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IOWA

Graduate College

Collegiate Review

Self-Study

2024

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EXECUTIVE SUMMARY

The University of Iowa Graduate College serves the university and the state by fostering an intellectual environment conducive to exemplary research, scholarship, and creativity among graduate students, postdoctoral scholars, and faculty. The Graduate College serves as an advocate for graduate education, allocates resources that support graduate students and programs, supports students' professional development and career preparation needs, promotes well-being and belonging for all students, manages policies and procedures to establish and assess graduate programs, and fosters interdisciplinary programs. Founded in 1900, the University of Iowa (UI) Graduate College manages the enrollment and degree progress for over 5,000 students from over 100 graduate programs in 10 different colleges which span the Arts and Humanities, Biological Sciences, Health Sciences, Engineering, Education, Physical Sciences, Social Sciences, and Business. The Graduate College is both an administrative unit for graduate students and postdoctoral appointees across campus, and an academic college that is home to three academic units, nine interdisciplinary graduate programs, and two additional reporting units.

The 2024 Graduate College Self-Study begins with an outline of the mission and history of the Graduate College, demographic and enrollment trends, governance, advisory committees, and facilities. The Self-Study then details the Graduate College's response to recommendations from the Graduate College's 2015 collegiate review which include improved coordination across campus, an assessment of the Graduate College as an administrative home for academic and interdisciplinary programs, a redistribution of fellowship funding, expanded staff capacity, the elevation of the Office of Graduate Diversity, Equity, and Inclusion and its director, and a description of resources that support interdisciplinary programs. The Self-Study also addresses progress to date on the Graduate College's current strategic plan. This plan centers on a vision of transforming graduate education through a student-centered approach that prioritizes innovation, excellence, and inclusion to advance the public good. In the area of student success, the self-study describes the college's efforts to create a more uniformly positive experience for graduate students, to enhance collaboration with graduate programs and colleges across the university, and to improve communication with graduate students. In the area of diversity, equity, inclusion, the Self-Study focuses on progress toward recruiting and retaining diverse cohorts of students, training leaders to mitigate bias, and building DEI capacity in the Graduate College. The Self-Study details research and discovery efforts including incentivizing students to pursue external funding, supporting postdoctoral appointees, and creating opportunities for students to exchange ideas across disciplines. The Self-Study describes advances in engagement including improvements in marketing the Graduate College across campus, fund raising, and alumni engagement. In the final section of the Self-Study, future priorities such as expanding mentorship opportunities, exploring the benefits and liabilities of generative AI, prioritizing student well-being, and collecting career outcomes data are described. Challenges and questions the Graduate Colleges faces as we look toward the future, including postdoctoral support, resources and scope, and graduate student recruitment are also addressed in this section.

INTRODUCTION TO THE GRADUATE COLLEGE

The Graduate College offers crucial leadership in graduate education at UI, serving stakeholders with efficiency, care, and integrity. Our efforts help the university's 5331 graduate students and approximately 270 postdoctoral scholars make outsized contributions through their research, teaching, and artistic endeavors globally and locally.

In the state of Iowa, the need for graduate degree holders often exceeds production; according to Council of Graduate Schools' (CGS) report on [Graduate Enrollment Degrees 2012-2022](#), occupations like nurse practitioners, statisticians, orthotists and prosthetists, physician assistants, and computer and information research scientists—all requiring advanced degrees—are among the fastest-growing in the state. In addition, graduate students and postdoctoral scholars are essential workers in the large-scale projects that draw substantial research funding to the state. As graduate instructors, they impact the lives and education of 22,130 undergraduates at UI.

The Graduate College is committed to supporting the excellence and success of graduate students and postdoctoral scholars through a student-centered vision, partnerships with campus, resource management, and innovative programming. In communications, we endeavor to uplift the essential role graduate students and postdocs in the success of our university, state, and world.

Mission

The mission of the UI Graduate College is to foster an intellectual environment conducive to exemplary research, scholarship, and creativity among graduate students, postdoctoral scholars, and faculty. The College makes every effort to ensure that the graduate programs offered by the University are of high quality and stimulate the creation of new knowledge and information, and that these efforts simultaneously benefit both graduate and undergraduate student learning. The Graduate College serves as an advocate for graduate education, allocates resources that support graduate students and programs, supports students' professional development and career preparation needs, promotes well-being and belonging for all students, manages policies and procedures to establish and assess graduate programs, and fosters interdisciplinary programs.

History

Founded in 1900, the University of Iowa (UI) Graduate College manages the enrollment and degree progress for over 5,000 students from over 100 graduate programs in 10 different colleges which span the Arts and Humanities, Biological Sciences, Health Sciences, Engineering, Education, Physical Sciences, Social Sciences, and Business.

The Graduate College has a history of innovation, which serves as a strong foundation for our contemporary initiatives in graduate education. The UI was among the *first* universities to offer MFA and DMA degrees, to accept and foster interdisciplinary research by faculty and students, and to embrace professional degrees at the doctoral

level (DPT, DNP, and AUD). At the same time that the UI Graduate College led the creation and acceptance of new graduate degrees, it has also long supported more traditional academic programs (e.g., MA, MS, and PhD) as well as professionally-oriented programs (e.g., MSW, MAT, MAC, MSC, MPH, and MSN). Professional degree programs in medicine, dentistry, law, and business (e.g., MD, DDS, PharmD, JD, and MBA) are conferred by other colleges, but continue to become an important component of dual degree programs routinely pursued by students wishing to enhance their marketability and expand their professional expertise. The UI has been an active member of the American Association of Universities (AAU) since 1909 and is a member of the Big Ten Academic Alliance (BTAA).

GRADUATE STUDENTS AT UI

Demographics

In the 2022-2023 academic year, 5331 graduate students were enrolled at UI. Of those students, about 49% were enrolled in doctoral programs, 44% were enrolled in master's programs, and the remainder were enrolled in certificate programs or as non-degree students. About 77% of graduate students were enrolled in on-campus programs, and 28% were enrolled online. White students make up 61% of graduate students at UI and about 19% of graduate students are international. About 43% of graduate students are Iowa residents. While students enrolled in master's programs have increased by about 5.2% since 2016, and online students have increased by about 6%, the remaining demographic data from 2016-2017 shows a remarkably similar graduate student populations (see Figures A.1 and A.2).

In both 2016-2017 and 2022-2023, international students made up about 20% of the graduate student population. It is noteworthy, however, that the top countries of origin for graduate students have changed somewhat, with a 33% decrease in students from China and as well as decreases in students from South Korea and Taiwan. Conversely, UI has experienced increases in numbers of students from Nigeria, Bangladesh, Sri Lanka, Iran, and Pakistan (see Figure A.3).

Finally, the distribution of graduate students across colleges has shifted slightly with the most notable increases in students in the Carver College of Medicine, the College of Nursing, and the Tippie College of Business. The College of Liberal Arts and Sciences experienced the most notable decrease (see Figures A.1 and A.2).

Enrollment Trends

Total graduate enrollment at UI was consistent between 2016 and 2018, followed by a 6.6% increase between 2018 and 2021. Enrollments in 2022 were down about 4.5% from 2021 (see Figure A.4). Similar trends can be seen in graduate admits per year and new graduate enrollments per year (see Figure A.5). These trends align with national data from the Council of Graduate Schools' (CGS) Graduate Enrollment Degrees 2012-2022 report that indicates that graduate enrollments increased in Fall 2020 as programs became more flexible for working adults during the pandemic. The report also indicates that first time graduate enrollments dropped by about 5% between Fall 2021 and Fall 2022 given the strong US job market.

