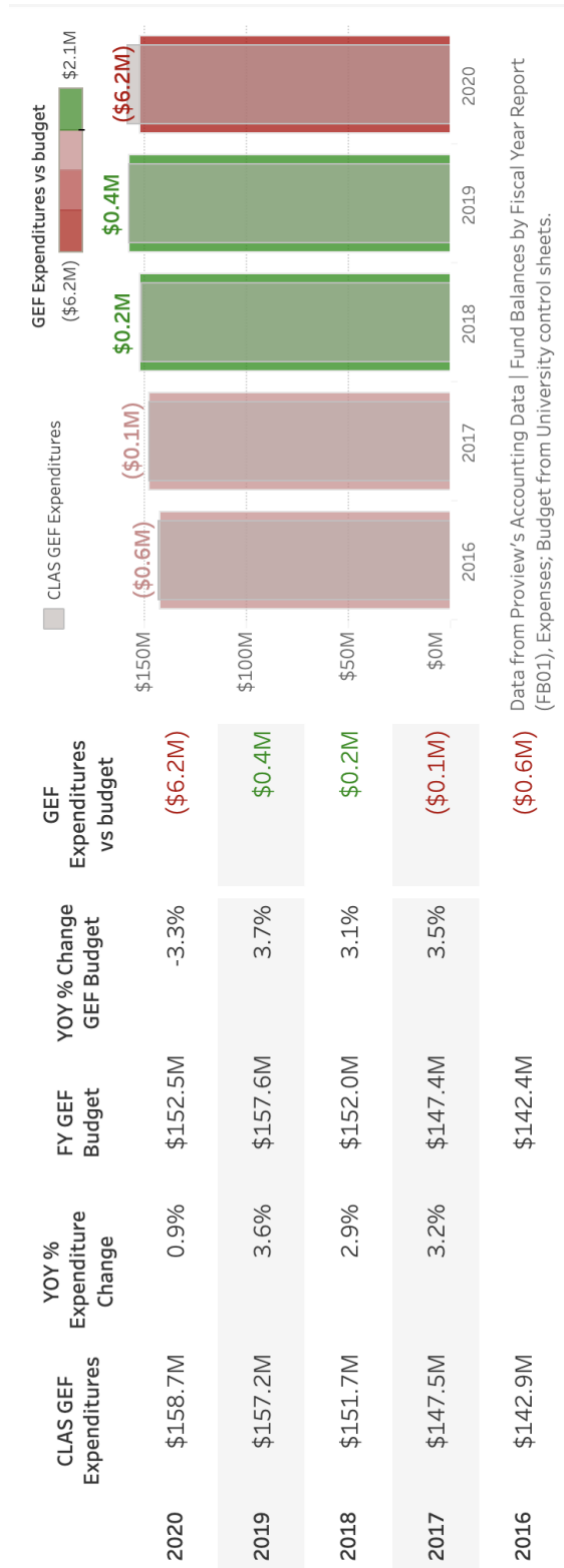
**CLAS 050 General Education Fund Expenditures**

	2013	2020
Faculty Salary/Fringe	\$79.30M	\$96.88M
PostDoc/Fel/ HStf Sal/Fr	\$0.84M	\$3.69M
TA Salary/Fringe	\$19.08M	\$20.05M
RA Salary/Fringe	\$0.86M	\$0.89M
P&S Salary/Fringe	\$15.65M	\$20.15M
Merit Salary/Fringe	\$2.81M	\$1.01M
Scholarship/Tuition/ Fees	\$6.15M	\$9.95M
Gen Expenses/Other	\$5.67M	\$4.88M
Capital Expenditure	\$0.92M	\$1.19M
<b>TOTAL 050 GEF</b>	<b>\$131.28M</b>	<b>\$158.69M</b>

Data Source: Proview's Expenditures & Transfers by Fiscal Year (EX01) - GEF Fund 050 Only.



**Figure 8: CLAS General Education Fund (GEF) Expenditures vs. Budget FY2016-FY2020**



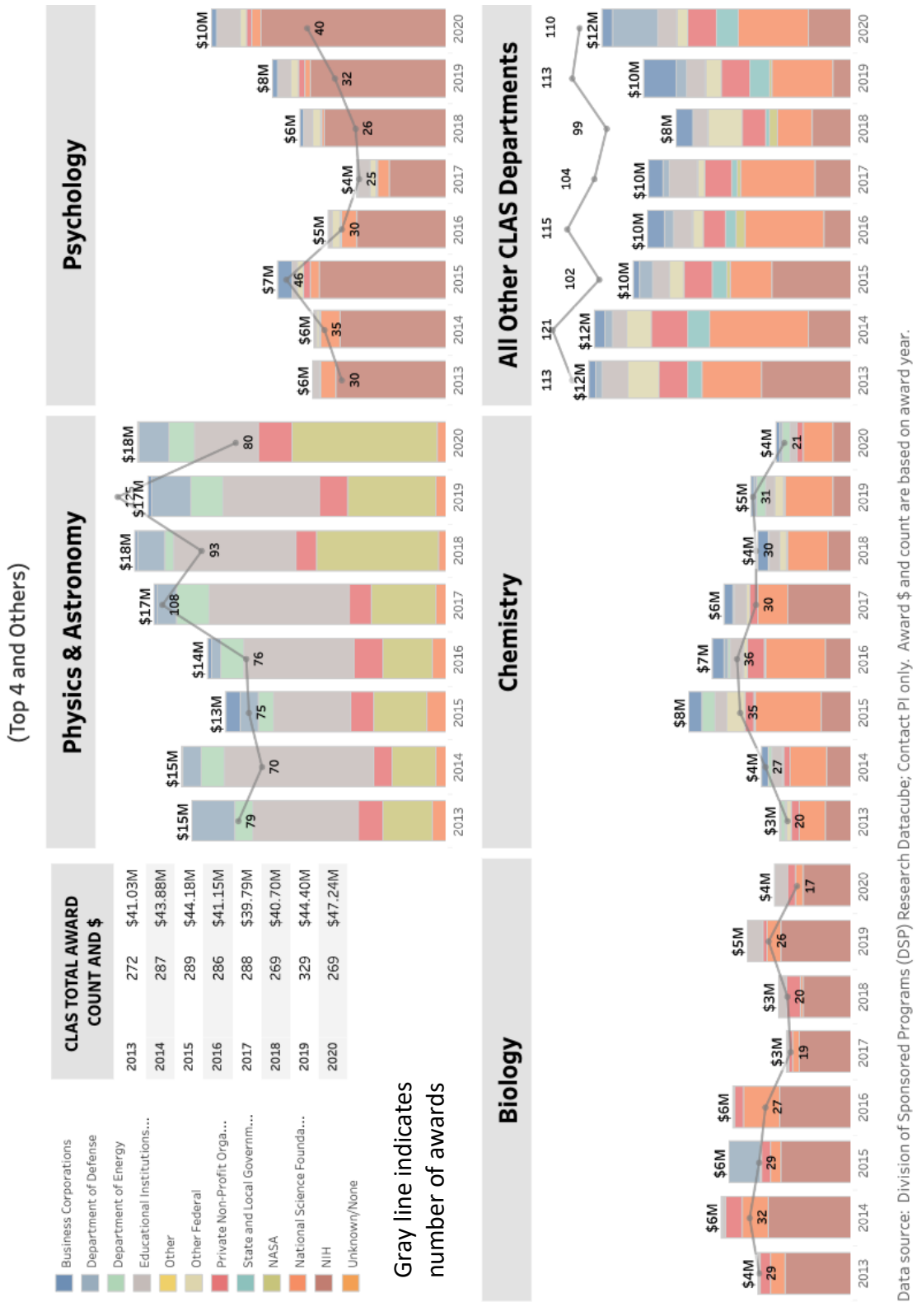
Data from Provview's Accounting Data | Fund Balances by Fiscal Year Report (FB01), Expenses; Budget from University control sheets.

**Figure 9: CLAS Research Proposals and Awards, FY2013-FY2020**

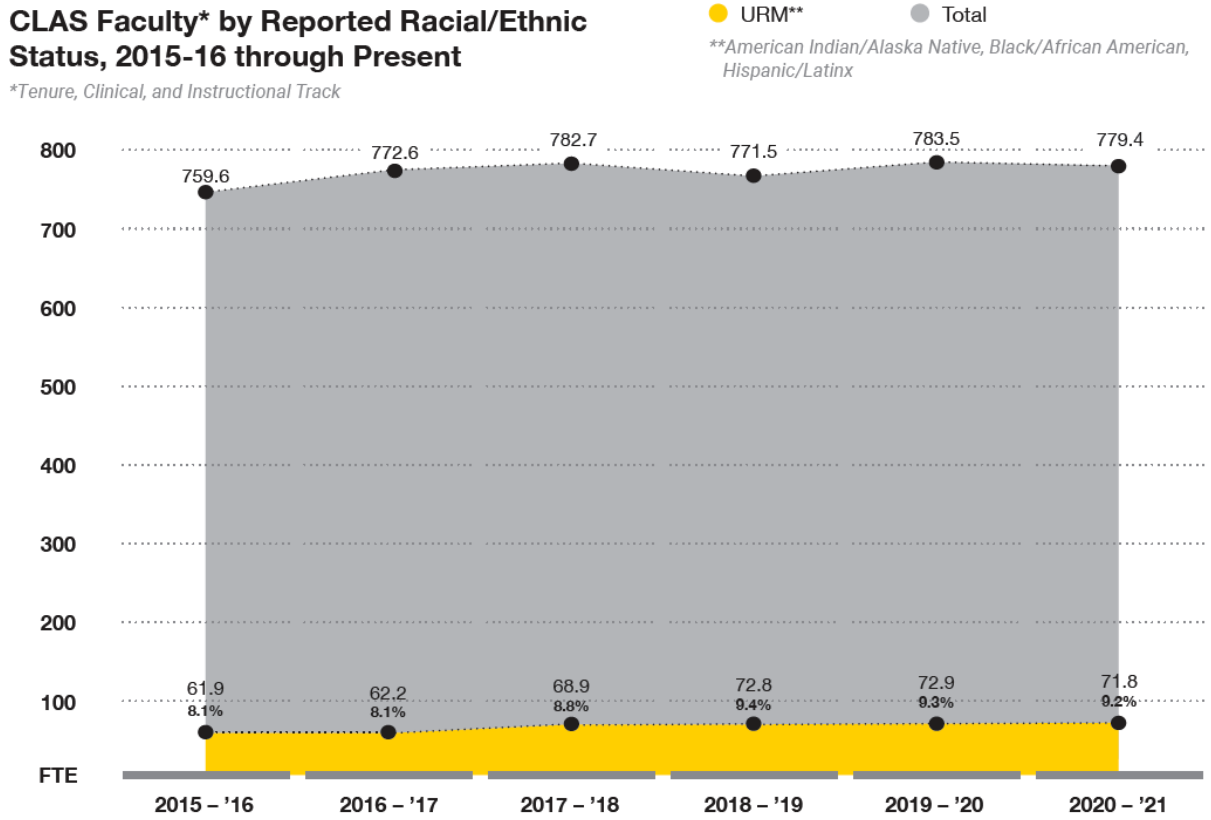




Figure 10: CLAS Research Awards by Sponsor Type, FY2013-FY2020



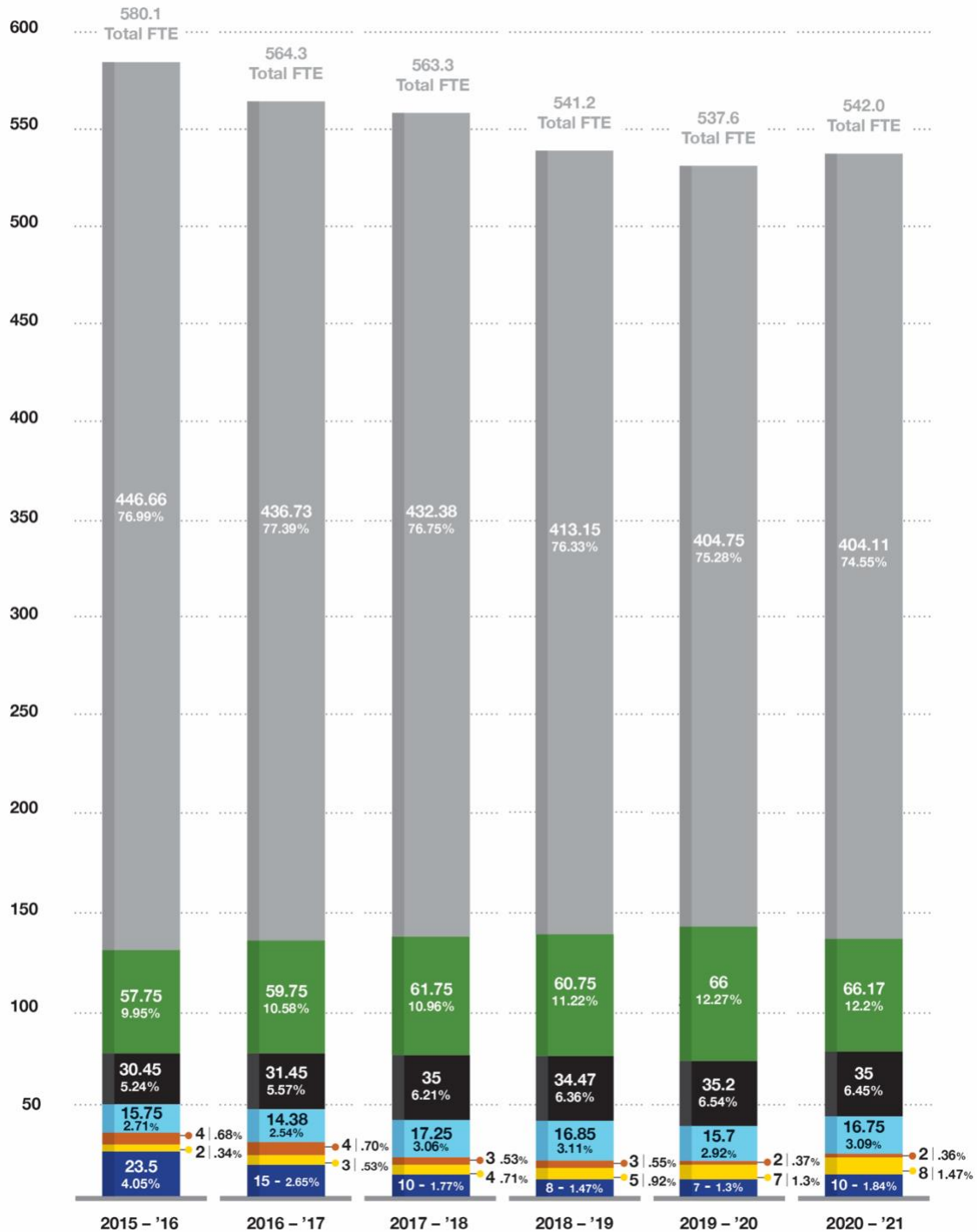
**Figure 11: All CLAS Faculty by Reported Racial/Ethnic Status**



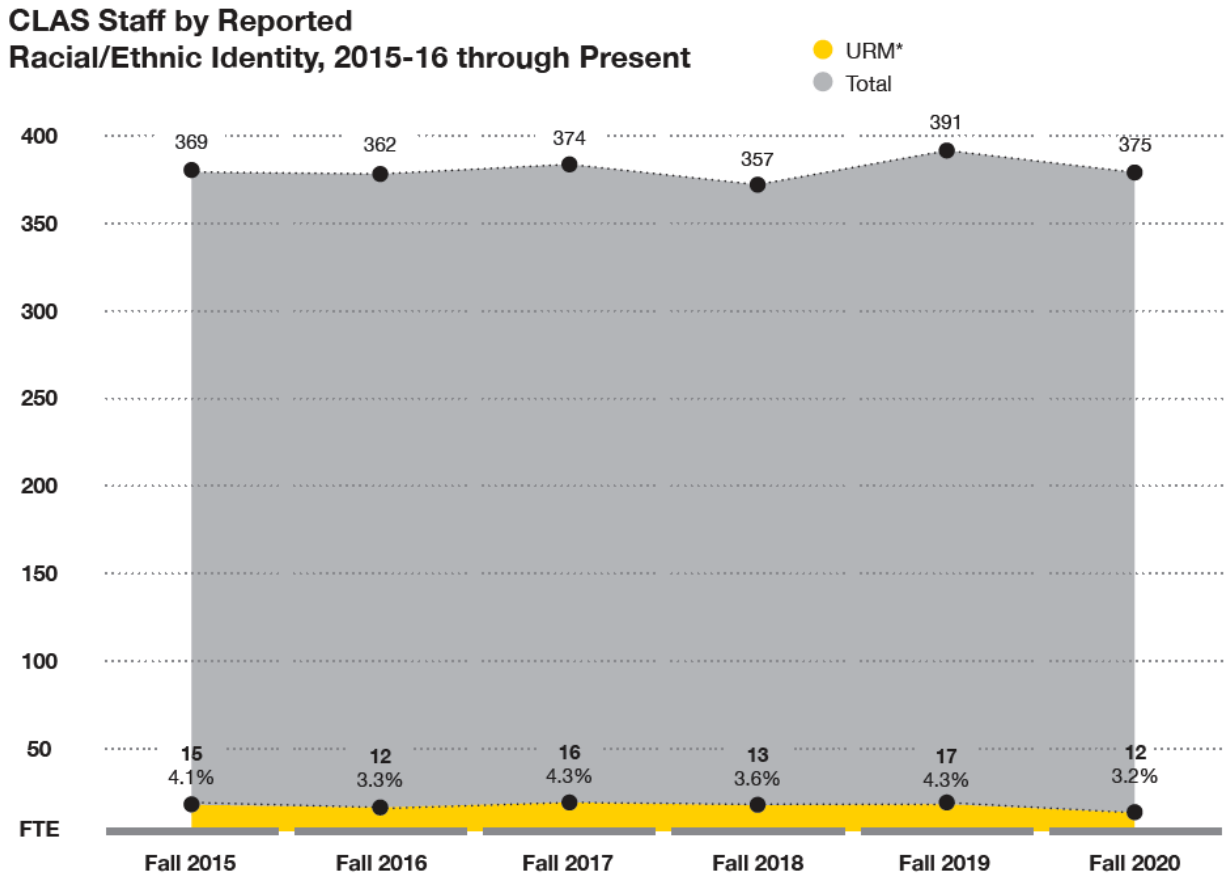
**Figure 12: Tenure-Track CLAS Faculty by Reported Racial/Ethnic Status**

**CLAS Faculty by Reported Racial/Ethnic Status 2015 – Present**  
*Tenure Track Only*

- White, not of Hispanic origin
- Asian
- Hispanic/Latinx
- Black/African American
- American Indian or Alaska Native
- Multi-Racial
- Not Specified



**Figure 13: CLAS Staff by Reported Racial/Ethnic Identity**



\* American Indian/Alaska Native, Black/African American, Hispanic/Latinx

Figure 14: CLAS Undergraduate Students by Reported Racial/Ethnic/Residency Status

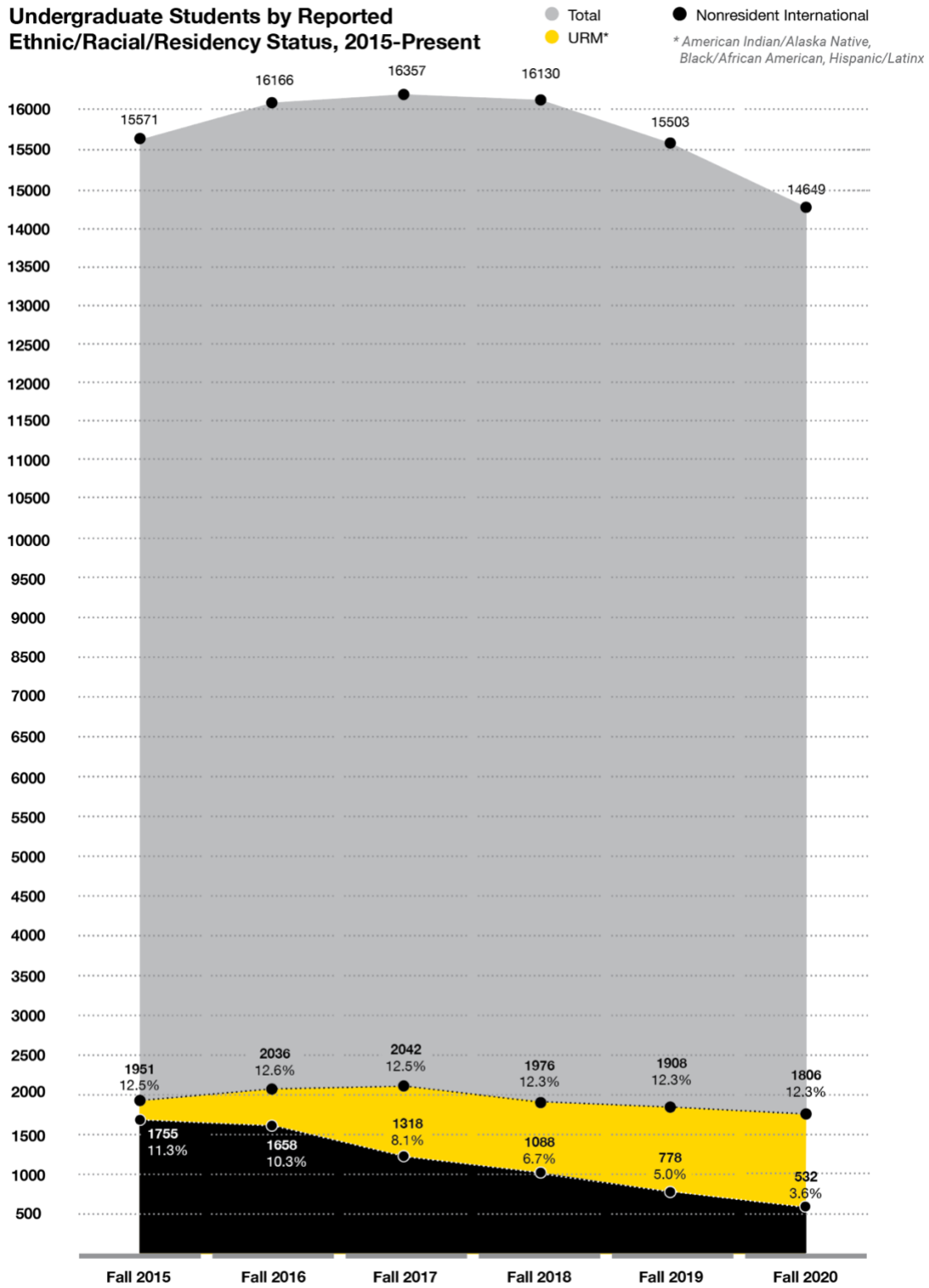
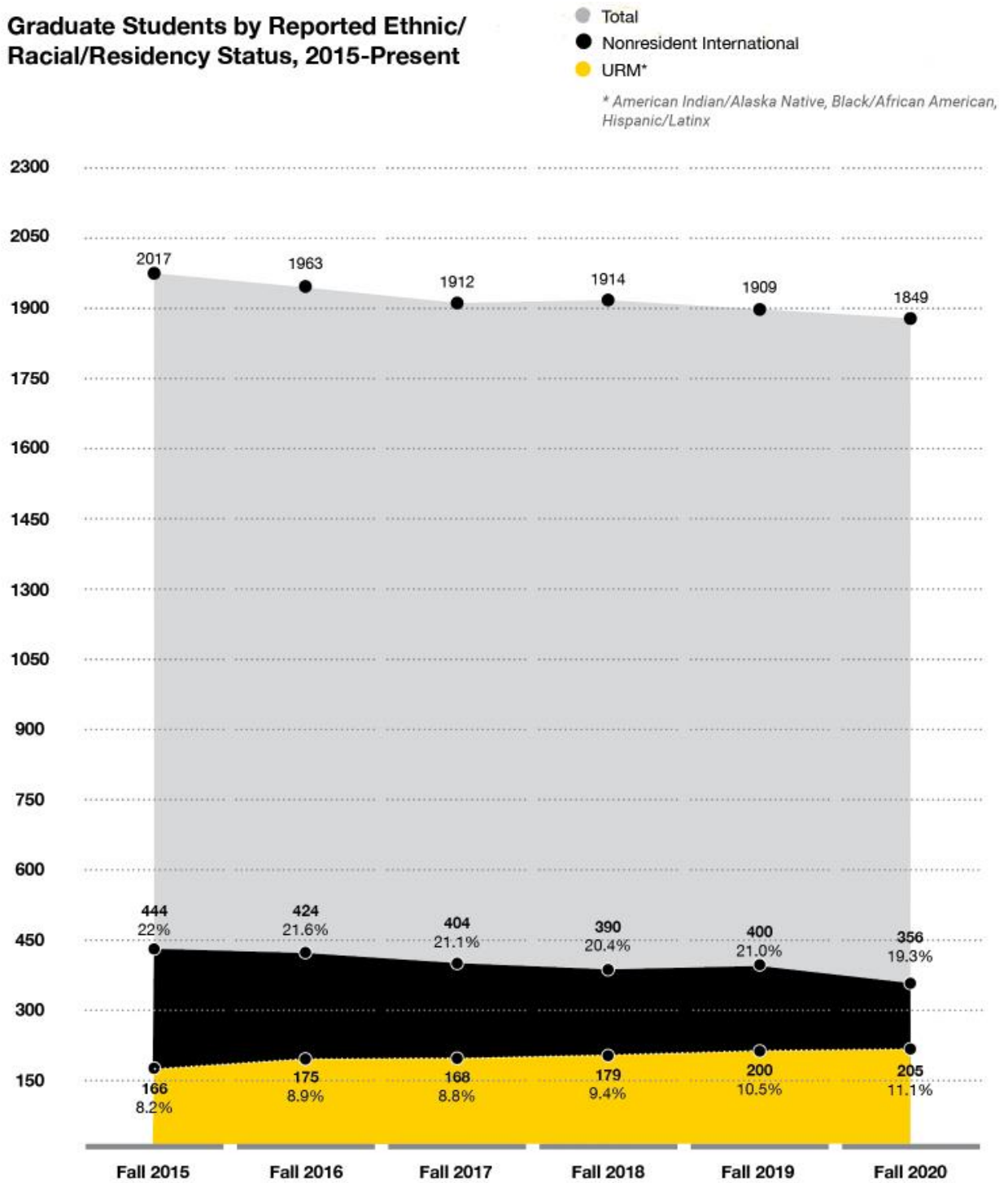


Figure 15: CLAS Graduate Students by Reported Racial/Ethnic/Residency Status



**Appendix D**  
**New CLAS Undergraduate Programs of Study from Fall 2013-Fall 2020:**  
**Majors, Minors, and Certificates**

Twelve new majors, twelve minors, and six certificates have been implemented since the completion of the last CLAS self-study in Fall 2013.

The majors below are listed alphabetically, with the implementation date noted. If a new minor was created as a companion to a new major that is noted with the major; interdisciplinary majors not associated with a major are listed in the minor section.

Four additional majors are awaiting approval in Fall 2021 by the Regents and have *not* been included in this list; they are based on current programs needing revision to better serve career opportunities in health-related fields.

**MAJORS**

The new **Biomedical Sciences** major (BS) was created as a selective, interdisciplinary program. The major provides an excellent foundation for medical training and for research and/or practice in the chemical, genetic, cellular, and physiological bases of human disease (Fall 2015).

The **Computer Science and Engineering** major (BS in Engineering) is housed in the College of Engineering and is offered in partnership with the CLAS Department of Computer Science and College of Engineering, with the major preparing students for a career or further professional or graduate-level learning in the area. Students must be admitted to the College of Engineering in order to declare the major (Fall 2016).

**Criminology, Law, and Justice** major (BA, BS, and minor) offered by the Department of Sociology and Criminology examines the sociological underpinnings and theories of crime, law, and the criminal justice system, including their interactions with social institutions (Fall 2016). This major was inspired by Admissions and students voicing their interest in related careers.

**Data Science** (BS) administered by the Department of Statistics and Actuarial Science in consultation with the Department of Computer Science, prepares students to understand “statistics as well as algorithm and software design to create and develop the next generation of data analysis tools” (Fall 2018). Students in the major are highly employable.

**English and Creative Writing** (BA), Department of English. The major balances the art and practice of creative writing with a study of literature (Fall 2016). When the major was creative, the former track in Creative Writing was closed. Students are prepared for careers related to writing, editing, publishing, and public relations, with some students also entering translation, marketing, and related professions requiring strong communication skills.

**Enterprise Leadership** (BA) is offered jointly by the College of Liberal Arts and Sciences and the John Pappajohn Center for Entrepreneurial Management in the Tippie College of Business, with the degree awarded by CLAS. The major combines a business and liberal arts approach to learning while helping students to refine their ability to communicate with many audiences (Fall 2015). The

major supplies applied learning through required projects for clients; many students in this field hope to start their own businesses.

**Global Health Studies** (BA, BS, and minor), Division of Interdisciplinary Programs, Global Health Studies Program. The major explores health in its many manifestations from an interdisciplinary perspective, teaching students to understand the forces that shape health and healthcare (Fall 2016). Students with this major often continue their students at the graduate level or work for NGOs or other opportunities related health and the helping professions.

**Neuroscience** (BS) is an interdisciplinary major offered by the Department of Biology and the Department of Psychological and Brain Sciences, preparing students for work in the life-science fields and for medical school or other health-related programs (Fall 2017). The major was created as part of Iowa Neuroscience Institute initiative.

**Screenwriting Arts** (BA) is offered by the Department of Cinematic Arts, preparing students to be members of screenwriting industry, with this preparation grounded in screenwriting theory, history, and the artistic process (Fall 2019). The major was implemented to strengthen CLAS as a destination for writing; writing is also key in the Department of Theatre Arts in its playwriting and writing for television courses, supported through grants and donations.

**Social Justice** (BA and minor) is administered by the Department of Gender, Women's, and Sexuality Studies and encourages students to explore issues related to social justice through interdisciplinary avenues, including the arts, political science, and history (Fall 2017). This major specifically speaks to students' concerns about diversity, equity, and inclusion.

The major in **Sport and Recreation Management** (BS and minor) focuses on managerial skills and strategic planning related to sport and recreation. The major is offered by the Department of Health and Human Physiology (Fall 2016) and requires an internship for the major.

The **Sustainability Science** major (BS) is administered by the Department of Geographical and Sustainability Sciences; the major offers courses that study the interactions between natural and social systems, and how those interactions affect the challenge of sustainability (Fall 2019), with students able to enter many first careers related to sustainability issues.

## MINORS

In addition to the minors created with a major listed in the preceding section, the following eight minors were approved during the years of 2013 and 2021.

The minor in **Health and the Human Condition**, administered by the Department of Classics, deepens the liberal arts perspective for students interested in the many vocations related to health care (Fall 2014). Classics also offers multiple courses related to the roots and history of medicine and its modern approaches.

A minor in **Latina/o/x Studies**, housed in the Division of Interdisciplinary Programs, critically examines the history, culture, politics, and experiences of Latina/o/x in the United States while helping to build community among students (Fall 2014). Exploring topics related to students from a



growing demographic in higher education, this minor was also created to help those not in the population to better understand related cultural and historical aspects of being Latina/o/x, with the plan of someday expanding this offering into a major.

A minor in **Rhetoric and Persuasion**, offered by the Department of Rhetoric, focuses on the mastery of speaking, persuasion, and related communication skills needed for academic success and career opportunities (Fall 2014). Students planning careers related to communication, such as public relations, marketing, politics, and teaching are drawn to this minor.

The minor in **Translation for Global Literacy** encourages undergraduate students to explore translation both as a practical application and as a tool for global literacy and is administered by the Division of World Languages, Literatures, and Cultures (Fall 2015). The minor is the foundation for the related proposed major, not yet approved, which is a component of the writing university initiative.

The **Religion and Media** minor offered by the Department of Religious Studies and Department of Communication Studies builds critical skills in cultural and media literacy by examining the interplay of religion and media and its effect on history and culture (Fall 2016).

**Gender, Health, and Healthcare Equity**, Department of Gender, Women's, and Sexuality Studies. The minor explores intersections of gender, race, sexuality, and class in relation to health, illness, healthcare, and social justice (Fall 2016), speaking to current political events and concerns.

**Korean Studies**, Department of Asian and Slavic Languages and Literatures. The minor requires language studies as well as courses in the history or culture of Korea (Fall 2016). International students from China have been especially interested in learning Korean.