PhD Enrollments

While PhD enrollments are down overall (about 9.2% since 2016; see Figure A.6), some programs have experienced significant increases. For instance, PhD enrollments in the Carver College of Medicine are up 49% from 2016, with a notable increase in the Biomedical Science Program. PhD enrollments are also up in the College of Public Health (27%) in programs such as Biostatistics, Epidemiology, and Health Services and Policy, and in Graduate College (15%) in Interdisciplinary Graduate Programs including Neuroscience, Immunology, Human Toxicology, and Genetics. PhD enrollments in the College of Engineering are down 5.5% since 2016, however notable increases in enrollment have occurred in the Biochemical Engineering and Mechanical Engineering programs. Enrollments in PhD programs in the

College of Liberal Arts and Sciences are down 17% overall since 2016, however, several programs have seen marked increases including Integrated Biology, Sociology, Computer Science, and Health and Human Physiology. Finally, the College of Nursing and the College of Dentistry's PhD numbers remain stable while the College of Pharmacy, the Tippie College of Business, and the College of Education have experienced overall declines in PhD enrollments between 2016 and 2022 (31%, 25%, and 27% respectively)

Other Doctoral Enrollments

Increases in enrollments have been experienced in other doctoral programs including the Doctor of Nursing Practice (DNP) (32%), the Doctor of Physical Therapy (DPT) (18%), and the Doctor of Education (EdD) (the program launched in 2020 with 17 students and was up to 47 students by 2022). Doctoral of Musical Arts (DMA) enrollment is down slightly (3.6%), while Doctor of Audiology numbers are stable.

MA Enrollments

Overall enrollment in MA programs increased steadily between 2016 and 2021 (13.2%) but dropped back down 10.4% from 2021 to 2022 (see Figure A.7). MA enrollments in the College of Liberal Arts and Sciences are down overall (19.4%), but up in a few programs including significant growth in the Sports and Recreation Management Program. Increases have also occurred in the Graduate College (27.6%), particularly in the School of Library and Information Science. MA numbers are also up since 2016 in the College of Education (28.4%) notably in the Clinical Mental Health and Rehabilitation Counseling programs. The on-line Teaching, Leadership, and Cultural Competency Program in the College of Education, which launched in 2016 with 12 students, grew rapidly to an enrollment of 112 in 2020 and has since leveled off with an enrollment of 72 in 2022.

MS Enrollments

MS program enrollments are up 36.8% since 2016 (see Figure A.8). The Carver College of Medicine launched an Athletic Training program in 2019 that has rapidly grown to 24 students. While enrollment is down 16.5% in MS programs in the College of Engineering, enrollment in the Industrial Engineering Program has increased. Similarly, MS enrollments in the College of Liberal Arts and Sciences are down overall (16%) since 2016, but notable increases have occurred in the Data Sciences and Health and Human Physiology programs. The College of Public Health's MS enrollments are down 9.3% overall, but enrollment in the Biostatistics Program has markedly increased. The most significant increases were in the MS programs in the Tippie College of Business (Business Analytics and Finance) with enrollments growing from 110 in 2016 to 357 in 2022 – nearly a 224.5% increase.

Other Master's Enrollments

Master of Public Health (MPH) enrollments spiked during the COVID pandemic but have since leveled off, with total enrollment growth between 2016 and 2022 at 6.3%. Master of Arts in Teaching (MAT), Master of Nursing (MSN), and Master of Social Work (MSW) enrollments have increased (20%, 89.4%, and 28.7% respectively). The Master of Accountancy Program experienced a sharp increase in enrollments during COVID and has since dropped off considerably. Master of Fine Arts (MFA), Master of Computer Science (MCS), Master of Public Affairs (MPAFF) and Master of Health Administration (MHA) enrollments have fluctuated between 2016 and 2022 but are generally stable.

Application Trends

The CGS report indicates that – nationally – even as enrollments were down, applications continued to increase between Fall 2021 and Fall 2022. Iowa’s applications were down 4.6% in that period. Iowa received 8055 graduate applications in 2022 – about 5% below the average for the period between 2016 and 2021 (8483). However, data thus far in the 2023-2024 academic year indicates that applications to PhD and other doctoral programs are increasing again while master’s applications remain lower (see Figures A.9, A.10, and A.11). Market research suggests that there is demand for more online master’s programming that meets the needs of working professionals who desire flexible programming. Several programs (e.g., MSW, MHA) have experienced decreased interest in face-to-face master’s programs and are investing greater resources in online programs with increasing demand. University leadership is also exploring options for creating a central support service for efficiently developing high quality online master’s programming to meet market demand.

The Graduate College is committed to maintaining robust enrollments in high quality, in demand programs that lead to excellent career outcome. We work closely with colleges and programs to nimbly and efficiently foster the development of new programs and to revise and sometimes close programs that no longer meet students’ needs.

Trends in Degree Completion and Time-to-Degree

In the Graduate College’s last self-study, it was noted that PhD completion at UI had increased from 57% to 63%, and time to degree had decreased from 6.0 to 5.7%. This improvement PhD in completion and time-to-degree was a strategic initiative and represents the Graduate College’s efforts toward culture change in graduate education. It was accomplished through messaging and discussions with stakeholder groups across campus, increased supports through Grad Success, a post-comps registration requirement, and a broader distribution of summer and completion fellowship. In nearly all areas of study, completion rates have remained steady or continued to rise, while time-to-degree has remained steady or continued to decrease (see Figures A.12 and A.13).

COLLEGIATE OPERATIONS

The Graduate College is both an administrative unit for graduate students and postdoctoral appointees across campus, and an academic college that is home to nine interdisciplinary graduate programs, three academic units, and two additional reporting units (see Figures B.1, B.2, and B.3 for organizational charts). This self-study focuses on the Graduate College as an administrative unit. Please see Appendix C for information on the additional units and programs housed in the Graduate College.

As an administrative unit, the Graduate College is home to several centers and offices. Leadership from each of these offices and centers meet bi-weekly with the dean to collaborate and to discuss relevant issues.

Administrative Offices and Centers

The Academic Affairs Office (AAO)

AAO is responsible for supporting graduate student academic progress and success. The office oversees degree progress and completion, student records, and thesis and dissertation support and examination. AAO coordinates with departments and campus partners to manage the rules and standards of graduate education with a focus on academic excellence and evidence-based initiatives to shape and improve student success. AAO works closely with Graduate Council and academic colleges on development and approval of new academic programs, as well as closures and other program actions. Finally, AAO mediates individual student issues and is responsible for both informal and formal academic grievances.

Administrative Affairs

Administrative Affairs allocates funding to graduate students through a wide array of financial assistance to help master's and doctoral students meet educational, living, and professional development expenses. The College provides close to 20 different internal fellowship opportunities and staff support for students seeking external grants and fellowships. Administrative Affairs also oversees graduate student employment standards, policies, and grievances. Additionally, Administrative Affairs coordinates and facilitates the Graduate College's commencement events. Finally, Administrative Affairs is responsible for faculty affairs in the Graduate College's academic units.

Finance and Human Resources

The Director of Finance and Budget provides oversight of financial matters for the Graduates College and its 14 interdisciplinary programs and departmental units. The College budget is approximately 13.3 million in general education funds and 5.7 million in non-general education funds (see Figure B.4). The Graduate College also administers a \$7.4 million GEF Internal Fellowships and Scholarships Program that is budgeted to all colleges (see Figure B.5). The Director of Human Resources oversees all personnel management for the Graduate College including the hiring of faculty, staff, and students. Finance and human resource staff in the Graduate College administer the graduate assistantship tuition scholarship for all units on campus and – along with the Associate Dean for Administrative Affairs – administer the Graduate College internal fellowship programs, assist faculty, staff, and students with questions and concerns related to fellowships, tuition scholarships, and research assistants.

Departments, programs, and other administrative offices interact with finance and human resources regarding policies and procedures for postdoctoral scholars and fellows.

External Relations

The External Relations team is responsible for engaging with alumni, determining philanthropic priorities for the Graduate College, and crafting compelling stories about graduate students, postdocs, and alumni for dissemination across web pages, annual reports, and various media outlets. They also contribute to brand awareness and cohesion, stays attuned to media trends, and collaborate with the Graduate College's Information Technology team to develop and maintain website content and visuals. Finally, the External Relations team plays a crucial role in fostering campus engagement for the Graduate College External Advisory Board.