**Russian and Eastern European Studies**, Department of Asian and Slavic Languages and Literature. The minor focuses on topics related to Russian and Eastern European culture and civilization, with courses offered in English (Fall 2016). The impetus for the minor was to better educate students to understand historical and contemporary themes related to current geopolitical issues.

## **CERTIFICATES**

Most certificates are designed to augment students' intellectual knowledge with pragmatic skills, showing the students range of interests to an employer.

The Certificate in **Event Planning** is designed to serve the career goals of a growing number of students who want to create and manage events and administered by the School of Journalism and Mass Communication, courses from the Department of Communication Studies, and from the Sport and Recreation Management program (Fall 2015).

A certificate in **Social Science Analytics** offers an opportunity for interdisciplinary training on how data can be used to address important questions in the social sciences, preparing students for a first career where these skills are increasingly important. The certificate is part of the larger UI Informatics Initiative and is administered by the Department of Political Science with support from

related departments, including Geographical and Sustainability Sciences, Sociology and Criminology, Statistics and Actuarial Science, and Computer Science (Fall 2015).

A certificate in **Geographic Information Science** provides training in geospatial technologies, including related foundational theories and application of techniques and best practices, giving students the skills and practice needed for a first career in GIS. The certificate is administered by the Department of Geographical and Sustainability Sciences and is offered online (Implemented, Fall 2017)

The certificate in **Political Risk Analysis**, offered by Political Science, helps to prepare students to work in security, analyzing risks that institutions and businesses may face while in other countries. The certificate attracts students in business as well as veterans who have worked previously in the area of security (Fall 2017)

The certificate in **Public Digital Arts** was approved as part of the Public Digital Arts initiative, with a cluster hire in the public digital arts supported by the Office of the Provost. The certificate prepares students from many disciplines, including Engineering, to use leading edge digital tools to create art (Fall 2018), skills which also can be applied to many businesses opportunities.

A certificate in **Resilience and Trauma Informed Perspectives**, administered by the School of Social Work, grew out of work done by CLAS and the Colleges of Education, Public Health, and Nursing, through an interdisciplinary initiative to students prepare for professional experience in the helping professions, educating undergraduates about resources on campus and avenues of help related to resilience and trauma (Fall 2018).

## Appendix E: List of All Certificates Offered By CLAS

### CLAS Certificates

[Aging and Longevity Studies Program](#)

[Arts Entrepreneurship](#)

[Classics Post-Baccalaureate Certificate](#)

[Critical Cultural Competence](#)

[Disability Studies](#)

[Event Management Certificate](#)

[Geographic Information Science](#)

[Global Health Studies](#)

[International Business](#)

[Interscholastic Athletic/Activities Administration](#)

[Latin American Studies](#)

[Native American and Indigenous Studies](#)

[Media Entrepreneurialism](#)

[Medieval Studies](#)

[Museum Studies](#)

[Political Risk Analysis](#)

[Public Digital Arts](#)

[Resilience and Trauma Informed Perspectives](#)

[Social Science Analytics](#)

[Writing](#)

(includes Literary Publishing Track)

### Administrative Home

[School of Social Work](#)

[Division of Performing Arts](#)

[Department of Classics](#)

[School of Social Work](#)

[Department of Health and Human Physiology](#)

[School of Journalism and Mass Communication](#)

[Department of Geographical and Sustainability Sciences](#)

[Division of Interdisciplinary Programs](#)

[Tippie College of Business w/CLAS](#)

[Department of Health & Human Physiology](#)

[Division of Interdisciplinary Programs](#)

[Native American and Indigenous Studies](#)

[School of Journalism & Mass Communication](#)

[Medieval Studies Program](#)

[Department of Anthropology](#)

[Department of Political Science](#)

[Public Digital Arts](#)

[School of Social Work](#)

[Department of Political Science](#)

[Division of Interdisciplinary Programs](#)

## Appendix F: CLAS General Education (GE) Core

GE CLAS Core courses provide a broad foundation of contextual knowledge and a focused practice of transferable skills necessary for a lifetime of learning.

- The program consciously articulates the learning process, the value of this learning, and the modes of inquiry, tools, and methods associated with particular areas of study and how they interact with each other.
- Students thus acquire a broad, interdisciplinary perspective that allows them to make connections across areas of specialization and to approach problem-solving from multiple perspectives. This broad base complements the student's in-depth study within the major.
- Core courses especially focus on skills and the incremental development of skills by starting with simpler concepts and assignments to help the student reach the complexity of deep learning which includes its application and integration with other knowledge.
- Core courses are numbered below 3000 and serve students making the transition into the University of Iowa, helping students to understand the expectations of the college while providing the tools needed for more advanced academic work in the major.

### Comprehensive Outcomes of the GE CLAS Core

In order to reach the goals of the GE CLAS Core, the following student learning outcomes have been established by the General Education Curriculum Committee.

1. Students become more aware of the learning process since GE CLAS Core courses discuss what students are learning, why, and how it is being learned, the various ways it relates to other knowledge presented in the course, and resources students might want to use.
2. Students have a better understanding of the ways that learning can transform the individual and motivate change within society.
3. Students practice and improve the following specific skills, methods, and modes of inquiry:
  - Students use the skills, methods, and modes of inquiry central to the area of study represented by the course and by its GE status area within the GE program.
  - Students think critically, using analysis, deduction, inference and/or other analytical strategies to complete assignments and other course activities.
  - Students write and speak informally and/or formally about matters related to the course, while also using other methods of communication appropriate to the course content.

### Required Course Attributes: Best Practices

CLAS Core courses share organizational and pedagogical attributes that help define the goals of the General Education CLAS Core. These support the student's transition to UI and challenge students to become engaged, motivated learners. Faculty teaching a CLAS Core course are especially aware of the difficulties that students might have when adjusting to the expectations of a rigorous academic community. Instructors in the program thus help to connect students to resources and pay special attention to teaching students how to learn as well as what to learn. Core courses especially focus on skills and the incremental development of skills by starting with simpler concepts and assignments to help the student reach the complexity of interdisciplinary learning which includes its application and integration with other knowledge. Instructors do not

assume students have the background vocabulary or skills needed to be successful in the course but expose students to these skills, for example, before requiring their use.

All CLAS Core courses must use the following best practices:

- Assume no prior student knowledge in the course content.
- Build from simple and/or informal assignments to more complex and/or formal ones, giving the student the opportunity to develop and master skills that are needed for achieving academic excellence and success in the course.
- Give early and frequent evaluation of student work, helping to define and motivate students to achieve academic success.
- Provide models and/or rubrics to define academic expectations so that students understand the standards of the course and the student’s own performance in relation to these standards.
- Use a variety of teaching and assessment strategies throughout the semester to better engage students in their own learning and in order to reach the wide range of students with various needs in the course.
- Integrate the instructor’s research within the course, when feasible, reflecting the dual mission of the college while helping the students to understand the tools of inquiry and how these tools operate in “real life.”
- Encourage students to learn from each other whenever possible, particularly through large and small group discussions, student organized study groups, and by the use of peer mentors, supplemental instruction, writing fellows, and creative activities that engage students, thus widening the process for students “learning how to learn.”
- Use technology as a supplemental tool to support engaged learning when feasible, encouraging students to pursue a topic or a skill in more depth outside the classroom.
- Discuss academic integrity from the position of community obligation, trust, and learning while also reminding students of the consequences for academic misconduct.

**Current GE CLAS Core Requirements and Related GE Area Learning Outcomes**

The CLAS General Education CLAS Core is divided into three broad content areas, with a total of 11 requirements summarized in this table.

<b>Communication and Literacy</b>
Interpretation of Literature (3 s.h.)
Rhetoric (4 s.h.)
World Languages (s.h. varies by language and student achievement. Note: All students must complete 2 years of language in high school to be admitted to UI and 60% of UI students use 4 years of HS work to complete this requirement)
<b>Natural, Quantitative, and Social Sciences</b>
Natural Sciences (7 s.h. must include one lab)
Quantitative or Formal Reasoning (3 s.h.)
Social Sciences (3 s.h.)

<b>Culture, Society, and the Arts</b>
Diversity and Inclusion (3 s.h.)
Historical Perspectives (3 s.h.)
International and Global Issues (3 s.h.)
Literary, Visual, and Performing Arts (3 s.h.)
Values and Culture (3 s.h.)

### ***Communication and Literacy***

- Rhetoric
- Interpretation of Literature
- World Languages

### ***Natural, Quantitative, and Social Sciences***

- Natural Sciences
- Quantitative or Formal Reasoning
- Social Sciences

### ***Culture, Society, and the Arts***

- Diversity and Inclusion
- Historical Perspectives
- International and Global Issues
- Literary, Visual, and Performing Arts
- Values and Culture

### **Rhetoric**

Rhetoric helps student to develop skills in speaking, writing, listening, and critical reading. It also builds competence in research and inquiry as well as in analysis and persuasion, especially in the area of understanding public controversies in their social contexts.

#### **Students**

- Write and speak to discover and explain, question and justify positions in a controversy;
- Read and listen to comprehend and consider arguments, both as separate constructs and in conversation with one another;
- Understand basic rhetorical concepts such as purpose and audience and use them in composing effective spoken and written communication;
- Understand and use research as responsible inquiry.

### **Interpretation of Literature**

Texts must be chosen from several genres (fiction, drama, poetry, essay, etc.) and must span more than a single century. Diversity of race, gender, and social background among the authors read is encouraged. Courses must be taught in English.

### **Outcomes**

- Students refine their reading skills by the exposure to a wide variety of genres from multiple centuries.
- Students improve their reading comprehension and analysis by using a range of strategies or “ways of reading” appropriate for the assigned texts.
- Students strengthen their analytical and critical responses to texts through the intensive use of oral and written responses.
- Through assigned readings, class discussion, and writing assignments, students recognize the influence of a reader’s individual differences and experiences on interpretation and analysis.
- In discussion and in writing, students consider the crucial connections between individual texts and cultural, historical, political, social, and other contexts.
- Finally, students deepen their vision of themselves as readers, particularly as contrasted to beginning of the course.

### **World Languages.**

Courses in this area help students develop their communicative abilities in a language other than English. These courses also explore related culture(s), communities, and intercultural competency.

Only languages for which the college can guarantee regular offerings of a complete course sequence which are taught on regular and recurring basis are approved in this area. Students will achieve the below outcomes in a world language, achieving a more advanced proficiency in each of the areas below as the student moves from the elementary to the intermediate level of the language.

### **Outcomes**

Students:

- Use interpersonal language.
- Practice interpretive languages skills.
- Present ideas formally.
- Compare and contrast their first language and culture with the one learned in the WL courses, engaging in multiple perspectives.
- Question how language illuminates and obscures differences in cultures and values.
- Analyze texts, images, film, music and other cultural products.
- Gain intercultural competency.

## **Natural Sciences**

All approved courses must include exposure to the methods and theory of the discipline or disciplines on which the course focuses. Histories of science or philosophy of science courses are not appropriate for this area.

### **Outcomes**

- Students describe a significant segment of natural science, including its major concepts and ways of framing questions.
- Students understand the attitudes of science: logic, precision, experimentation, tentativeness, and objectivity.
- Students develop and practice communication skills that apply to the relevant discipline.
- In laboratory courses, students use laboratory investigations and appropriate procedures to generate accurate and meaningful data and derive reasonable conclusions from them.

## **Quantitative or Formal Reasoning**

Courses approved in this area have as their primary purpose the development of the analytical powers of the student as they might be exercised in presentation and evaluation of mathematical or other formal symbolic systems.

### **Outcomes**

- Students practice a method or methods of analytical or formal symbolic reasoning, such as a specific set of mathematical, statistical, computer programming, or logic skills.
- Students describe its major concepts and ways of formulating questions.
- Students evaluate arguments made in the symbolic system embodied in the course.

## **Social Sciences**

Each course must achieve considerable breadth in presenting concerns of the social sciences, in one of these ways: the course may survey an entire discipline in the social sciences; the course may cover a major part of a discipline in the social sciences; the course may address major aspects of human behavior as studied in several social sciences; the course may provide an understanding of human behavior, institutions, and social systems that endows students with what a citizen should understand about these topics.

### **Outcomes**

- Students examine the strengths and weaknesses of at least one method of inquiry distinctive of the social sciences
- Students understand the method's major assumptions, concepts, and ways of formulating questions.



- Students evaluate data, generalizations, and hypotheses in the discipline and practice the methods of the discipline.
- Students practice developing their own ideas and positions, supporting ideas with evidence and reason.

### **Diversity and Inclusion**

Courses develop students' recognition of their positions in an increasingly pluralistic world while fostering an understanding of social and cultural differences. Courses in this area are generally discussion based.

#### **Outcomes**

- Students explore the historical and structural bases of inequality.
- Students learn about the benefits and challenges of diversity.
- Students reflect critically on their own social and cultural perspectives.
- Students increase their ability to engage with people who have backgrounds or ideas different from their own.

### **Historical Perspectives**

Courses in this area help students understand a period of the past in its own terms, comprehend the historical processes of change and continuity, sharpen their analytical skills in the evaluation of evidence and develop their ability to generalize, explain, and interpret historical change.

#### **Outcomes**

- Students understand one or more periods of the past in its own terms.
- Students comprehend change and continuity in history.
- Students improve their ability to evaluate evidence using the tools of historical investigation.
- Students generalize, explain, and interpret historical change.

### **International and Global Issues**

Courses examine contemporary international or global issues, introducing students to the perspectives of other nations or cultures. Courses in this area help students to understand contemporary issues from an international or global perspective by focusing predominantly on countries or issues outside of the United States. Courses studying a single country or using a historical perspective must place the subject within a contemporary international or global context.

#### **Outcomes**

- Students develop knowledge of one or more contemporary global or international issue.
- Students demonstrate a greater awareness of various perspectives and a deeper appreciation of how differences arise.

- Students are better able to adapt to the complexity and diversity of contemporary life through their understanding of international and global contexts.
- Students know and are able to apply at least one method of analysis and critical inquiry.

### **Literary, Visual, and Performing Arts**

These courses provide opportunities for students to appreciate art, to analyze art in historical and theoretical context, and in some courses to create works of art or performances.

#### **Outcomes**

Students develop the analytic, expressive, and imaginative abilities needed to understand and/or create art. Literary, visual, and performing arts courses may focus on artistic processes or on analysis of finished works, whether created by professionals or by students themselves. Courses emphasizing processes will provide ample opportunity for students to engage actively in producing art; courses emphasizing analysis will give students ample experience applying one or more methods of research and critical inquiry.

- Students recognize constituent parts of an artwork
- Students recognize the processes of artistic production.
- Students analyze how aesthetic and critical meanings are attached to artworks and understand ways quality can be evaluated.
- Students relate art to the broader human context (e.g. historical, social, ethnic, economic, geographic) in which it is created, including, for example, how an artwork or form is linked to the artist's culture and identity.

### **Values and Culture**

Courses focus on how culture shapes the human experience and on the role of values in society.

#### **Outcomes**

- Students ask fundamental questions regarding the human experience.
- Students become aware of the characteristics that define culture and values.
- Students apply at least one method to analyze cultural value systems.
- Students consider the complex origins of their own values and beliefs.

## Appendix G: CLAS Fall 2020 Student Experience Survey Summary



College of Liberal Arts  
and Sciences

Academic Programs and  
Student Development

# THE CLAS FALL 2020 STUDENT EXPERIENCE SURVEY

At the close of the fall 2020 semester, the College of Liberal Arts and Sciences surveyed CLAS undergraduates to learn more about their fall academic experiences. About 10% of CLAS students responded (1,400). The survey asked the following questions and also gave students a chance to discuss their greatest challenges and what helped them overcome these obstacles.

We reviewed the findings carefully and are encouraging changes for Spring 2021.

### Which of the following best describes the delivery mode of your courses during fall 2020?

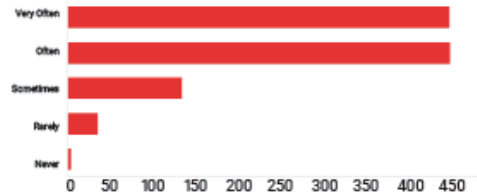
- All my courses met in an online format. **52%**
- Most of my courses met online, but I had a few sections that met in person. **44%**
- My courses were split between online and in-person modalities. **4%**
- Almost all of my courses met in person. **<1%**

### Which of the following best describes how your online instruction was delivered during fall 2020?

- My instructors used prerecorded materials for course meetings. **9%**
- My instructors used a mix of prerecorded materials and live Zoom sessions for course meetings. **77%**
- My instructors used live Zoom sessions for course meetings. **13%**
- N/A because all my courses met in person. **<1%**

### Instructors were able to use technologies for online instruction (Zoom, ICON, UI Capture, wProctorio, etc.) effectively.

Very Often 42% | Often 42% | Sometimes 13%  
Rarely 3% | Never <1%



### I was able to use technologies for online instruction (Zoom, ICON, UI Capture, Proctorio, etc.) effectively.

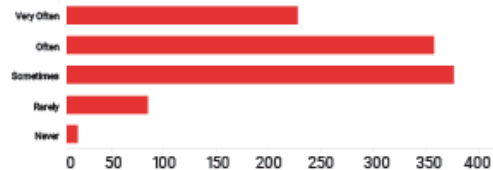
Very Often 55% | Often 34% | Sometimes 9%  
Rarely 2% | Never <1%

### I had access to reliable internet service.

Very Often 35% | Often 39% | Sometimes 23%  
Rarely 4% | Never <1%

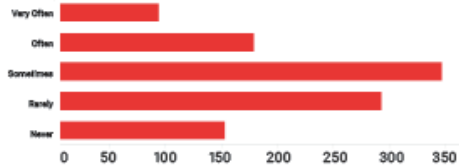
### The ICON sites for my courses were well organized.

Very Often 21% | Often 34% | Sometimes 35%  
Rarely 8% | Never 2%



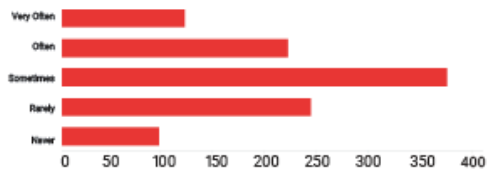
**In my courses that were taught online, my instructors provided guidance on how to learn best in an online course format.**

Very Often 9% | Often 17% | Sometimes 33%  
Rarely 27% | Never 14%



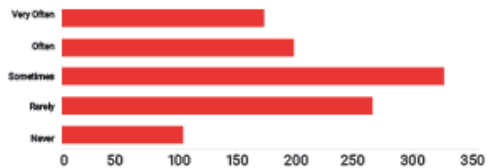
**I felt connected to the instructors in my courses and they were available for help if I needed it.**

Very Often 12% | Often 21% | Sometimes 35%  
Rarely 23% | Never 9%



**Instructors in my courses were mindful of additional challenges students were facing due to the pandemic.**

Very Often 17% | Often 19% | Sometimes 30%  
Rarely 25% | Never 10%



**What posed the greatest challenges to you during fall 2020?**

Responses to this open-ended question generally fell into the following categories.

- **Online Learning** "It was hard to learn efficiently in a totally online setting, and not being able to get to know professors in person made it more awkward to reach out for help."
- **Mental Health** "It feels almost impossible to retain information due to my decline in mental health over this semester. I'm just grateful that my instructors were so lenient with accepting late work."
- **Technology** "Not being on campus has been a challenge due to my internet connection, not having a quiet place to study, and it being harder to focus."

- **Loss of Community** "It was hard to feel so disconnected from campus and college experience." "Not being able to meet in person and get the full first-year college experience."

**What factors were most important for helping you during fall 2020?**

Responses to this open-ended question generally fell into the following categories.

- **Responsiveness** "Just the overall support of all my professors. All of them were very happy to answer questions and help students the best they could."
- **Connection** "Having spaces to go on campus for Zoom sessions when I wanted to leave my apartment." "Connecting to classmates and professors via Zoom conversations."
- **Flexibility** "Instructors who were flexible with due dates and communicated to the students that they understood the challenges we, as a student body, were facing."
- **Organization** "Well-organized ICON pages; frequent reminders for upcoming due dates; leniency, within reason, for late work."

**Key Takeaways**

How can instructors help students during this time?

- Offer a well-organized ICON site.
- Guide students with best practices for learning online.
- Remind students frequently of due dates and tips for studying.
- Listen to students and respond with compassion.
- Trust students and be flexible within reason.
- Deliberately build connections with and among your students.

Tools, strategies, and support for these takeaways can be found at: <https://teach.uiowa.edu/keep-teaching-iowa>

CLAS Spring 2021 Pandemic-affected policies can be found at: <https://clas.uiowa.edu/faculty/undergraduate-teaching-policies-resources/pandemic-policies>

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, Office of Equal Opportunity and Diversity, the University of Iowa, 202 Jessup Hall, Iowa City, IA, 52242-1316, 319-335-0705 (voice), 319-335-0697 (TDD), [diversity@uiowa.edu](mailto:diversity@uiowa.edu).

## Appendix H: CLAS Senior Exit Survey Reponses (2019)

August 7, 2019

UI Senior Exit Survey Responses: College of Liberal Arts and Sciences

All undergraduates are invited to take the Senior Exit Survey at the time they file to graduate. This table summarizes your students' responses. Summaries of responses for all UI respondents are also included for your reference.

	2018-19 (N = 2420)		2017-18 (N = 2122)		2016-17 (N = 2273)		2015-16 (N = 2270)		2014-15 (N = 1946)	
	Dept	UI	Dept	UI	Dept	UI	Dept	UI	Dept	UI
<b>MEAN STUDENT RESPONSE (5 = Strong Agree, 1 = Strongly Disagree):</b>										
My time at UI has helped me achieve my educational goals.	4.3	4.4	4.3	4.4	4.3	4.4	4.3	4.4	4.2	4.2
In my classes, I was challenged to do my best work.	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.3	4.2	4.2
My instructors seemed genuinely interested in helping students succeed.	4.3	4.3	4.2	4.3	4.2	4.3	4.2	4.2	4.0	4.0
I feel well-prepared to apply what I have learned in my classes to new situations in the future.	4.2	4.3	4.2	4.2	4.2	4.2	4.2	4.2	4.0	4.1
<b>MEAN STUDENT RESPONSE (0, 1, 2, 3, 4+)</b>										
How many UI faculty or staff do you know that you would be comfortable asking for a recommendation letter or professional advice?	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.6	2.6
<b>PERCENT OF STUDENTS REPORTING PARTICIPATION:</b>										
A practicum, internship, or field experience	56%	66%	55%	66%	55%	62%	57%	65%	55%	62%
A capstone course or senior project that integrated what I learned in other courses	40%	50%	39%	50%	37%	46%	36%	45%	35%	45%
A course that awarded credit for community-based service learning	27%	30%	27%	28%	29%	27%	27%	27%	26%	27%
Research with a professor outside of my regular course assignments	30%	28%	31%	29%	29%	28%	32%	29%	28%	28%
International or cross-cultural academic work (such as study abroad)	21%	25%	22%	25%	22%	24%	23%	24%	23%	24%
<b>PERCENT OF STUDENTS REPORTING PARTICIPATION IN:</b>										
Three or more of the above	28%	32%	28%	32%	27%	30%	27%	30%	27%	30%
Two of the above	25%	30%	25%	30%	23%	27%	26%	30%	25%	28%
One of the above	27%	25%	26%	25%	27%	25%	27%	25%	27%	24%
None of the above	17%	12%	18%	14%	18%	14%	18%	14%	21%	17%

Office of Assessment

<https://uiowa.edu/assessment>

## **Appendix I: Selected Examples of CLAS Courses Emphasizing Professional Skills and Career-focused Opportunities**

ANTH:2164 Culture/Healing for Health Professionals  
ANTH:3016 Career Paths in Anthropology  
ARTH:1080 How to Write About Art  
ARTS: 1450 Passport Project Colloquium  
BIOL 1808: Ways of Knowing Science  
CINE:3080 The Business of Filmmaking  
CLAS 1740: Writing Strategies: Word Origins and Word Choice  
CLSA 3980: Teaching in Classics  
CRIM:2440 Student Practicum in Policing  
DANC 1090 Dance Production  
DANC 2220 Production Run Crew  
ENGL 2040: English at Work  
GHS:3035 Engaging in Global Health  
GHS:4002 Working in Global Health  
GHS:4003 Case Studies in Global Health Inequities  
HIST:1166 Rapid Response History  
HIST:2195 Digital History Workshop  
ITAL 2440 Italian Arts for Business  
JMC 3412 Strategic Communication Writing  
JMC 3413 Sports Writing  
JMC 3520 Business of Media: Profits, People, and Power  
SOC:4910 Capstone Course in Sociology and Criminology  
PHYS:1999 Professional Skills for Physicists and Astronomers  
POLI:3035 Careers in Political Science and International Relations  
PHIL:1902 Philosophy Lab  
PHIL 3920: Philosophy in Public  
PHIL 3902-3908 Workshop: Analytical Skills for LSAT, GMAT, MCAT and GRE

PSY:1010 Your Brain Unlocked: Learning about Learning

PSY:3005 Scientific Communication in Psychology

THTR:3510 Introduction to Arts Management

## Appendix J: CLAS Departmental Service Centers Supporting Research

### School of Art and Art History (<https://art.uiowa.edu/resources/office-visual-materials>)

Office of Visual Materials

### Biology (<https://biology.uiowa.edu/facilities>)

Biology Electronics/Engineering Shop

Roy J. Carver Center for Imaging (CCI; Confocal microscopy)

Roy J. Carver Center for Genomics (CCG; DNA sequencing and other shared equipment)

*Drosophila* Food Production

### Chemistry (<https://chem.uiowa.edu/research/resources>)

Electronics Lab

Glass Shop (glass blowing for apparatus)

The University of Iowa Central NMR (Nuclear Magnetic Resonance) Facility

X-Ray Diffraction Facility

Chemistry Stores

Shared Instrumentation Laboratories

### CLAS Production Unit (<https://clas.uiowa.edu/produnit/>)

Technical support for the School of Journalism and Mass Communication and Departments of Communication Studies and Cinematic Arts.

### Division of World Languages, Literatures, and Cultures (DWLLC) (<https://lmc.uiowa.edu/>)

Center for Language and Cultural Learning

### Division of Performing Arts (DPA)

Performing Arts Production Unit (Performance production needs of dance, theatre, and opera)

### Earth and Environmental Sciences (<https://clas.uiowa.edu/ees/facilities>)

Petrographic Facility (Thin Section and Sample Preparation Lab)

Geochronology Facility

U-Series Analysis Lab

Trace Element Analysis

Micropaleontology Lab

Paleontological Repository

### Geographical and Sustainability Sciences

(<https://clas.uiowa.edu/geography/resources/research-and-instructional-labs>)



Geographical Information Systems (GIS) Research Lab

**School of Music**

Recording Studios (<https://music.uiowa.edu/current-students/recording-studios>)

Electronic Music Studios (<http://theremin.music.uiowa.edu/>)

Center for New Music (<https://cnm.uiowa.edu/>)

**Physics and Astronomy** (<https://clas.uiowa.edu/shops/physics-astronomy-shops>)

Electronics Assembly Shop

Machine Shop

Engineering Shop

Reliability and Quality Assurance

**School of Social Work** (<https://clas.uiowa.edu/nrcfcp/>)

National Resource Center for Family-Centered Practice

## Appendix K: University Interdisciplinary Centers Involving or Originating in CLAS

### **Center for Biocatalysis and Bioprocessing** (<https://cbb.research.uiowa.edu/>)

The mission of the CBB is to provide administrative and financial support, facilities, equipment and a committed university-wide faculty consortium, which fosters world-class education and training, research and scholarship, and wide-ranging technology transfer activities.

### **Center for Criminology and Socio-legal Studies**

(<https://clas.uiowa.edu/sociology/research/center-criminology-socio-legal-studies>)

Interdisciplinary forum for research and training in the areas of crime, law, mental health, corrections, and social control.

### **Center for Global and Regional Environmental Research** (<https://cgrer.uiowa.edu/>)

A state-funded institute devoted to studying and bettering our environment, CGRER promotes interdisciplinary research on the many aspects of global environmental change. Areas of focus include regional effects on natural ecosystems, environments, and resources, and effects on human health, culture, and social systems.

### **Center for the Study of Group Processes** (<https://clas.uiowa.edu/sociology/research/center-study-group-processes>)

Promotes basic research in the field of group processes, enhances the professional development of faculty and graduate students in the social sciences, and facilitates the development of proposals for external funding.

### **DeLTA Center** (<https://deltacenter.uiowa.edu/>)

The DeLTA (Development and Learning from Theory to Application) Center is an interdisciplinary research community at the University of Iowa dedicated to exploring the processes of learning and development by promoting interactions between basic and applied researchers, training the next generation of collaborative scientists, and actively engaging with community partners.

### **Developmental Studies Hybridoma Bank** (<https://dshb.biology.uiowa.edu/>)

Founded as an NIH National Resource, the DSHB develops, produces, and distributes hybridomas and monoclonal antibodies to research laboratories worldwide.

### **Iowa CREATES/MATFab** (<https://iowacreates.research.uiowa.edu/>)

Iowa Center for Research, Exploration, and Advanced Technology in Engineering and Sciences (Iowa CREATES) governs the Materials Analysis, Testing, and Fabrication (MATFab) facility, which houses instrumentation for chemical and elemental analysis, imaging, metrology, and micro- and nano-fabrication.

### **Iowa Depression and Clinical Research Center** (<https://psychology.uiowa.edu/iowa-depression-and-clinical-research-center>)

IDCRC research focuses on postpartum and pregnancy depression, psychotherapy for depression (particularly in the postpartum period), the impact of maternal depression on children, mental health services research, and women's reproductive health.

**Iowa Neuroscience Institute** (<https://medicine.uiowa.edu/iowaneuroscience/>)

Founded by a transformational \$45 million grant from the Roy J. Carver Charitable Trust, the INI supports, integrates, and expands neuroscience research across 5 colleges and 26 departments. The INI aims to find the causes of — and preventions, treatments, and cures for — the many diseases that affect the brain and nervous system.

**Iowa Social Science Research Center** (<https://ppc.uiowa.edu/isrc>)

Part of the Public Policy Center, the ISRC is a resource for interdisciplinary social science research. It provides grant development support and data collection, management, and access services to the university community.

**Nanoscience and Nanotechnology Institute** (<https://nanotech.uiowa.edu/>)

The NNI focuses on issues related to applications and implications of nanoscience and nanotechnology in environmental processes and human health, as well as the fundamental properties of nanomaterials.

**Obermann Center for Advanced Studies** (<https://obermann.uiowa.edu/>)

This intellectual community supports artists, scholars, and researchers—independently and in cross-disciplinary collaborations—as they unearth the past, explain and engage the present, and invent the future. The Center is a convening space dedicated to debate and discovery, and provides grants and programming for UI artists and researchers to support imaginative collaborations and multi-disciplinary exploration.

## Appendix L: CLAS Outreach and Engagement Programs

### UI Office of Community Engagement

- **Arts Share** (formerly housed in CLAS): Arts Share offers schools and communities around the state interactive performances, workshops, readings, residencies, master classes, and recitals. Although Arts Share is now housed in the central **Office of Community Engagement**, the primary participants are faculty, students, and staff from the Arts units.