The Grad Success Center (Grad Success)

Grad Success supports graduate students' professional, academic, and personal success during graduate school and beyond. Staff in Grad Success help students develop grant writing skills, apply for external grants and fellowships to fund their scholarship, find and apply for jobs, hone their teaching practice, and communicate their research to a variety of audiences. Staff in Grad Success coordinate and facilitate graduate student orientation events. Grad Success also facilitates meetings of the Directors of Graduate Studies (DGS), sharing key information and guidance on Graduate College student success initiatives and on current national issues and trends in graduate education.

The Office of Graduate Diversity, Equity, and Inclusion

The Office of Graduate Diversity, Equity, and Inclusion (Grad-DEI) supports the outreach, recruitment, retention and success of graduate students. Grad-DEI is committed to fostering a welcoming environment for all graduate students, including graduate student populations that are historically underserved and underrepresented in higher education, through networking and community building events and programming. Grad-DEI also administers the Summer Research Opportunities Program (SROP)—a Big Ten Academic Alliance Program—which provides underrepresented undergraduate students with research experiences to create a gateway to graduate education. Grad DEI also works with the Big Ten Academic Alliance on recruitment efforts—one of which is the [FreeApp](#) program.

The Office of Information Technology (IT)

The Graduate College's Office of Information Technology plays a critical role in acquiring, processing, and interpreting data from various institutional sources, helping the Graduate College to use institutional data to drive its strategic decision-making. The expertise IT provides helps the Graduate College drive change in areas such as fellowship funding, program evaluation, and thesis/dissertation requirements and submission. In partnership with Grad Success, IT is leading efforts to collect career outcome data that will help programs across campus better understand their students' career choices and better prepare them for those careers. Along with External Relations, IT works with all of the Graduate College's programs and units on web strategy, design, and maintenance, and addresses all of the College's technology needs.

The Office of Postdoctoral Affairs

Postdoctoral Affairs serves as a resource for postdocs, faculty mentors, departments, and colleges employing our postdoctoral scholars and fellows. In collaboration with the University of Iowa Postdoctoral Association, the Office of Postdoctoral Affairs offers a variety of academic opportunities and promotes a wide range of social and

networking events where all postdocs are able to share their unique experiences. Postdoctoral Affairs oversees postdoctoral employment standards, policies, and grievances.

Governance

Graduate Council

The Graduate Council serves as the executive committee of the graduate faculty, assisting and advising the dean in the conduct of college business. Duties of the Council are:

- To assist and advise the dean in the conduct of college business, including preparation of agenda, calling of emergency meetings, and determination of the status of a staff member where doubt exists as to his or her eligibility for membership in the graduate faculty.
- To evaluate new graduate programs and revisions in existing programs, including non-departmental and interdisciplinary programs, and to make recommendations to the graduate faculty on new programs and on such aspects of curricula as will maintain uniform and effective educational policy.
- To supervise the codification of current rules and regulations of the faculty.
- To assist the dean, upon request, in the formulation of administrative decisions or judgments.
- To confer with the dean on matters of policy regarding the professional welfare of the faculty

The Graduate Council consists of the deans of the Graduate College as ex officio nonvoting members, 13 members elected from the graduate faculty, and four graduate students chosen by the Graduate Student Senate for one-year terms.

Faculty representation on the Graduate Council consists of 12 collegiate representatives and one at-large representative. One collegiate representative is elected by the graduate faculty of each of the colleges of Business, Dentistry, Education, Engineering, Graduate, Medicine, Nursing, Pharmacy, and Public Health. Three collegiate representatives are elected by the graduate faculty of the College of Liberal Arts and Sciences. The at-large representative is elected by the graduate faculty as a whole. The Graduate Council holds meetings every two weeks while school is in session.

Graduate Student Senate (GSS)

GSS is a representative, administrative, service organization for graduate students at UI. GSS serves as the voice of graduate students to the collegiate and university administration and to the broader university community. The GSS organizes the annual university wide Jakobsen Research Showcase, the Jakobsen Professional Development Series, and distributes graduate student conference travel funds that are provided by the Graduate College.

Advisory Committees

The Graduate College is committed to excellent collaboration and communication with stakeholder groups including our colleagues across campus and alumni and friends. College leadership and staff meet regularly with several advisory committees that help us in these efforts.

Associate Deans for Graduate Education

The Associate Deans for Graduate Education in each of Iowa's curricular colleges meet twice per semester with the Graduate College dean, assistant deans, and associate deans to engage in high level discussions related to issues of policy, practice, and innovation in graduate education. The Associate Deans for Graduate Education keep the Graduate College dean, assistant deans, and associate deans abreast of trends and developments in graduate education in their collegiate units, provide feedback to the Graduate College dean, assistant deans, and associate deans on new initiatives in graduate education, and communicate with their collegiate constituents about relevant policies and initiatives.

Directors of Graduate Studies (DGS)

DGS is a professional development and learning community for faculty directors charged with supporting graduate student policy, programs, and support at the program level. By partnering with this community through monthly gatherings and regular newsletter communications, the Graduate College provides support, partners in decision making, and conducts needs assessments on a regular basis.

Graduate College External Advisory Board (GCEAB)

GCEAB members provide external perspective and counsel as well as advocacy and support for the College's programs, strategic direction, and achieving the overall goals of the Graduate College.

The objectives of the Graduate College External Advisory Board are to provide strategic advice and support to the dean by:

- Advising the Dean on future directions of the College
- Assisting in increasing the visibility and image of graduate education locally, nationally, and internationally
- Advocating for and promoting positive public relations for the college
- Building connections and guiding fundraising priorities and strategies for the Graduate College

The GCEAB convenes for dinner followed by a day-long meeting each fall and for a two-hour virtual meeting each spring.

Graduate Coordinators

Graduate program coordinators are staff in curricular colleges who often serve as first contact for recruits and graduate students. Coordinators provide program continuity for students, serve as the "culture-keepers" for the program, and help students navigate the world of graduate education at UI. As program administrators, graduate coordinators also help with student submissions of publications and forms. The Graduate College holds two-hour meetings with graduate program coordinators twice annually in January and August.

Graduate Student Employment Committee (GSEC)

The Graduate Student Employment Committee (GSEC) was formed in 2017 to provide recommendations to

institutional leadership on matters related to graduate student employment benefits. The committee is comprised of nine graduate student seats confirmed by the Graduate and Professional Student Government (GPSG) and Graduate Student Senate (GSS) bodies, two faculty members appointed by Faculty Senate, and one administrator.

Facilities

The Graduate College's administrative unit is housed in Gilmore Hall. While Gilmore Hall meets the administrative needs of the College, there is little space to meet the professional development, community building, and collaborative goals for serving graduate students across campus. Collaborative workspaces, rooms to host in-person and hybrid programming and research forums, and spaces for providing community and networking opportunities would further the work of the College and help to achieve the College's strategic goals.

The Graduate College's administrative unit is slated to move to the historic Art Building. Once modernized, the Art Building will provide ideal space both for the College's administrative functions and for its mission and vision to provide a student-centered graduate student experience through creating a graduate student hub where student can gather, collaborate, and engage in professional development in a central location. The historic Art Building will be revitalized, giving the graduate students multiple study-oriented gathering spaces with appropriate resources. The location of the Art Building is convenient and accessible to graduate students on both the east and west sides of campus. Moving to the Art Building will improve access for students on the west side while being near bus routes and the Hancher Auditorium parking lot. The modernization of the Art Building is part of a larger campus facilities plan. While plans have been developed for the modernization of the building, the timing of the move remains uncertain as we wait for funding to be secured and allocated to this project.

GRADUATE EDUCATION LANDSCAPE

Response to 2015 Collegiate Review

The Graduate College underwent its most recent formal review in 2015. The final report (see Appendix D) identified several recommendations. In this section we detail our responses to those recommendations.