### Intercollegiate STEM Initiatives

- **Iowa Biosciences Academy (IBA):** <https://iba.biology.uiowa.edu/>, The IBA is an NIH grant-funded program that supports the academic and personal success of underrepresented UI undergraduate students who are interested in pursuing graduate work in the biosciences. Financial support is provided through the NIH Initiative for Maximizing Student Development (IMSD) R25 grant as well as by CLAS, the Graduate College, Office of the Provost, and Office of the Vice President for Research. Students earn hourly wages for research, enroll in a weekly student development seminar each semester, and participate in program activities including career counseling.
- **UI Louis Stokes Alliance for Minority Participation (UI LSAMP) Program:** <https://uiowa.edu/ui-lsamp-iinspire/>, UI LSAMP is part of the Iowa Illinois Nebraska STEM Partnership for Innovation in Research and Education (IINSPIRE) LSAMP Alliance. LSAMP-IINSPIRE comprises 16 two- and four-year community colleges and universities working together to support STEM degree completion rates of underrepresented students. UI LSAMP provides financial support for a mentored research experience and professional development for ~6 students/year transferring to the UI from a community college.
- **Science Alliance:** <https://iba.biology.uiowa.edu/science-alliance>, The Science Alliance is designed to connect faculty, staff, graduate students, and post-docs from the Carver College of Medicine, and the Colleges of Education, Dentistry, Pharmacy, Nursing, Engineering, Public Health, and Liberal Arts and Sciences who are willing to discuss their cultural experiences (e.g. as a first-generation student, racial/ethnic minority, transfer student, member of the LGBTQ community) with underrepresented students at the UI. Faculty, staff, graduate students, and post-docs are invited to register online as “Science Allies”. Associate Professor of Instruction Lori Adams has provided mentor training to over 199 faculty, staff, graduate students and post-docs that mentor undergraduate researchers on campus.
- **Latham Science Engagement Initiative:** <https://latham.uiowa.edu/>, The Latham Science Engagement Initiative (LSEI) is a private donor-funded initiative to recruit, retain, and graduate UI students in the sciences with the highest level of scientific and creative ability by providing multiple pathways to actively engage in science. Students who are accepted as Latham Fellows are advised as they develop and implement authentic science communication and outreach projects in the community. Students learn and apply best practices from experts in communication, outreach and K-12 science education. LSEI

partners with faculty and staff in over 15 departments and programs across the UI campus to use best practices for communicating in the public sphere.

## Arts

### School of Art & Art History

- **Donate Design Initiative:** <https://art.uiowa.edu/areas/graphic-design>, This service-learning design studio provides pro-bono visual and conceptual expertise to local and regional non-profit organizations.
- Faculty and student work is presented regularly at the **University of Iowa Museum of Art, Figge Art Museum, Davenport, and at the Des Moines Art Museum**, and representative Community Engaged Scholarship of the faculty is found on such sites as <http://rachelwilliams.squarespace.com>.
- **The Grant Wood Art Colony:** <https://grantwood.uiowa.edu/> Founded in 2010 and situated in the Office of Community Engagement, the colony produces a biennial Grant Wood Symposium and sponsors the Grant Wood Fellowship Program for emerging and mid-career artists. The Symposium and Fellowship Program embody the “Iowa Idea” of bringing artists and scholars together in an academic context. The Grant Wood Fellows (two per year, three in 2020-2021) teach classes in the School of Art and Art History and the Division of Performing Arts and present public lectures, mount exhibitions, and perform other outreach, including The Bee Project(<https://grantwood.uiowa.edu/outreach-engagement/bee-project>). The colony, supported by CLAS, the Office of the Vice President for Research, and major gifts through the UI Center for Advancement, is expanding to include disciplines in the Division of Performing Arts and to create a vibrant cultural center at the colony site on the east side of Iowa City. <https://grantwood.uiowa.edu/colony/resources>

### Department of Dance

- <https://dance.uiowa.edu/about/outreach>
- **University of Iowa Dance Company:** founded in 1986, UI Dance Company (formerly known as Dancers in Company) is UI's own touring dance company. Comprising a select group of auditioned dancers praised for their ability to reach all levels of dance-educated audiences through a changing repertoire, the company mixes traditional works with new and innovative dances that audiences find humorous, poignant, and sometimes unexpected.

### Department of Music

- <https://music.uiowa.edu/public-programs>
- **Oakdale Community Choir and Songwriting Workshop:** The Oakdale Community Choir “is comprised of men incarcerated in the Oakdale Prison (the Iowa Medical and Classification Center) and people from the community.” The choir’s repertoire includes songs composed by both “inside” and “outside” members. See <http://oakdalechoir.lib.uiowa.edu>
- **All-State Woodwind and Brass Clinic**
- **Iowa City Bass Day**

- **Pre-College Piano Conservatory:** The University of Iowa Pre-College Piano Conservatory (PCPC) is dedicated to creating the ideal environment for beginning to advanced students who want to learn piano, while providing teacher training for graduate students in the University of Iowa Piano Pedagogy and Performance programs.
- **Iowa Cello Dayz:** an annual celebration for performers and fans of the violoncello, featuring guest clinicians and performers from around the world.
- **Double Reed Clinics and Competition:** features clinics with University of Iowa Professors Courtney Miller and Benjamin Coelho, reed-making instruction, double reed ensembles, clinic for band directors, and a Young Artist Competition
- **Hawkeye Honors Music Festival**
- **Iowa Flute Intensive:** The Iowa Flute Intensive is designed for the serious flutist that would like to take their skills to the highest artistic level. During this intensified experience, participants work with world class performers and teachers in a state-of-the-art facility covering a wide variety of flute topics such as fundamentals of sound, articulation, technique and phrasing, orchestral and opera excerpts, concerti, solo repertoire, and body mapping.
- **Iowa Horn Festival**
- **Iowa Summer Music Camps:** Iowa Summer Music Camps offer students musical training and experience beyond what may be available in their home schools, including group instruction, master classes, and classroom instruction in many phases of instrumental music. The entire program, together with a preview of life on a major university campus, is an invaluable experience for young people, not only in music but also in human relations.
- **Latin Jazz Festival:** This day-long festival is designed to help musicians and band directors achieve a higher understanding of Latin jazz performance practice, style and authenticity when playing Latin charts.
- **Summer Chamber Music Tour:** Each year, several chamber music ensembles are chosen to have the chance to bring their artistry to Iowans outside of Iowa City. A collaborative effort between the University of Iowa String Chamber Music Program and Arts Share.
- **Trumpet Festival:** The University of Iowa Trumpet Festival is a one-day event, free of charge, geared toward trumpet students in middle school, high school, and college.
- **UI Youth Chorale:** The UI Youth Chorale is made up of motivated high school singers who are committed to making great music with students throughout the area.
- **Music Foundations in Therapy Course:** Students in this course build skills that they will use in a clinical setting through their involvement with the SoundReach Choir, a community-based, recreational singing experience for adults with developmental disabilities. The UI students sing with the group, accompany songs, arrange music, support the music therapists who lead the group, and sometimes direct. They help the participants develop music skills, behavioral skills, and social skills.

#### Department of Theatre Arts

- <https://theatre.uiowa.edu/about-us/outreach>
- **Darwin Turner Action Theatre:** Darwin Turner Action Theatre (DTAT) is the social outreach component for the Theatre Arts Department. It was originally established in

1968 as Black Action Theatre. DTAT is now more culturally and socially inclusive, reflecting the growing diversity of our state and country. It presents dynamic, thought-provoking pieces of theatre for social and cultural awareness, including topics such as race/cultural identity, gender, racial/age/sexual discrimination, and historical biographies and events.

#### Department of Dance

- <https://youth.dance.uiowa.edu/>
- **Youth Ballet** and the Department of Dance strive to serve the people of Iowa by providing high-quality outreach that enriches lives and fosters the love and teaching of movement.

#### Humanities

##### African American Studies Program

- <https://africanamericanstudies.uiowa.edu/outreach>
- **Midwest Institute for African American Culture:** <https://africanamericanstudies.uiowa.edu/resources/midwest-institute-african-american-culture>, The Midwest Institute for African American Culture serves as a prominent resource for diverse and interdisciplinary scholarship and programming on the University of Iowa campus; educating, engaging and empowering. The institute will connect African American research throughout the Midwest with creative and practical applications, sing discussion groups, conferences, seminars, a quarterly newsletter, media-oriented projects, research grants, and other creative efforts. It will enhance the university's academic mission as well as its strategic vision concerning diversity, equity, and inclusion across the Midwest.

##### Department of Cinematic Arts

- <https://cinematicarts.uiowa.edu/outreach>
- Cinematic Arts hosts several public virtual events, including alumni panels, and a **Black Lives on Screen** series. Showcasing the work of a diverse range of acclaimed African American and Black filmmakers, artists, and scholars, the Black Lives on Screen online screening series and discussions will promote and celebrate the rich history, present, and future of Black cinematic expression in the context of an inclusive, educational, and inspiring experience for the entire UI community. <https://cinematicarts.uiowa.edu/events>

##### Department of Classics

- **Homerathon**, organized by the undergraduate honors society Eta Sigma Phi. Global participants read classic texts aloud in English translation such as the *Odyssey* (2020) and *Iliad* (2021) See <https://learn.uiowa.edu/browse/clas/classics/courses/homerathon-2021>.

##### Creative Writing

- <https://writersworkshop.uiowa.edu/about/writing-iowa>
- The Iowa Writers' Workshop sponsors several events, including the **Live from Prairie Lights Reading Series**, the **Mission Creek Festival** which features musicians and writers performing their work and discussing the creative process through one-on-one

conversations, and the **Iowa City Book Festival** which offers several days of excellent, one-of-a-kind, free, literary programming.

- **The Iowa Youth Writing Project (IYWP)**, founded in 2010 by faculty, students, and alumni of the Iowa Writers' Workshop, provides writing, tutoring, and publishing opportunities to youth across the state of Iowa, focusing on educating, empowering, and inspiring at-risk and marginalized youth. Since 2012, the IYWP has found a permanent home in the **Magid Center**, where every year they visit 20+ schools and community centers to run weekly writing workshops, hold 20-30 special events with visiting writers, and offer a host of creative (and free) literary summer camps.

#### Department of French & Italian

- The **Tavola Italiana**, **French Conversation Hour**, and **Arabic Conversation Hour** bring faculty, students, and members of the community together weekly to practice speaking their respective languages in an informal setting.

#### Department of German

- **German Postcard Writing Exchange:** <https://dailyiowan.com/2021/04/04/postcard-writing-exchange-project-to-connect-high-school-students-to-college-students-studying-german/>. Students studying German write letters to high school German students to stay connected during COVID-19. The purpose is to create a personalized outreach experience that will allow communication between high school and college students to share and encourage language learning through the Division of World Languages, Literatures, and Cultures.

#### Department of Philosophy

- <https://clas.uiowa.edu/philosophy/outreach-engagement>
- The Department of Department regularly teaches a course at the **Johnson County Senior Center**. Recent course titles include *Freedom and Authority*, *The Meaning of Life*, and *Descartes on God and human freedom*.
- **Philosophy in Public course:** Students will participate in a community internship, volunteer activity, or UI student club and write short weekly reflections that connect the activity with their larger personal, professional, and/or community aims. Each week there will be a single text— an article from a newspaper or blog, a video podcast, or an excerpt from a piece of philosophy— and then the write-ups will be a matter of weighing in on these.
- **Owl of Minerva film series:** The most recent film series was organized around the theme *Crime and Punishment* and explored the philosophical implications of capital punishment, genocide and justice, responsibility, premeditation and compulsion in the commission of crime, vengeance vs. justice, the prison-industrial complex in America, the war on drugs in America and its devastating consequences for the poor, and the apparent indifference of God in the face of murder and genocide.
- **New Books in Philosophy interviews:** Professor Carrie Figdor has done over sixty interviews as co-host of the podcast channel [New Books in Philosophy](#) since she began podcasting in June 2011.



- **Iowa Lyceum:** The Iowa Lyceum promotes philosophy and critical thinking by offering a free week-long summer camp to high school students. The program introduces participants to philosophy interactively by integrating activities, discussion, games, and lecture, presenting philosophical concepts often neglected in standard K-12 education.

#### Department of Rhetoric

- **Rhetoric Service-Learning Courses:** All first-year undergraduates take Rhetoric courses that develop their abilities in writing and speaking. Faculty and graduate students in the Department of Rhetoric have been particularly active in designing service-learning components for their courses. The projects that students undertake depend on the focus of their rhetoric class and serve as the basis for most of their writing and speaking assignments. Examples of service projects include delivering intervention training at the UI's Women's Resource and Action Center; child life programming at the UI Children's Hospital; facilitating a creative writing project in an after-school program organized by the Iowa Youth Writing Project; or working with an area non-profit or public agency to create a public relations initiative that will raise funds or create more awareness of that organization.

#### Department of Spanish & Portuguese

- **The Spanish Creative Literacy Project (SCLP):** <https://spanish-portuguese.uiowa.edu/people/ana-merino>, helps members of the Hispanic community to appreciate the multiple literacy dimension of their linguistic heritage. The SCLP develops workshops in Spanish creative writing with children and teens with help of current students at the University of Iowa. These creative workshops and all activities are open also to non-Hispanic children and teens of the community with an interest on Spanish creative writing.

#### Natural & Mathematical Sciences

##### Department of Biology

- <https://biology.uiowa.edu/outreach>
- **Hawkeyes at the Microscope:** This traveling, portable microscope exhibit introduces public and school groups to the wonders of the natural world, and in particular the value of animal model systems to study biological processes relevant to human health.
- **Iowa City Science Booster Club:** Supported by the National Science Foundation and Carver Charitable Trust, the club engages the community in “informal science education” through events and social media.
- **Iowa City Darwin Day:** <https://iowacitydarwin.org/> A public annual event intended to celebrate science and its accomplishments with the world's best evolutionary scientists as well as artists, poets, musicians, and others engaged in relevant work.

##### Department of Chemistry

- **Glass Facility Outreach Events:** The department's in-house glass blower hosts a variety of outreach events introducing public groups to the art of glass blowing and glass's many uses, including for making music. <https://chem.uiowa.edu/glass-facility/outreach>

### Department of Communication Sciences and Disorders

- **The UI SPEAKS Stuttering Camp:** (University of Iowa Summer Program to Educate Adolescents and Kids who Stutter) offers a summer day camp for children ages 7-17 who stutter. Smaller groups based on age and interests will be created for group activities.
- **Summer Speech Buddies:** The Summer Speech Buddies program was created to provide speech sound therapy intervention over the summer for children ages 5-8 who receive speech and language therapy during the school year. By participating in these intensive groups, children can continue to progress with goals and decrease the likelihood of regression over the summer months.
- **Listen and Speak Up preschool:** This summer preschool program was created to promote the spoken language skills of children with hearing impairments regardless of their communication mode.
- **MAGIC and ARC Support Groups**
  - **MAGIC (Modalities Aphasia Group – Improving Communication):** The goal of this group is to provide support and education to individuals with aphasia and their family members. Participants with aphasia will also have an opportunity to practice their communication skills.
  - **Aphasia Reading Club at the University of Iowa (ARC):** ARC is a weekly opportunity to practice and enjoy reading in a supportive environment. This group is intended for people with mild to moderate aphasia who continue to experience difficulties with reading comprehension.
- **Social Climbers:** Social Climbers is a program designed for children ages 6-14 who have primary challenges related to friendships and social interaction. Group members will work with a graduate student clinician under the supervision of a licensed speech-language pathologist. Skill-building will include thinking about others' thoughts and feelings, having back-and-forth conversations, problem solving in social scenarios, critical thinking, cooperative work and play, emotional regulation, friendships, and friendship skills.
- **FOCUS (Facilitation of Communication and Understanding Services):** Babies and toddlers with hearing loss who use amplification and/or cochlear implants, as well as their families and service providers, are invited for a day-long program of seminars and communication assessment. FOCUS is held in the fall, spring, and summer academic terms.

### Department of Computer Science

- Faculty in Computer Science and in Statistics and Actuarial Science create and publish **open-source software** for a variety of purposes, including software that supports public health initiatives and software designed to enhance the social skills of children with autism spectrum disorders.

### Department of Health and Human Physiology

- <https://clas.uiowa.edu/hhp/outreach>
- **Community Health Teaching Center:** provides health outreach services to the residents of Iowa while providing hands on training experiences for HHP students. All services

provided in this center are administered by HHP students under the direction of HHP faculty.

- **Exercise is Medicine:** Through the Community Outreach Lab, HHP offers a free 10-week physical activity health coaching program to eligible members of the community. Students receive training and experience working as health coaches.
- **Health Testing Services:** Through the Community Outreach Lab, HHP offers body composition (Bod Pod) and cardiorespiratory fitness tests to members of the community, UI faculty, and UI students. Students receive hands on training administering tests. All proceeds go towards student research and education programming.
- **Community Wellness Program:** Offers health education services to residents of Iowa through health fairs, workshops, and seminars.
- **Fitness Assessments:** HHP students enrolled in Behavioral and Clinical Health Assessment (HHP:4010) offer fitness testing for Health and Physical Activity Skills classes and members of the community. Field tests include resting heart rate, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.
- **UISRM Fall Symposium:** The Sport and Recreation Management (SRM) Program hosts an annual fall symposium at which students hear from industry leaders, participate in breakout panel discussions, and network at a job and internship fair. Event sessions are held in the Iowa Memorial Union and are open to the public.
- **State Licensure in Interscholastic Athletics:** Multiple SRM courses and volunteer opportunities prepare UI students to serve as coaches, officials, and athletics directors at middle schools and high schools.
- **Guided Practicums in Sport and Recreation Management:** The SRM program offers a variety of courses each term in which groups of students address real projects for organizations in the industry. Some examples of practicums include: Fans First, Old Capitol Tennis Championships, Kids on Course, and Iowa Games.
- **Independent Field Experience in Sport and Recreation Management:** An array of internship-type experiences benefit communities statewide and lead to valuable learning for students in the field. Individuals contribute to the role sports and events play in a community, such as parks and outdoor recreation services, event planning with convention and visitors bureaus, and operations of local minor league sports teams.

#### Department of Mathematics

- **Sonia Kovalevsky Day:** <https://math.uiowa.edu/diversity-and-outreach/sonia-kovalevsky-high-school-mathematics-day>, Offered annually for high-school aged women with a passion for mathematics, and includes mathematics activities, problem solving sessions, and career panels. There are also sessions for teachers and parents or guardians.
- **Midwest Women in Mathematics Symposium:** <https://math.uiowa.edu/news-events/7th-midwest-women-mathematics-symposium>, an annual one-day event. The symposium is open to everyone, regardless of affiliation, age, or gender. The 7th symposium focuses on four areas of mathematics: algebra, analysis PDE, math biology, and geometry topology.
- **Fast Start Summer Math Institute:** <https://math.uiowa.edu/undergraduate-program/fast-start-summer-math-institute>, The NSF-funded program aims to prepare high

school students for college-level mathematics and to allow them to take the fewest number of prerequisite math classes possible.

#### Department of Physics & Astronomy

- <https://physics.uiowa.edu/resources/events/outreach>
- **Hawk-Eyes on Science and Hawk-Eyes in Space**, Maintains an extensive schedule of hands-on physics and chemistry demonstrations for K-12 audiences. The program offers more than 40-60 demonstrations each year both at off campus sites and to groups visiting campus.

#### Social Sciences

##### School of Journalism and Mass Communication

- <https://journalism.uiowa.edu/outreach>
- **Iowa High School Press Association:** IHSPA provides SJMC with a direct link to tomorrow's students. IHSPA encourages the recognition of journalism as a separate and important course of study, particularly as it reflects the ability of the secondary school student to use all media in understanding his/her role as a citizen.
- **Iowa Summer Journalism Workshops:** The University of Iowa Summer Journalism Workshops are among the nation's leading summer scholastic programs, drawing nearly 175 students each summer from all over the United States and Puerto Rico. The workshops bring intensive training to the nation's top high school journalists, providing them with a fun and rigorous curriculum taught in the state-of-the-art Adler Journalism Building.

##### Department of Political Science

- **The Hawkeye Poll:** <https://clas.uiowa.edu/polisci/research/hawkeye-poll>, Since 2007, the Department of Political Science has conducted the Hawkeye Poll, a series of national and state public opinion polls that have resulted in important research by faculty and graduate students and that have exposed hundreds of undergraduates to the process of survey research. The Hawkeye Poll is a cooperative venture between faculty and graduate students in which members help implement the survey in exchange for the opportunity to place questions on it. The poll also constitutes an important learning opportunity for interested undergraduates enrolled in select political science courses.

##### School of Social Work

- The School of Social Work offers **Community Resources and Publications**, <https://clas.uiowa.edu/socialwork/resources/community-resources-publications>, such as an **Early Childhood, Domestic Violence, and Poverty Paper Series**, a Sexual Assault Guide, and other resources at the link above.

##### Department of Gender, Women's, and Sexuality Studies

- <https://clas.uiowa.edu/gwss/outreach>
- **Gender, Women's, and Sexuality Studies Practicum:** Students in this course participate in the Women's Collective program, a 12-week curriculum that helps women who are incarcerated explore ways to have productive, non-violent, and egalitarian

relationships. Working at the Iowa Correctional Institution for Women, students act as facilitators in women's circles focused on healthy relationships between people and issues of power and control. Students also discuss and reflect on this experience in light of scholarly texts on incarceration in North America and the intersection of race, sexuality, class, and gender. This course has served more than 200 incarcerated women, helping them create change in challenging situations.

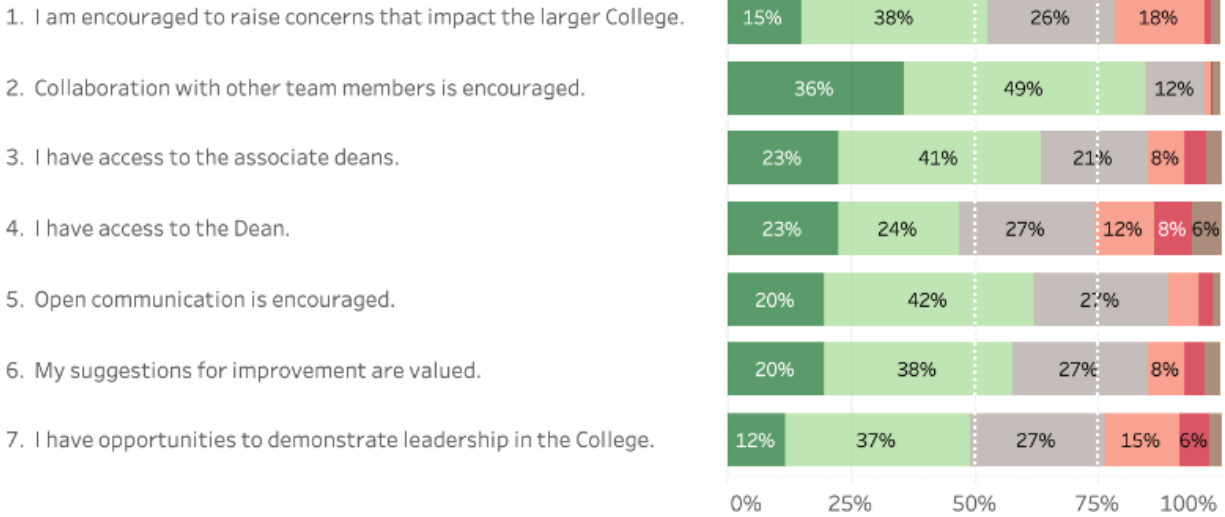
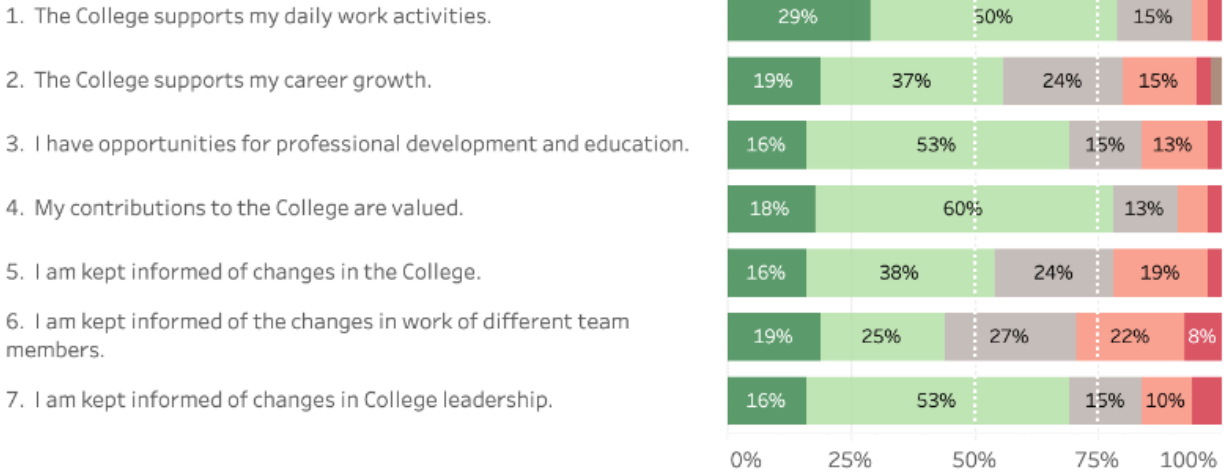
**Appendix M: Selected Results from CLAS Faculty and Staff Surveys**

\*Complete raw survey data will also be provided under separate cover

## Selected Results from Survey of Dean’s Office Staff

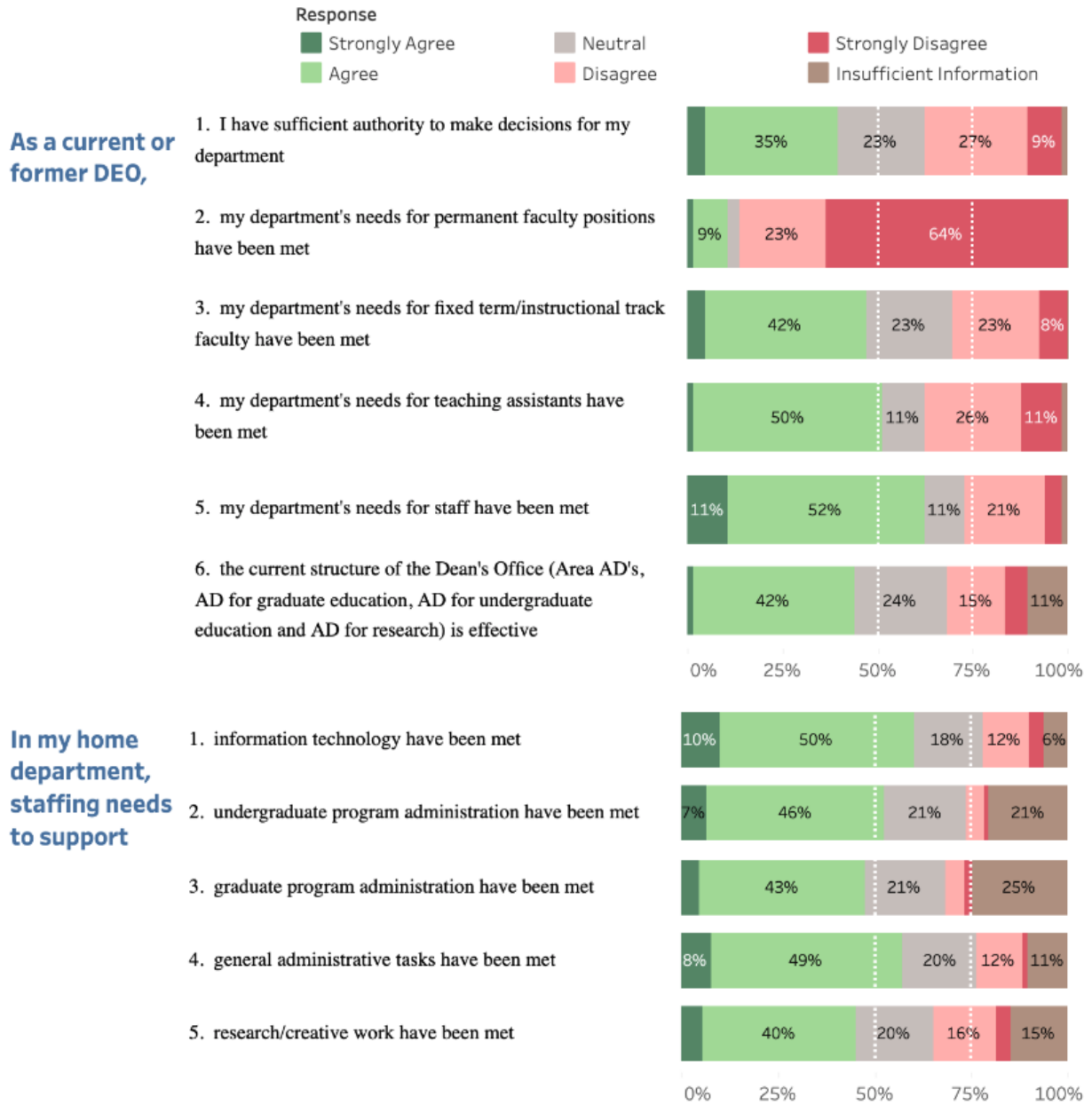


### As a Dean’s Office staff member, I have confidence that:



n=66-68

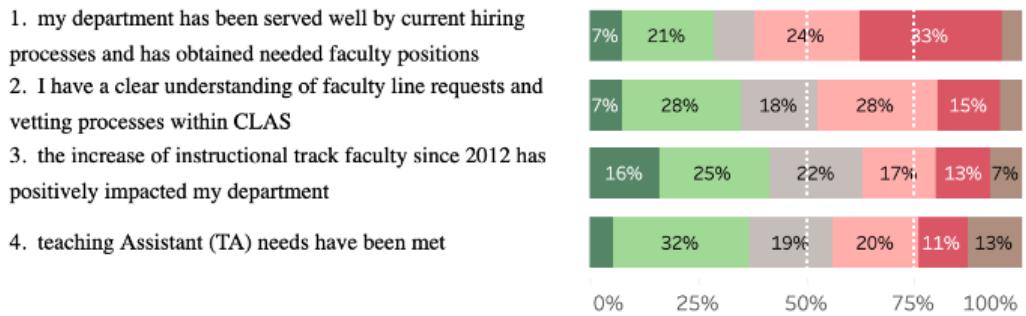
## Selected Results from Survey of CLAS Faculty and Staff



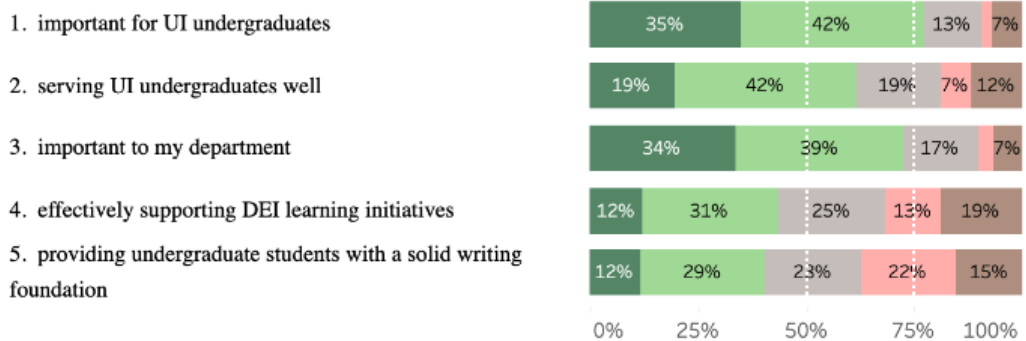
n=66 (top), 179 (bottom)



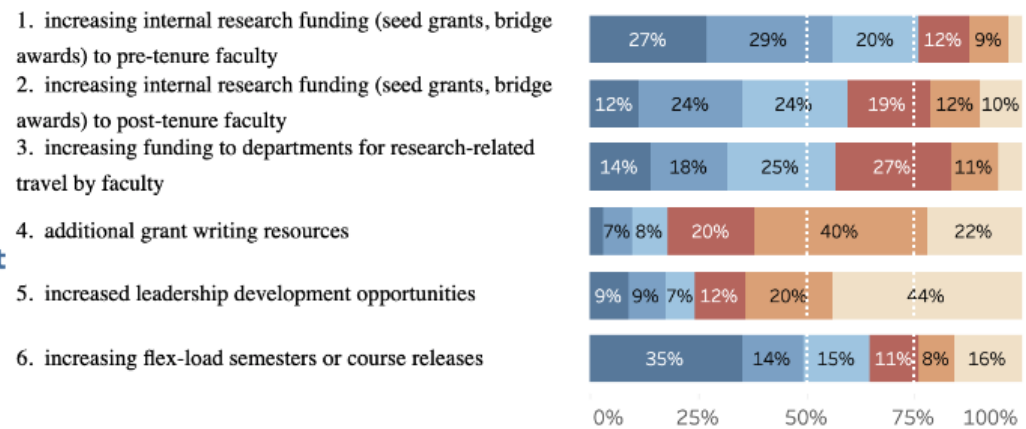
**Regarding departmental resources:**



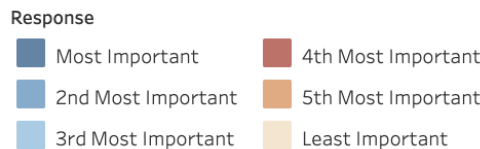
**The current general education/ CLAS core curriculum is:**