Recommendation 1: Appoint a committee to ascertain what structure is needed to improve coordination of graduate education across campus

While a new committee was not formed to ascertain what changes in structure were needed, the Graduate College leadership worked with number of constituencies to provide more input into how the Graduate College serves graduate students in an ever-changing world. This included meetings with Graduate Council, Directors of Graduate Studies, Program Coordinators, Associate Deans for Graduate Education, Graduate Student Senate, and university collaborators such as the Office of the Vice President for Research, the Office of Engagement, the Office of Teaching, Learning and Technology, and others. The Graduate College also benchmarked their structure against peer institutions. As a result, the Graduate College expanded the sources and timeliness of data to examine student experience. Data sources included the Graduate Survey of Student Experience in the Research University (GradSERU), internal surveys of graduating students (“exit surveys”), student well-being surveys, and inclusion data. Advances in technology and data systems allow us to better mine internal data sources to examine enrollments, academic progression, and fellowship support. All areas of the Graduate College now use data to pivot more quickly to address changing needs. The Academic Affairs Office is engaged with projects to offer more options for dissertations and theses including electronic/digital dissertations for the performing arts. All these changes allow us to engage in continuous improvement of the student experience and helped us respond quickly to impact of COVID to our graduate programs.

The Graduate College has also provided various audiences with information about how we allocate our fellowship and other financial aid funds to help in three major areas: recruitment of outstanding students, degree completion, and summer funds to keep student engaged in their degree progression without having to take employment opportunities that slow progression of the degree.

Reviews of doctoral programs are no longer centralized after the last National Research Council assessment of earned doctorates. However, metrics such as time-to-degree for earned doctorates and other terminal degrees are still a metric used by the Association of American Universities (AAU) for membership. This change allowed graduate program reviews to occur with the departmental reviews required by the University of Iowa every seven years. This process provides more consistency in reviews, spreads the reviews out over time, and includes the evaluation of external reviewers.

Recommendation 2: Create a committee to reorganize the Graduate College’s five units including potential changes to the administrative home of each unit and the impact of that change on the Graduate College.

At the conclusion of the last Graduate College review, UI underwent significant changes in university leadership.

These changes became an opportunity to form a committee in 2017 to examine the UI academic organizational structure called the “UI Academic Organizational Structure 2020 Initiative” or colloquially called the “2020 Committee.” Phase one took place in the spring and summer of 2017 and culminated in a phase one report. The committee engaged in open forums with students, faculty, and staff, and a wide range of community members to gather ideas for how the university could thrive in the decades ahead. There were also conversations with the former Graduate Dean John Keller (who was also serving as the interim Vice President for Research) with other colleges and the Provost’s Office about whether the academic units and services should remain in the Graduate College. In the end, the decision was that the units were valuable and appropriately placed in the Graduate College.

Recommendation 3: Revise the system and distribution of Graduate College fellowships to allow support for both recruiting and completion and maximize flexibility in divergent needs of programs (recruitment, diversity support, completion)

In 2016, UI had an unexpected mid-year budget cut from the State of Iowa. This cut led to significant impacts to the Graduate College’s financial aid budget. At the time, more than half of that budget was allocated to multi-year recruitment fellowships. Since those costs were already encumbered, a decision was made to freeze and restructure recruitment fellowships going forward. An in-depth analysis was conducted to look at student outcomes (e.g., completion and time-to-degree) of our recruitment fellows. The data showed there were not better outcomes on time-to-degree or completion rates for our recruitment fellows compared to non-fellows. In addition, we had mounting evidence that in an effort to provide as much funding as possible per student to protect their time for their academic pursuits, students in non-STEM fields in particular were not getting access to the professional development experiences future employers desired (e.g., teaching assistantships). The funding cuts also impacted funds for underrepresented students.

Over time, the Graduate College launched updated versions of recruitment fellowships. These include the addition of the LuLu Merle Johnson Fellowship. This fellowship was initially devoted to recruiting approximately 6-10 outstanding underrepresented minority doctoral students per year. The fellowship provides funding for a first-year fellowship plus three additional summer fellowships and top-off funds to graduate assistantships for four academic years. The first cohort started in fall 2018. As part of the fellowship, programs were required to provide at least two experienced mentors to each student from their entry. Programs were also required to provide desk space to ensure the students could easily engage in program activities and support services.

Beginning in 2024, the Lulu Merle Johnson fellowship will prioritize recruiting students from socioeconomically disadvantaged backgrounds and/or individuals with disabilities. The Graduate College also offers the Iowa Recruitment Fellowship for outstanding recruits that provides summer fellowships for four years and top-off fellowship funds. Programs agree to provide Iowa Recruitment Fellows a graduate assistantship for five years. The Iowa Arts Fellowship is provided to recruit outstanding MFA students, and the Iowa Performance Fellowship recruits outstanding DMA students

Since 2016 that Graduate College has also focused on a suite of “milestone fellowships” that provide targeted support at key moments in students’ programs to foster timely degree completion.

Summer fellowships provide summer support to post-comprehensive doctoral students, MFA students, and underrepresented students. A tuition scholarship is open to all master’s and doctoral graduate students without a graduate assistantship. The Graduate College also offered a fellowship opportunity for PhD and MFA students to work on digital scholarship in collaboration with the Digital Studio and their affiliated faculty.

The second area of funds are devoted to facilitating the competition of degrees. Fellowships include the Ballard & Seashore Dissertation Fellowships, and the Post-comprehensive Exam Fellowship are open to all students. Academic semester tuition scholarships are open to all graduate student without a graduate assistantship of 25% or greater (mostly master's students and professional doctoral degrees such as the DNP or the EdD). The length of the Ballard and Seashore Fellowship was reduced from two semesters to one semester since the budget cut 2016 to provide awards to twice as many students.

The remainder of our funding is spent on travel grants for dissertations requiring international travel, small grants to support dissertation and thesis costs (e.g., supplies, transcription), Fulbright tuition support, and emergency funding.

Recommendation 4: Complete the reorganization of the Graduate College by filling out support staff to fulfill day-to-day services.

Graduate staffing since the last review has expanded from 23 FTEs to 29 FTEs. New positions have been created in Grad Success, AAO, Information Technology, External Relations, and Administrative Affairs. The Office of Graduate Diversity, Equity, and Inclusion was also created. Grad Success grew from 3 to 4 FTEs to expand services for career support, nationally competitive external fellowship and grant support, career exploration and planning, the Center for Integration of Research, Teaching and Learning, and to provide workshops for colleges, graduate programs, and for students to help in the increasing demand for preparation for diverse career options. AAO added 2 FTEs to support creation of electronic plans of study and academic needs of graduate students and programs. The IT and External Communication offices added 2 FTEs to facilitate web strategy, data analytics, and video development. Finally, in Administrative Affairs, the project manager position has been eliminated, while Human Resources and Finance/Budget have been expanded. Human Resources and Finance/Budget was once a combined role. These roles have been separated into two positions (Director of Finance and Budget; Director of Human Resources) and an additional human resources coordinator has been added. Creating more capacity in these areas has allowed the Graduate College to manage human resource and budget needs more efficiently.

Recommendation 5: Elevate responsibilities for diversity and inclusion to senior leadership.

Prior to 2019, we had two DEI staff who had been in the Graduate College for decades. At the time of the last review, a DEI coordinator who supported underrepresented graduate student success and led our Summer Opportunity Research Program reported to the Assistant Dean of Graduate Success. The second staff member was a recruitment and outreach coordinator who reported to the Assistant Dean of Academic Affairs. Both individuals retired. In 2019, DEI was reorganized as its own office and the Graduate College recruited a DEI director who reported to the Associate Dean of Administrative Affairs. In addition, in August 2021, a DEI coordinator was hired to support the director position and the reporting line for the office was elevated with the director reporting to the dean and serving on the Graduate College's leadership team.

Recommendation 6: Assure the Graduate College has sufficient resources to support interdisciplinary graduate education in coordination with other colleges

The Graduate College currently has nine interdisciplinary programs. One of the nine interdisciplinary programs is new since the last collegiate review. This is an MS degree in sustainable development and is the only interdisciplinary master's program. The Graduate College continues to provide funding for these programs for first year graduate assistantships for doctoral students as well as fellowships funds and staff support. Funding from coursework is used to support many of these costs, but the Graduate Colleges continue to subsidize some of them. The graduate programs, and their affiliated faculty, receive grants from federal agencies and other funders that provide graduate

assistantship support for students after their first year. The faculty affiliated with our IDGPs represent nearly every college at UI. Faculty effort and some staff effort is financially supported by their home colleges and external funds.