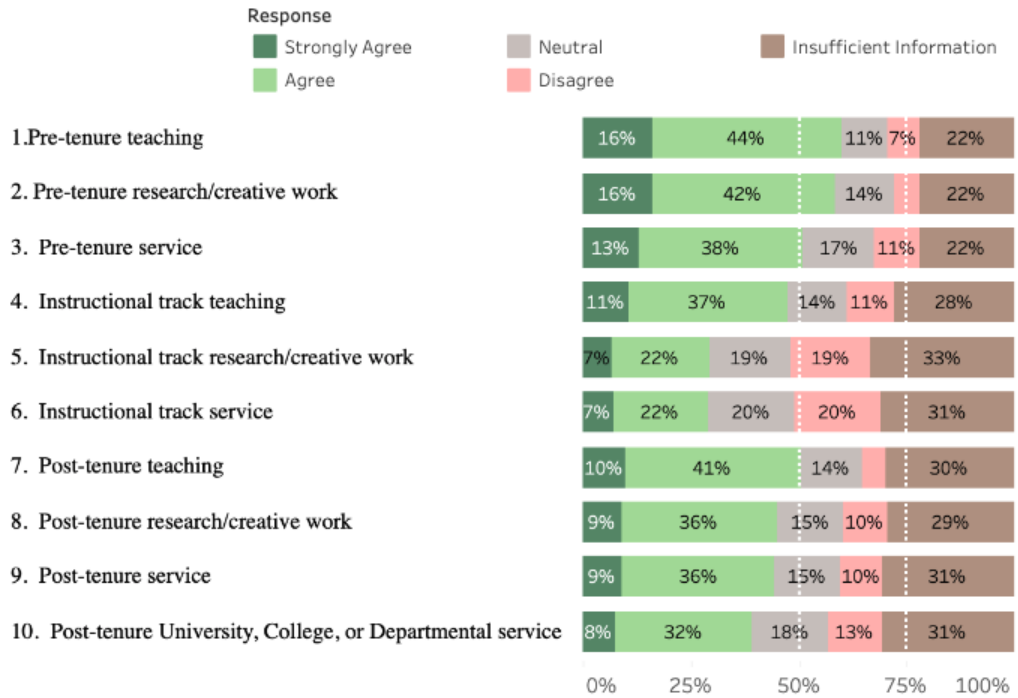
**Faculty development resources ranked from most important to least important**



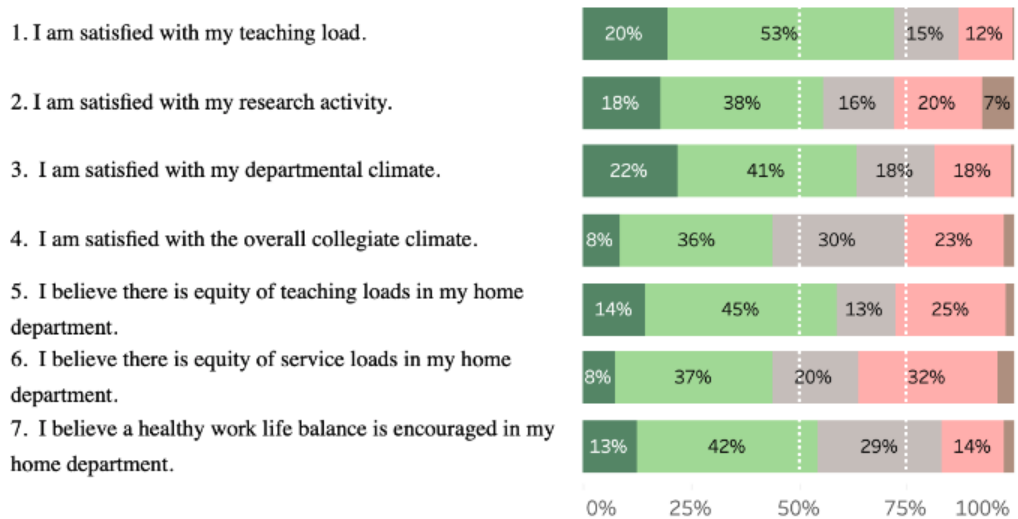
n=477-530



**The College's expectations for faculty at each of the career stages have been clear:**

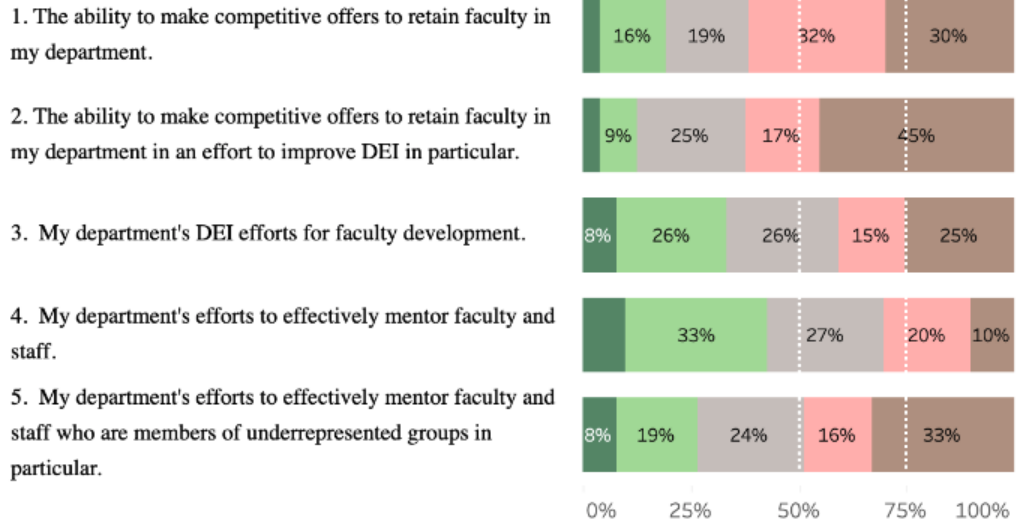


**Regarding my faculty position,**

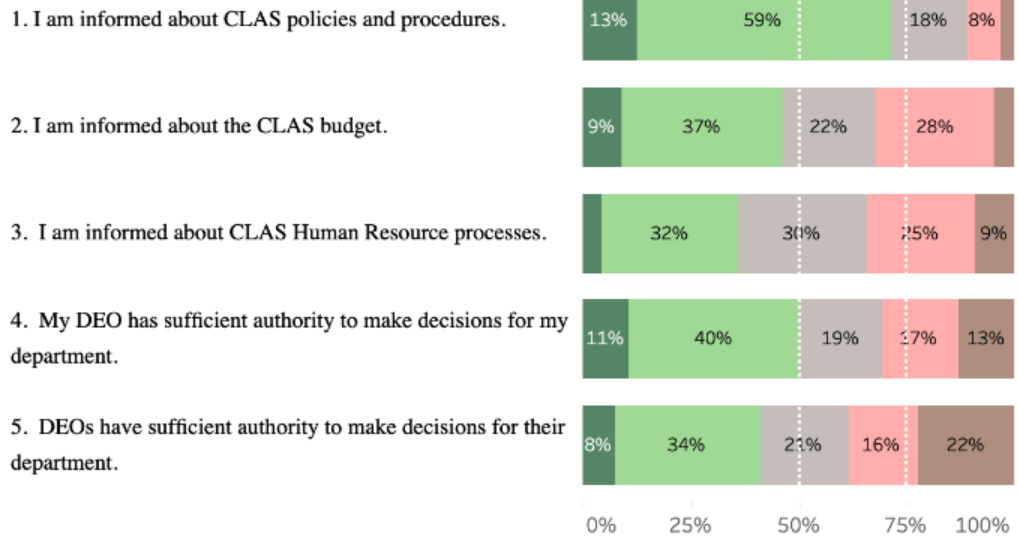


n=399-468

**I am satisfied with the CLAS support provided for:**



**Regarding the Dean's Office structure and personnel,**



n=367-452

Response

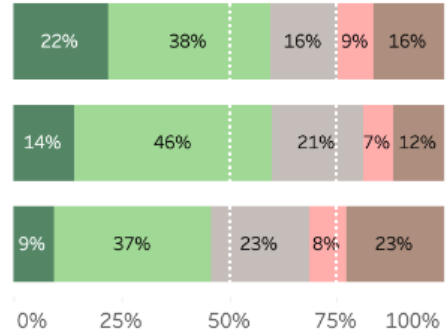
Strongly Agree  
Agree

Neutral  
Disagree

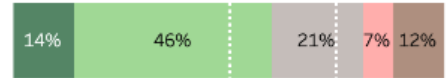
Insufficient Information

**I am satisfied with:**

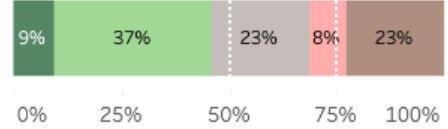
2. CLAS professional advisors within my department.



3. The process for addressing academic misconduct (i.e., plagiarism/cheating) in CLAS.

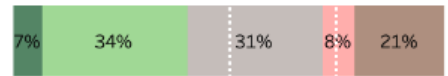


4. The process for proposing new general education/CLAS core courses.

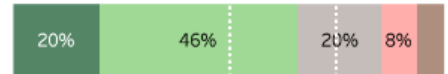


**I am satisfied with:**

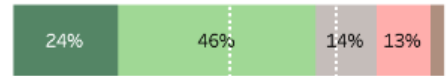
2. CLAS support for developing new degrees, minors, and/or certificate programs.



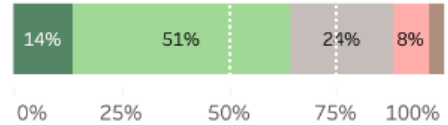
3. The learning outcomes for my undergraduate program.



4. The courses we offer with regard to what our students need to know when they graduate.



5. The guidance and communication I receive from CLAS regarding classroom policies.



n=487-495

## Appendix N: CLAS Strategic Plan, 2021-2026

**Preamble:** The College of Liberal Arts and Sciences at the University of Iowa has a long and distinguished history. Founded in 1900, the college is home to some of the leading programs in the world in the arts, humanities, and sciences, including the Iowa Writers' Workshop, speech pathology and audiology, fine arts, social psychology, and space physics. The college is responsible for a number of firsts: it was the first to completely design, assemble, and operate a spacecraft; the first to offer a university-sponsored program in creative writing; the first to accept creative work in lieu of academic theses from graduate students; the first to uncover the earth's radiation belts; and the first to develop the camera technology to take global photographs of the northern lights. CLAS faculty and students have been awarded over forty Pulitzer Prizes and over twenty Rhodes scholarships, in addition to numerous other awards and recognitions for excellence. In its day to day efforts, the college is driven by a number of values and commitments. We aspire to foster and then build on a foundation of community, transparency, communication, equity, diversity, creativity, excellence, and humility. Our 2021-2026 Strategic Plan works to regard all of these values as intimately connected and inseparable across its four pillars of Research and Discovery; Student Success; Diversity, Equity, and Inclusion; and Engagement. We are committed to peer mentoring and to bringing awareness to the critical role that each of us plays in something that is larger than any one of us. The faculty, staff, and students of CLAS have individual expertise, interests, and perspectives, but as an academic learning community, our most impactful contributions arise from our work as a cohesive whole: staff who are integral to the student-success and research mission of the university; faculty researchers and teachers who instruct students to learn and apply knowledge from new and innovative angles; departmental and collegiate spaces that encourage equity and belonging; and students who graduate with writing, communication, and research skills through which to align their personal, professional, and civic goals. Every five years CLAS renews its commitment to its core values and to making sure that we are community built and community strong.

**Vision:** We aspire to create and nurture a community in a College of Liberal Arts and Sciences that is dedicated to a liberal arts education and to the diversity of thought that it generates. Our students will be able to think critically, to further their learning, to flexibly and creatively adapt to change, and be engaged, ethical, global citizens. Our scholars will be leaders in advancing knowledge and educating future generations. We strive for everyone in the college to have a sense of belonging and community and to have individual and collective purpose.

**Mission:** The mission of the College of Liberal Arts and Sciences at the University of Iowa is to foster community that enables innovative research and discovery and empowers students with the knowledge and skills to think systematically about all aspects of their lives—the creative, the professional, the personal, and the civic. We are home to some of the leading programs in the world in the arts, humanities, and sciences, and we live at the intersection of all three—as writers and researchers, as performers and inventors, and as individuals who work together to develop ideas of what might be and then to implement those ideas after a careful process of reflection and consideration. Our mission is guided by a value in diversity and inclusion that recognizes the wide spectrum of voices and talents that enable excellence in education, research, and discovery.

## **Research and Discovery**

**Goal 1: Infuse the CLAS research mission with renewed energy and vitality**

**Strategy 1: Enhance investment in faculty development and productivity**

### **Critical Tasks:**

- Provide increased professional development for research-active faculty
- Address inequities that inhibit research productivity
- Improve efforts to recruit and retain outstanding research faculty
- Integrate research staff more fully into the college mission

**Strategy 2: Promote a culture of discovery and creativity**

### **Critical Tasks:**

- Build community in ways that advance artistic, humanistic, and scientific scholarship
- Increase opportunities to integrate graduate and postdoctoral research into the university research mission
- Use the university's R1 designation to expand and promote research opportunities for undergraduates

## **Goal 2: Enhance the research visibility of the college**

### **Strategy 1: Invest in existing and emerging areas of strength**

#### **Critical Tasks:**

- Enhance the collegiate reputation in writing, speaking and creative expression
- Identify and invest in existing areas of strength
- Identify and invest in emerging areas of strength

### **Strategy 2: Increase the number of research grants and fellowships awarded to faculty, staff, and students**

#### **Critical Tasks:**

- Create leadership infrastructure to expand collaborations between the CLAS Grant Support Office, the Obermann Center for Advanced Studies and other units
- Institute clear grant and fellowship expectations across the college

### **Strategy 3: Harness the collective strength of units that can make a cross-disciplinary research impact**

#### **Critical Tasks:**

- Create CLAS leadership pathways and infrastructure to promote greater interdisciplinary collaborations
- Provide faculty with increased autonomy to create research groups and centers

## **Student Success (undergraduate)**

### **Goal: Build a strong community of undergraduate learning and engagement**

#### **Strategy 1: Increase undergraduate student success with evidence-based practices**

##### **Critical Tasks:**

- Elevate the culture of undergraduate teaching using best practices for assessing and improving infrastructure
- Monitor and support impactful instruction in all courses, but especially in introductory gateway courses
- Increase the number of mentored research, service learning, capstone applied, and experimental learning courses
- Ensure student access to course-linked academic support

#### **Strategy 2: Expand undergraduate recruiting and retention efforts to ensure sustainable student enrollments**

##### **Critical Tasks:**

- Increase the number of recruited students into targeted majors and programs in the college
- Expand online opportunities for undergraduate degrees, certificates, and courses
- Foster awareness of the strength of a CLAS education
- Eliminate barriers for transfer students to support timely graduation

#### **Strategy 3: Increase academic, peer, and career mentoring**

##### **Critical Tasks:**

- Maximize the impact of undergraduate student advising by professional staff advisors and faculty advisors
- Bolster the education of departments and programs about advising and mentoring a diverse student body
- Increase mentoring support for undergraduate students
- Invest in writing, professionalization, and career readiness for all students

## **Student Success (graduate)**

### **Goal: Support the graduate student experience by building a strong community for learning and discovery**

**Strategy 1: Foster student success through faculty and staff development and through increased academic, peer, and career mentoring**

**Critical Tasks:**

- Individualize graduate student mentoring and professional development opportunities
- Create opportunities for graduate students to work with supervising faculty on community engaged scholarship

**Strategy 2: Create objective measures for evaluating the success of graduate programs and direct resources accordingly**

**Critical Tasks:**

- Apply objective metrics for determining the strength of graduate programs
- Identify graduate programs that demonstrate excellence and impact and invest resources in their success

**Strategy 3: Engage in innovative and inclusive approach to graduate education and support a diversity of career trajectories**

**Critical Tasks:**

- Infuse the brand of the Writing University into the graduate curriculum by increasing opportunities for graduate training in editing, translating, and writing for public audiences
- Build stronger recruitment channels with other colleges and universities to increase the number of highly competitive graduate programs
- Increase the number of graduate applications for external grant support
- Collaborate with campus partners, local and regional companies/businesses, and non-profit organizations to expand internship and research opportunities
- Reimagine the dissertation in terms of formats and genres that best prepare students for their careers
- Develop online educational opportunities for students who face barriers to coming to campus
- Assess support packages for graduate students