Changes and Innovations in Graduate Education

The national landscape for graduate education is rapidly changing, and the UI Graduate College plays an essential role helping the UI graduate community navigate challenges and actively engage with opportunities. New tools, data insights, and collaborations with national partners including our BTAA partners and the Council of Graduate Schools have helped us remain on the cutting edge of innovation in our effort to serve the UI's graduate community.

Student-Centered Approach to Graduate Education

Student-centered graduate education means prioritizing the diverse professional and personal goals of students first. Doctoral students, in particular, face balancing the demands of supporting faculty research goals and teaching needs in ways that may take precedence over their educational interests. This imbalance leads to a misalignment between the professional ambitions of students and their educational experiences. The UI Graduate College is a leader in moving our campus towards a student-centered graduate education experience that emphasizes the need to listen to and prioritize student goals. Aligned with AAU recommendations, we have taken a wide variety of actions to foster meaningful conversations between students and faculty, including messaging, conversation spaces, web resources, training programs, and the integration of Individual Development Plans (IDPs) into the academic framework. We've also partnered to offer high quality professional development across campus and through online platforms, easing access to the resources graduate students need for success in a wide range of careers. This effort involves culture change on a large scale, making it a complex and long-term challenge across graduate education.

Student Wellness Initiatives

Graduate students face significant obstacles to mental health and wellness in graduate school, particularly in a post-Covid era. Beyond expected stressors such as workloads and timelines, students experience stress around mentoring relationships, concerns over their post-graduate school plans, interpersonal relationships, and their sense of belonging. The UI Graduate College was a key participant in the groundbreaking report, Supporting Graduate Student Mental Health and Well-being, from the Council of Graduate Schools and Jed Foundation. Recommendations from this report have shaped our efforts including the integration of University Counseling Services (UCS) into our orientation and peer-mentoring programs, increased relationships and data sharing with UCS, and strategic wellness activities planned with students through the Grad-DEI Office. We have also shared UCS data and resources with campus DGS and fostered conversations about the importance of student mental health and wellness as a program priority.

Holistic Admissions

Holistic admission offers crucial updates to the process of graduate admissions, focusing attention on an applicant's complete profile, including personal experiences, work history, extracurricular involvement, recommendations, and personal statements, alongside academic metrics like GPA and test scores. This approach aims to understand an applicant's overall potential for academic and professional success in graduate school, supporting the creation of a diverse and excellent cohort by valuing varied experiences and perspectives. The UI Graduate College has done extensive work to support DGS in understanding the processes behind holistic admissions, discussing their concerns in small group settings, learning from national experts, and consulting with experienced staff.

VISION AND STRATEGIC PRIORITIES

The vision of the UI Graduate College, as articulated in our 2022-2027 Strategic Plan (see Appendix E), is transforming graduate education through a student-centered approach that prioritizes innovation, excellence, and inclusion to advance the public good. In this section, we outline the four goals in our strategic plan and describe our progress toward addressing each critical task embedded in our goals.

Goal 1: Student Success

Provide a student-centered graduate education experience across the University of Iowa built upon diverse training opportunities that empower students to become leaders in their disciplines while at the University and beyond.

The Graduate College has demonstrated a well-recognized commitment to student success, championing initiatives that promote graduate student professional development and training for diverse career paths. The college has also worked to bring focus to the entire graduate continuum, transitioning students from the PhD to postdoctoral positions and into the workforce. These efforts are in response to national trends of declining tenure-track career opportunities for doctoral students. The graduate student experience at UI can be uneven across campus, accentuated by differences in appointment structure, compensation, and quality of mentoring and professional development opportunities available within departments and programs. Altogether, such experience can contribute to chronic stress and mental health issues that are widespread among graduate students. The first goal in our strategic plan focuses on areas where there are opportunities for the Graduate College to strengthen our commitment to student success initiatives and disseminate best practices for integrating student success and wellness as core elements of graduate degree programs across UI.

Critical Task 1: Create a more uniformly positive graduate student experience at UI through a “best practices” framework that priorities student success, wellness, and professional development.

The Graduate College is committed to a student-centered vision for graduate education that includes academic achievement, personal development, well-being, and support for transition into fulfilling career. Our impacts range from policies that govern all graduate student experiences to individual support for graduate students, postdocs, graduate-affiliated staff and faculty. The Graduate College activates its vision through cross functional teams that support the following areas:

Academic Achievement

The Academic Affairs Office (AAO) in the Graduate College supports degree attainment through the creation of equitable policy, working in partnership with colleges across campus to create transparency and clear messaging around milestones such as coursework, comprehensive exams, thesis/dissertation, and graduation requirements. Since the Graduate College’s last review, AAO has implemented a series of innovations that increase transparency, create efficiencies, and improve the student experience.

- **Digital Process Improvements:** To create efficiency and accuracy, AAO has implemented administrative and IT process improvements that move the Graduate College from a paper-based degree-administration infrastructure toward digital and electronic record-keeping. With financial support from the Provost's Office, AAO is leading a degree audit acceleration initiative for graduate education programs that will replace hardcopy plans of study, which have been used for degree requirement progress and clearance for decades. The initiative will improve security of student records and increase administrative efficiency, accuracy, and consistency. Additionally, AAO led Sample Plan creation for all graduate programs. Research suggests that students with an articulated academic plan for degree completion are much more likely to finish their degree. AAO has also moved to digital workflow forms for documenting committee approvals for comprehensive examinations and thesis defenses.
- **Support for U2G Programs:** AAO has led efforts to help programs develop Undergraduate-to-Graduate (U2G) programs. Often referred to by such names as 4+1s, 3+2s, or dual degrees, U2G programs are an important part of the UI landscape. These programs provide students with the opportunity to complete two degrees on an accelerated timeline (for example, a bachelor's degree and a master's degree in five years instead of six). Importantly, U2G programs offer students accessible, affordable paths toward the completion of a graduate degree. AAO led cross-collegiate outreach for U2G programs including programming changes in MAUI (UI's system used to record, classify, and retrieve student and course data) to better serve U2G efficiency and accuracy. AAO is also working to develop a Grad Interest program of study that pinpoints prospective graduate students among our undergraduates and demystifies graduate education.
- **Streamlining Deposits and Reducing Committee Sizes:** AAO has improved the student experience by streamlining the dissertation deposit process, moving from two deposits to one deposit, and by leading policy change that reduced the number of members required for dissertation committees (from 5 to 4), to better align with peer institutions.
- **Virtual Defenses:** Finally, AAO leveraged lessons learned from COVID to increase accessibility to students by offering virtual as well as in-person thesis preparation services. Similarly, when the COVID pandemic required that thesis and dissertation defenses move to a virtual space, AAO offered clear guidance and best practice for remote defenses, then surveyed faculty and students about their experiences. Results from that survey have led the Graduate College to continue to allow remote defenses in the interest of accessibility.

Professional Development and Career Support

The Graduate College is a national leader in providing high quality and accessible professional development to graduate students. From orientation to finding a career after graduate school, the Graduate College provides the professional support that students require to make the most of their graduate school experience. Since the Graduate College's last review, the Grad Success Center (Grad Success) has implemented programs and supports that improve the student experience with tangible benefits including increased graduate student participation in external grants, improved orientation experiences, and the broad campus adoption of Individual Development Plans (IDPs) as a tool for supporting graduate students and postdoctoral scholars. This progress has been made through innovative services, partnerships across campus and nationally, and working directly with graduate students to respond to their needs. A few of the key offerings are described below.

- **Professional Development Workshops:** Grad Success's embedded workshop model allows the Graduate College to partner directly with graduate programs to offer career and professional development. This

supplemental support helps address student needs around professional development—the areas where students report their advisors being the least helpful are in the selection of non-academic careers (where 27% of respondents report that their advisors were not at all or only slightly helpful) and in the selection of academic careers (where 21% of respondents reported that their advisors were only slightly or not at all helpful).¹ These professional development workshops include resume and CV building, LinkedIn and networking, graduate school guidance, working with mentors, interview strategies, non-academic career exploration, and various skill-building sessions. With over 100 workshops offered annually, Grad Success makes an impact on graduate students and postdocs across campus. To meet the needs of student populations, workshops are tailored for specific disciplines (e.g., nursing, epidemiology, dentistry, physics/astronomy, etc.) and are offered in different formats (face-to-face, online synchronous sessions, and hybrid). Grad Success integrates campus resources into the workshop format (e.g., the Clothing Closet, which provides University of Iowa students, postdocs, faculty, and staff with access to quality, new or used, professional clothing at no cost) and broader topics such as mental health awareness. These workshops equip students with essential career skills and the resources needed for their academic and professional journeys, fostering a holistic approach to graduate education.

- **Personalized Career Guidance:** Personalized career guidance is one of the most popular services provided by the Graduate College with over 300 students seeking appointments per year. In addition to career conversations with faculty mentors, many of today's graduate students need support as they navigate the job market, develop essential skills, and build a professional network. Individual support fosters self-reflection, aids in transitioning from academia to the workforce, and provides ongoing assistance in overcoming career challenges. This targeted approach is crucial for helping graduate students make informed decisions and to quickly connect to rewarding careers after completing their degrees. Student feedback is overwhelmingly positive, with 99% of survey respondents satisfied and 95% "extremely" satisfied after leaving their appointment.
- **Tailored Resources:** Supporting all students is a crucial part of the Graduate College's career and professional development efforts. The Grad-DEI office, in partnership with the Grad Success Team and campus partners, builds tailored resources and events in support of students from a wide range of backgrounds, including those historically underserved in the academy. Tailored workshops include a series focused on life as an international student, as well as supports for mental health, resilience, mentoring, with conversation about how identities impact the grad experience.
- **On-Demand Career Development Platforms:** To offer additional support in preparing job materials and conducting job searches, the Graduate College has recently subscribed to two on-demand career development platforms designed specifically for graduate students and postdocs. "Beyond the Professoriate" helps doctoral students and postdocs in exploring career pathways both inside and outside of academia, and is filled with interviews, tailored resources, and customizable learning pathways. "Beyond Graduate School" is similarly designed with an emphasis on career pathways and preparation for master's degree students. Both these resources help to supplement our individual appointment and workshop offerings, providing on-demand support for UI grad students as they work to navigate their professional futures.

¹ Responses are from the 2022 GradSERU survey.

Overall, students report that their professional development experience at UI prepared them well for their future careers in a variety of areas, particularly with regard to aligning their graduate studies with well-fitting career pathways, in understanding a variety of career paths, and in understanding and discovering interesting career paths.²

Health and Well-Being

The Graduate College has also improved graduate student and postdoc experiences by increasing initiatives that support graduate students and postdocs as they manage their stress and health in graduate school and beyond. We take on this task through both proactive policies, training, and resources, but also through “just in time” resources and connections for distressed students in need.

- **New Student Orientation:** The Graduate College’s New Graduate Student Orientation is designed to help graduate students begin their graduate studies with a holistic offering of information to support their academic and professional success as well as their personal growth and well-being. Orientation includes a robust suite of resources and activities delivered to new students through five asynchronous course modules as well as a live online and in-person social event in the fall. The asynchronous course prepares students prior to stepping foot on campus. The live event partners with 40+ organizations across campus and offers a welcome from the dean and specialized panels of current students, mini sessions on student success topics, support for learning about benefits, billing, and payroll processes, as well as professional development topics such as time management and advisor relationships. This event draws around 850 new graduate student participants across the summer course and event day.
- **P2P Mentoring Program:** In 2023, the Graduate College piloted a new program designed to ease the transition of first year students while providing mentoring opportunities for doctoral students later in their program. The GradLife Peer-to-Peer (P2P) Mentoring Program partners with the Center for Teaching and International Students and Scholar Services to collaboratively develop programming and opportunities to connect peers across disciplines to support connection and learning about graduate school life. First-year PhDs are matched with a Peer Mentor (second year or later). Mentors receive basic (2-hour) training and resources to support mentees. The Grad P2P community receives access to select networking events and opportunities including interdisciplinary peer conversations; five group gatherings; opportunities to connect around graduate student life; campus resources, opportunities, and more; facilitated connections through shared identities and interests; and in-person and Zoom connections. While we are still evaluating the success of the pilot, we had a great deal of interest from students in participating in the program. While we anticipated a small pilot year cohort of about 20 students, we ultimately enrolled over 50 students in the program given the demand.

The Graduate College maintains critical relationships with campus mental health support including University Counseling Services (UCS) and the Office of the Ombudsperson. In comparison with undergraduates, graduate students are more likely to report stress and adjustments to new surroundings as reasons to seek mental health counseling services. The Graduate College partners with UCS and campus offices to address these concerns as part of orientation and ongoing programming choices and partnerships. The Graduate College’s DEI office partners with students, staff, and alumni to create social and community spaces for all students (see “Connecting Communities” in the section on Diversity, Equity, and Inclusion).

² Responses are aggregated from the 2022 GradSERU survey.

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 (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact Office of Institutional Equity, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, oie-ui@uiowa.edu.

The Graduate College is committed to the planning and execution of a well-organized and meaningful commencement ceremony for all graduate students. Through the development and connections of this celebration, the College communicates our student-centered values through clear communication, personal support, a celebratory reception, guest speakers, and other details. In addition, this day represents a time when prospective students and family members can envision the benefits of a graduate degree from UI.

Financial Support

One of the Graduate College's most important roles in student success is equitable dispersal of financial support to students who are enrolled in a wide array of programs across the university – some more well-resourced than others. The Graduate College offers more than 20 fellowship and scholarship opportunities for graduate students at UI. The College provides over \$7 million annually, awarding approximately 900 fellowships, grants, and scholarship to students each year. In this section we highlight several of our most impactful fellowship and scholarship programs.

- **Milestone Fellowships:** In order to create a more uniformly positive graduate student experience, the Graduate College has carefully considered available fellowship opportunities and has shifted priorities to fellowships that have the greatest impact on success for all students. Rather than offering fellowships that fund a select few students throughout their graduate programs, the Graduate College now offers a milestone fellowship program that distributes fellowships to more students at key points in their graduate programs. Our milestone fellowship program includes a Post-Comp Fellowship that provides a semester of stipend and tuition to allow students concentrated time to focus on their dissertation proposals; a Summer Fellowship that allow students to maintain their focus on degree completion during the summer; and the Ballard and Seashore Dissertation Semester Fellowship that provides a stipend and tuition to allow students with concentrated time to focus on dissertation completion.
- **Recruitment Fellowships:** The Graduate College's recruitment fellowship efforts focus on enhancing departmental efforts to provide the most accomplished recently admitted students with incentives to choose the UI for their graduate studies. The Graduate College's newest and most generous recruitment fellowship is named in honor of Lulu Merle Johnson, a first-generation graduate student and the first African American to earn a Ph.D. at UI and in the state of Iowa (1941). This fellowship is open to all students, with a preference for individuals from socioeconomically disadvantaged backgrounds and/or individuals with disabilities. The Lulu Merle Johnson Fellowship represents the Graduate College's commitment to making graduate education more affordable and accessible to a wider array of accomplished individuals.
- **Tuition Scholarships:** Knowing that some doctoral students and most master's students do not hold graduate assistantships that provide tuition coverage, the Graduate College offers a Graduate Tuition Scholarship that has a preference for students who are graduating in the semester they are applying for funds, and/or have had little or no previous funding from the Graduate College. Like the Lulu Merle Johnson Fellowship, the Graduate Tuition Scholarship has a preference for first-generation and socioeconomically disadvantaged students as well as students with disabilities.
- **MFA and Arts Fellowships:** In addition to these programs, the Graduate College offers fellowships that address the needs of MFA students and doctoral students in the performing arts, students conducting research in international locations, and travel grants for students presenting research at academic conferences.