## **Diversity, Equity, and Inclusion**

**Goal 1: Promote an inclusive environment**

**Strategy 1: Use empirically validated methods to address the challenges and opportunities that arise for CLAS students, faculty, and staff**

**Critical Tasks:**

- Perform an equity audit of the college
- Provide updated DEI training for faculty, staff, and graduate students
- Gather data to better understand the areas of diversity strength and weakness in CLAS
- Ensure equitable representation and engagement by URM students, staff, and faculty in all aspects of college life
- Employ best practices to attract and retain a diverse population of faculty, staff, and students
- Create an annual DEI Committee work plan that addresses collegiate priorities and needs

**Strategy 2: Integrate DEI throughout the educational and scholarly experience in CLAS**

**Critical Tasks:**

- Highlight the influence of diversity, equity and inclusion on research and discovery across the college
- Incorporate DEI content into courses throughout the college, as applicable
- Support outreach and engagement projects that include participation from URM, first-generation, and international students

**Strategy 3: Foster a greater sense of community within the college**

**Critical Tasks:**

- Build community around shared themes and interests
- Assess and address issues of empowerment and shared governance for non-tenure track faculty
- Expand number of public DEI events and educational opportunities

**Goal 2: Build stronger infrastructure to support DEI efforts****Strategy 1: Increase support provided to first-generation, URM and international students, faculty and staff in CLAS****Critical Tasks:**

- Increase retention of URM, first-generation and international students
- Enhance mentoring of faculty and staff from URM populations
- Develop CLAS Post-Doctoral Fellows Program to supplement Office of the Provost efforts to diversify the college

**Strategy 2: Build DEI capacity across the college****Critical Tasks:**

- Ensure all collegiate research, teaching, and engagement initiatives involve a DEI criterion or component
- Increase departmental assessment of the experience of students in the classroom
- Strengthen efforts to promote a civil and collegial workplace environment
- Create an enforcement mechanism to normalize collegial behavior in the workplace

**Engagement****Goal: Support the work of faculty, students, and staff in building partnerships with communities throughout the state, region and nation****Strategy 1: Build a community of alumni partners to enhance the overall educational mission and student professional development****Critical Tasks:**

- Incorporate alumni into the education of undergraduate and graduate students in the college
- Partner with alumni to expand professional development opportunities for all students through career mentoring, internships, community-engaged learning, and other forms of public engagement

**Strategy 2: Integrate outreach and community-engaged research into the undergraduate and graduate curricula****Critical Tasks:**

- Enlist associate deans to identify learning objectives that are enhanced by community engaged learning and scholarship
- Work with units to engage in outreach or community-engaged scholarship, as appropriate to their research and teaching missions
- Create a system for recognizing and celebrating student accomplishments and leadership in outreach and engagement

**Strategy 3: Promote the impactful nature of outreach and community-engaged scholarship and teaching****Critical Tasks:**

- Determine funding priorities for outreach and engagement initiatives
- Recognize community-engaged teaching and scholarship in the tenure and promotion process

**Strategy 4: Generate revenue to promote outreach and community-engaged research**



**Critical Tasks:**

- Increase the number of external grants for engagement-based activities and research
- Increase the number of named engagement funds for faculty and staff
- Increase the number of named engagement funds for undergraduate and graduate students

## Appendix O: Self-Study Committee Meetings with Constituents

<b>Former Associate Dean for Research and Infrastructure</b>	November 23, 2020
<b>DEOs of the Arts Departments</b>	December 1, 2020
<b>Dept. Administrators of the Arts and Humanities Departments</b>	December 3, 2020
<b>DEOs (Focus: Undergraduate and Graduate Education)</b>	December 7, 2020
<b>DEOs of Natural and Mathematical Sciences Departments</b>	December 7, 2020
<b>Dept. Administrators of the Natural and Mathematical Sciences Departments</b>	December 8, 2020
<b>DEOs of the Social Sciences Departments</b>	December 9, 2020
<b>Dept. Admins. of Social Sciences Departments</b>	December 10, 2020
<b>DEOs of the Arts and Humanities Departments</b>	December 14, 2020
<b>DEOs (Focus: Research)</b>	December 14, 2020
<b>CLAS Faculty Assembly</b>	January 27, 2021
<b>CLAS Undergraduate Educational Policy and Curriculum Committee</b>	February 4 and 11, 2021
<b>CLAS Executive Committee</b>	February 9, 2021
<b>CLAS Chief Budget Officer</b>	February 11, 16, 23, 2021
<b>Associate Dean for Research Direct Reports</b>	February 16, 2021
<b>CLAS Diversity, Equity, and Inclusion Committee</b>	February 17, 2021
<b>CLAS Senior Staff</b>	February 18, 2021
<b>Director of CLAS Strategic Communications</b>	February 24, 2021
<b>Research Advisory Board</b>	February 25, 2021
<b>CLAS Staff Council</b>	February 26, 2021
<b>CLAS Human Resources Group</b>	February 26, 2021
<b>Student Focus Group (Focus: Undergraduate Education)</b>	February 26, 2021
<b>UI Associate Vice President and Director of Administration and Planning (Focus: UI/CLAS Budget)</b>	March 12, 2021
<b>CLAS Faculty Assembly</b>	March 31, 2021
<b>CLAS Executive Committee</b>	April 6, 2021

# CLAS Self-Study Appendix P

## Images of Selected CLAS Research Facilities

# Inadequate Facilities

Van Allen Hall; Halsey Hall; Field House; MacLean Hall

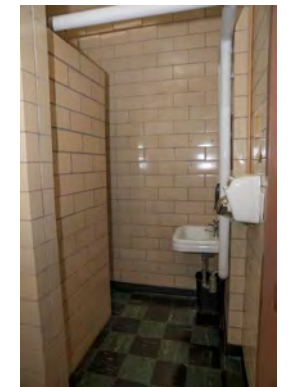
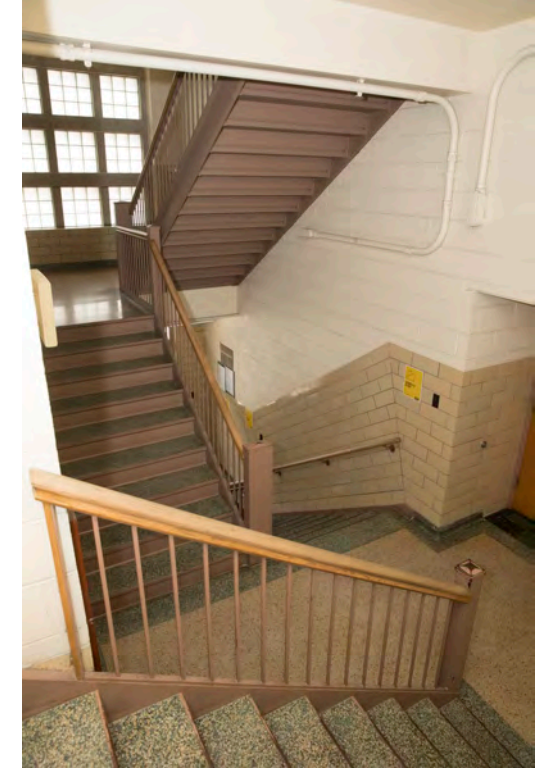
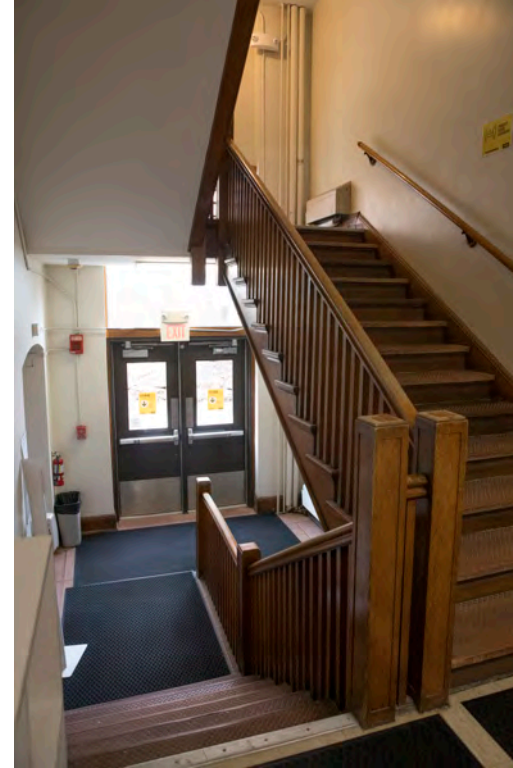
- Van Allen Hall



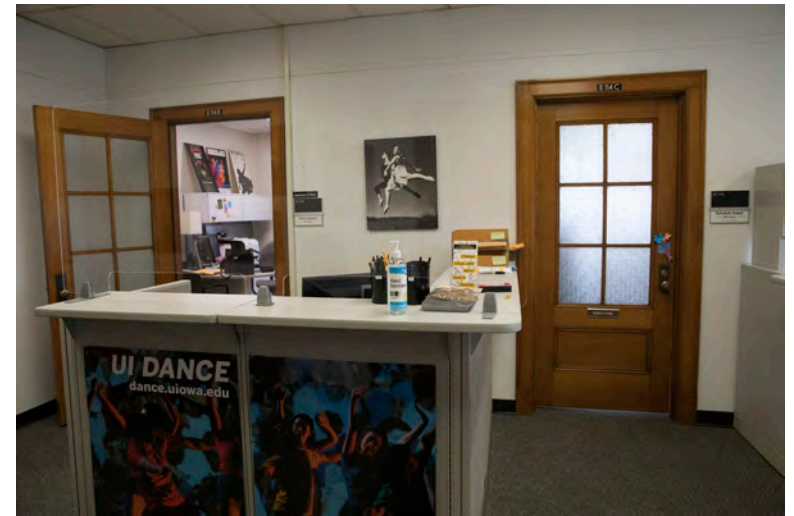
- Van Allen Hall



- Halsey Hall

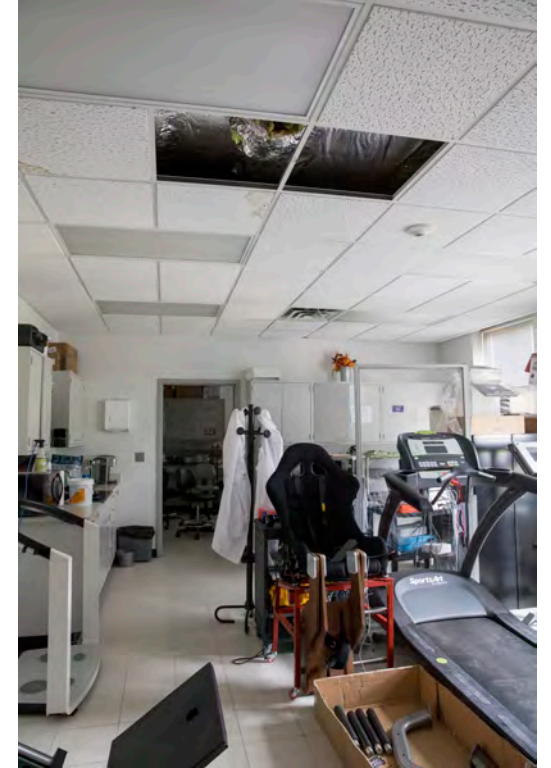


- Halsey Hall

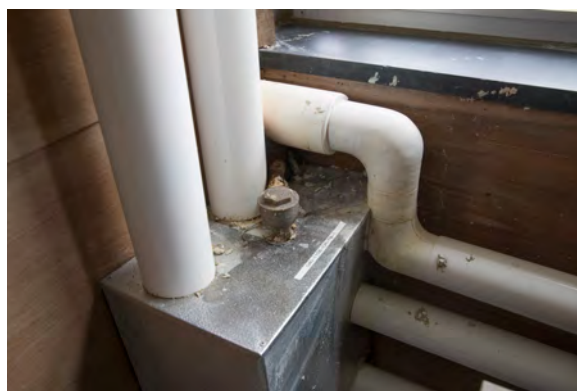




- Field House



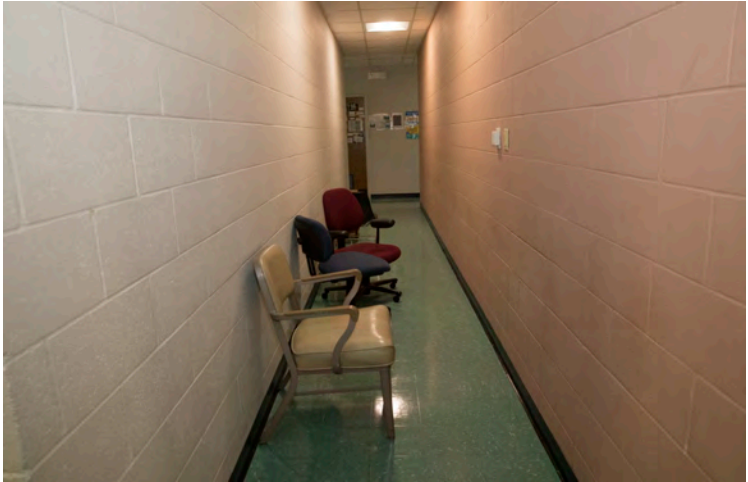
• Field House



- MacLean Hall



- MacLean Hall



# New CLAS Facilities

Visual Arts Building; Voxman Music Building; Psychological and Brain Sciences Building; Oakdale Studio Facility

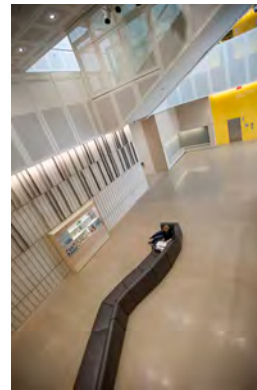
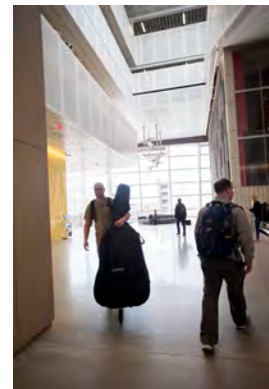
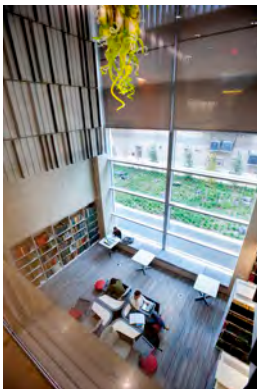
• Visual Arts Building



• Visual Arts Building



• Voxman Music Building

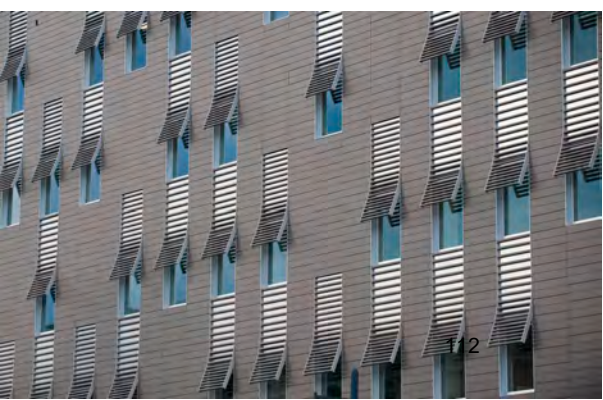
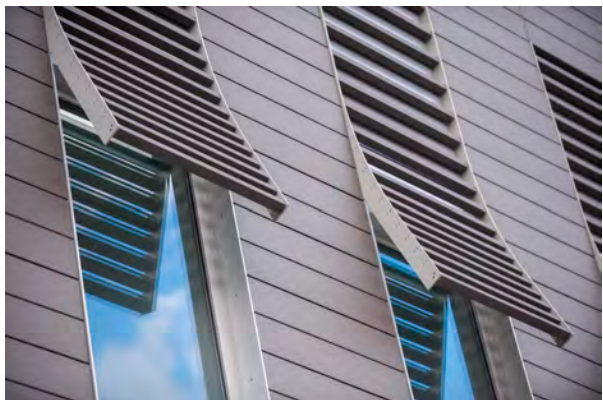




• Voxman Music Building



- Psychological and Brain Sciences Building



# • Oakdale Studio Facility