Critical Task 2: Enhance collaboration with graduate programs and colleges across UI:

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The Graduate College works closely with programs and colleges in the collaborative effort to develop student-centered graduate education. Informal partnerships are a part of the Graduate College's daily work, but key formal communities help the Graduate College support the needs of campus. As mentioned earlier, Graduate College staff and leadership meet regularly with the Associate Deans for Graduate Education, the Directors of Graduate Studies, Graduate Coordinators, Graduate Council, and the Graduate Student Employment Committee. We outline other key collaborative efforts below.

- **AAU PhD Initiative:** A notable collaboration between with Graduate College and another college (the College of Liberal Arts and Sciences) was the AAU PhD Education Initiative. UI was selected to participate in a pilot cohort of eight AAU member campuses that aimed to change the culture surrounding doctoral education. The mission was to promote a more student-centered experience. Four departments at UI participated—English, Mathematics, History, and Physics & Astronomy. By taking part in this initiative, each department increased its engagement with alumni for invited talks, mentorship, and additional input. History and English established new summer internships with the Library of Congress and the UI Stanley Museum of Art. English created a new course, “Introduction to Graduate Studies,” to discuss various career pathways. Mathematics joined the Internship Network in the Mathematical Sciences. Finally, departments in the AAU PhD Education Initiative committed to using Individual Development Plans that foster more frequent discussion of career goals between graduate students and their mentors.
- **DGS Collaboration:** In recent years, Graduate College leadership has changed the nature of DGS meetings in an effort to enhance collaboration. Rather than using DGS meetings as a space for announcements and information, the Graduate College has made an intentional effort to transform these meetings into spaces for collaborate discussion and professional development related to innovation and culture change in graduate education. For instance, in Spring 2022 the Graduate College invited Len Cassuto to campus to meet with stakeholders including DGS's and to talk about his book “The New PhD” which is focused on student-centered graduate education. The Graduate College provided copies of Cassuto's book to all DGS's and DGS meetings for the remainder of the semester were focused on the chapters from Cassuto's book and their implications for fostering a student-centered graduate education.
- **CIRTL Collaboration:** The Graduate College regularly collaborates with the Office of Teaching, Learning, and Technology on TA learning communities, and – most recently – on the administration of the Center for the Integration of Research, Teaching, & Learning (CIRTL) Program.
- **Basic Needs Collaboration:** The Graduate College also recently partnered with the Dean of Students office to develop a Graduate Student Basic Needs Brochure. This brochure was delivered to over 400 students at orientation as well as being made available at the Dean of Students and Graduate College Offices

Critical Task 3: Improve communication with graduate students at the University of Iowa

The Graduate College has developed a number of advancements regarding regular communication with graduate students.

- **Dispatch:** Dispatch has allowed the College to automate communications out of MAUI. Regular communications from the Academic Affairs Office helps students manage important deadlines such as graduate degree applications. Targeted Dispatch messages from Grad Success inform students about key career and professional development events.

- **Graduate Student Senate:** The Dean, assistant deans, and associate deans in the Graduate College regularly attend meetings of the Graduate Student Senate to learn about current issues graduate students are facing and to collaborate on new initiatives. The dean meets monthly with the president of the Graduate Student Senate.
- **GSEC:** The Associate Dean for Administrative Affairs meets regularly with the Graduate Student Employment Committee to discuss matters related to graduate student employment benefits.
- **Communication for the Dean:** The dean of the Graduate College has prioritized speaking with students at events including the New Graduate Student Orientation, the New TA Orientation, and the Outstanding Graduate Student TA Awards Ceremony, with the goal of clearly communicating the Graduate College's mission and vision, and sharing her appreciation of the contributions graduate students make to UI.
- **Grad Nav Newsletter:** Additionally, the Graduate College now provides a professional development newsletter, Grad Nav (short for navigation), a conduit for biweekly information about professional development opportunities curated for the graduate student population. The newsletter is received by 1645 students, grad staff, and faculty and provides timely information from across campus. In addition to the newsletter, the Graduate College partnered with the Digital Studio and graduate services from across campus to develop an accordion guide of graduate professional development services. This guide was distributed at orientation and will be developed as a print resource for program use.

Goal 2: Diversity, Equity, & Inclusion

Create and sustain an inclusive and equitable campus environment for graduate students at the University of Iowa.

Excellence through diversity, equity and inclusion is a core value of the Graduate College. The College is recognized on campus as a leader in promoting diversity in its programs (e.g., Summer Research Opportunities Program). Our focus in diversity, equity, and inclusion is on creating spaces for community and belonging for all students with a particular focus on students who have been historically underrepresented in higher education.

Critical Task 1: Recruit underrepresented and underserved graduate student cohorts

The University of Iowa Graduate College is committed to providing graduate students with a supportive and inclusive environment. The Graduate College collaborates with graduate programs and other colleges across campus to provide resources to prospective students from historically underserved backgrounds who are considering graduate education and want to learn about Iowa's resources, opportunities for research experiences, and access to support, community building, and/or decision-making. Below, we outline recent recruitment efforts.

- **Grad at Iowa:** Grad at Iowa is a suite of programs designed for students considering graduate school at UI. Grad at Iowa provide opportunities for prospective students to meet with a Graduate College advisor via Zoom to learn more about applying to a graduate program, funding graduate education, and finding resources for preparing your application materials. Grad at Iowa also supports graduate campus visits. We work with program directors and faculty from regional colleges and programs (e.g., *TRiO*, *McNair Scholars*, etc.) to create tours tailored to students' needs and interests. On these visits students learn about graduate

student life during a panel with current graduate students. They join current students who are “grad ambassadors” for guided tours of campus focused on the graduate experience, and they can participate in an improv workshop, “Communication your Research Interests for Grad School.” Finally, Grad at Iowa offers a 1 s.h. course, “Graduate Admissions 101” that covers preparation for graduate school application and admissions processes; graduate entrance examinations; how to select a graduate program; graduate school applications and personal statements; securing a graduate assistantship; and graduate school interviews. Grad at Iowa aims to ensure that prospective graduate students understand what graduate school can offer, what graduate student life is like, and how to prepare application materials for admission to grad programs at UI.

- **GRADx:** The Graduate School Exploration Program (GRADx) is a partnership between the BTAA and the Associated Colleges of the Midwest (ACM). The program provides about 35 students from underrepresented backgrounds attending an ACM school an immersive opportunity to learn about graduate study. GRADx is a year-long program that consists of two forums hosted at partner BTAA campuses. With a focus on humanities, social sciences, and arts, GRADx offers workshops, panels, and networking opportunities that allow undergraduate students at AMC colleges to consider graduate education at a Big Ten institution. UI was proud to be selected to host GRADx in spring 2023 and we look forward to continued participation in the program.
- **SACNAS and ABRCMS:** The Graduate College also works with various graduate programs across the university on recruitment efforts by attending national recruitment conferences such as the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) and the Annual Biomedical Research Conference for Minoritized Scientists (ABRCMS). These conferences support undergraduate students' professional development as future scientists and aim to broaden the participation of diverse groups in the life sciences educational pipeline and research career paths. The Graduate College's presence at these conferences provides students the opportunity to learn more about the SROP program and graduate programs at UI. Participating students also develop graduate school literacy and increased feelings of belonging in the scientific community.
- **SROP:** One of Grad-DEI's primary recruitment initiatives is the Summer Research Opportunity Program (SROP), a Big Ten Academic Alliance initiative that provides an eight-week immersive research experience tailored for undergraduates. This program not only serves as a platform for undergraduate exploration into graduate school, but also provides an opportunity for faculty mentorship, exposure to scholarly research, and a chance to present research findings at the Summer Undergraduate Research Conference. Since 2016, 133 undergraduate students have participated in SROP.

Critical Task 2: Retain underrepresented and underserved graduate students by creating inclusive environments.

While the relationships that many graduate students have with UI are rooted in their departments, the Graduate College has developed a variety of programs to help students make connections both across programs and with the broader campus community with the goal of retaining students. We know from our GradSERU data that not all graduate and professional students feel a strong sense of belonging in their programs. Nationally, 12% of respondents to the 2022 GradSERU survey reported that they did not feel that they belonged in their graduate or professional program. This number is even higher among students in research doctoral programs where 16%

reported that they did not feel that they belonged in their program.

The Graduate College has developed a number of programs to foster a greater sense of belonging among all graduate students and create opportunities for students to build relationships across campus. While we know that the programming we offer in Grad-DEI is critically important to the success of students from groups that have been underrepresented in higher education, we are also committed to ensuring that Grad-DEI programming is open to all graduate students on campus who seek opportunities for building community, networks, and a sense of belonging. We highlight key programming below.

- **Connecting Communities:** The Graduate College's commitment to creating a sense of community is exemplified through initiatives such as Connecting Communities. Connecting Communities events are offered throughout the year and provide graduate students opportunities to connect across programs in supportive social spaces. An intentional effort to integrate new graduate students with current peers, this program is instrumental in fostering lasting relationships among our graduate students.
- **The Navigating Graduate School & Advisor Relationship Series:** This series is a collaborative effort between the Graduate College and International Student Scholars Services. The series promotes cultural responsiveness and provides opportunities for graduate students to network with faculty and staff through lunch and learn sessions. This series contributes to the holistic development of our graduate students.
- **Scholars Table:** Through this initiative, Grad-DEI collaborates with colleges who have invited accomplished scholars of color to campus, organizing and providing funding for a lunch with graduate students. Engaging with visiting faculty in this way encourages cross-disciplinary conversations on academic career trajectories and provides students the opportunity to learn from the experiences of faculty of color, who are underrepresented in higher education and at UI.
- **Virtual Conversations:** The Virtual Conversations Series provides a digital platform for graduate students to engage with recent alumni in an array of careers in discussions on graduate school, building mentorship networks, and community engagement through research. This 3-part virtual workshop series underscores our adaptability and commitment to providing relevant and accessible resources.
- **CIAE Achievement Award:** Finally, every year, the Graduate College works with individual faculty who teach, advise, and mentor students to nominate exceptional graduate students, who are eligible for services from the Center for Inclusive Academic Excellence (CIAE) for the Dean's Achievement Award. Graduate students are nominated for this award based on their commitment to demonstrating, endorsing, or making significant contributions to diversity, equity, and inclusion at the university or in surrounding communities through their vision and action.

Critical Task 3: Commit to developing and training all leaders and staff in mitigating implicit biases, hiring and promoting a diverse workforce, and embracing a culture of equity and inclusion.

The Graduate College is committed to providing updated training and resources to support a culture of equity and inclusion in graduate programs. Our most significant initiative related to this critical task was our response to the summer 2023 Supreme Court decision on race neutral admissions.

Following the decision, the Graduate College worked in partnership with the Offices of the Provost, General Counsel, and Graduate Admissions to assess our admissions practices, develop necessary changes to these practices, communicate clearly with faculty and staff about the implications of the decision for graduate admissions, and support faculty in the upcoming admissions cycle. Our goal was to ensure that UI's graduate programs comply with the SCOTUS decisions while remaining fully committed to promoting access to a high-quality, inclusive graduate education for students with a wide range of perspectives and life experiences.

After careful consideration, and in line with the approach adopted by many of our BTAA peers, the Office of the Provost and General Counsel, along with the Graduate College, asked Graduate Admissions to mask applicants' race and ethnic information on graduate applications. This information is still collected for institutional reporting purposes but is not available through MAUI Admissions Online as part of departmental admissions considerations. This change was intended to help UI conform to the prohibition on the use of "race for race's sake" in the admissions process.

Additionally, the Graduate College collaborated with Provost and General Counsel Offices to develop four new, short-answer, questions for the grad app (graduate application for admissions). These questions were designed to ensure that students have the opportunity to share how their lived and educational experiences and backgrounds have prepared them for success in graduate school. This initiative is in line with the Supreme Court's determination that admission consideration must be grounded in students' character attributes.

The Office of General Counsel completed a review of all supplemental application requirements and reached out directly to programs if they identify any concerns.

Finally, a formal admissions committee of at least three faculty members is now required for each program. At least one member of each committee is required to complete a brief, online training developed by the Graduate College about the Supreme Court decision and its implications for graduate admissions.

All of this information was communicated to faculty and staff through our advisory groups, email, and through a dedicated [SCOTUS ruling](#) webpage that the Graduate College developed.

The on-line training developed by the Graduate College was part of the Graduate Admissions Toolkit project – a collaborative effort among graduate colleges across the Big Ten Academic Alliance (BTAA).

The team that executed the BTAA Graduate Admissions Toolkit was a multi-university working group of faculty and administrative professionals serving at 14 BTAA institutions. The Founding Chair of the BTAA Admissions Committee Toolkit Working Group was Scott Lanyon, dean of the Graduate College at the University of Minnesota. UI's Assistant Dean for Academic Affairs, Heidi Arbisi-Kelm is the current chair of the working group.

The Toolkit focuses not only on the SCOTUS decision, but also on best, research-based practices for graduate admissions across the board. Specific institutions volunteered to take the lead on developing one or more of these modules and to contribute ideas for other modules. The University of Iowa developed the module that was directly responsive to the June 2023 SCOTUS decision. This module included an overview of the decision, legal details and applied scenarios, information on permissible and impermissible admissions practices, and guidance on integrating evidence-based, race-neutral, holistic admissions practices. Other modules that have been created and are included in UI's toolkit are:

- Admissions System (how to use MAUI for grad admissions)
- Admissions Committee Practices

- Communicating with Applicants
- International Applicant Considerations
- Holistic Admissions

The Toolkit advances institutional interests in access, opportunity, excellence, and DEI in graduate education in a way that is cognizant of best, research-based practices in holistic admissions; compatible with the ways in which faculty learn and work; compliant with the current legal landscape; and tailorable to the specific needs of a range of universities that engage in doctoral education. So far, 660 faculty and staff members at UI have accessed the Toolkit.

To provide additional training and professional development around the SCOTUS decision we welcomed two expert colleagues from the University of Michigan's Rackham Graduate School, Assistant Dean Ethriam Brammer and Associate Dean Anna Mapp, to share their experiences and expertise. Their presentation, "Graduate Admissions after SFFA: Integrating Evidence-Based, Race-Neutral Holistic Admissions Practices" was held during the September 2023 DGS meeting and was open to the campus community and we encouraged all available members of graduate admissions committees to attend.

Critical task 4: Build capacity within the Graduate College to help lead the DEI paradigm shift within graduate programs at UI

The Graduate College has built capacity in DEI by hiring a full-time Director of Graduate Diversity, Equity, and Inclusion in 2020. This position at one point reported through an associate dean, but, as of 2022, reports directly to the dean as do all other directors in the College. This change in reporting line allows the Director of Grad-DEI to discuss new initiatives and programs with the dean on a regular basis, building alignment between the college's strategic priorities and the offerings of Grad-DEI.

The Grad-DEI was expanded in 2021 to include a Grad DEI-Coordinator. With this increased capacity, Grad-DEI was able to develop and launch several new initiatives (e.g., the Scholars' Table Program, the Virtual Conversation Series), and re-launched the SROP program following COVID with a robust cohort and new programming focused on community building and preparation for graduate school.

Grad-DEI has also rebuilt connections for graduate student recruitment through participation at ABRCMS and SACNAS (national events for recruiting Black and Latinx graduate students); collaboration with the BTAA and Associated Colleges of the Midwest by hosting GRADx at Iowa; and working with local colleges and programs to engage students with the graduate school admissions process through targeted recruitment.

Together, these initiatives collectively represent our dedication to enhancing the graduate student experience for all students, promoting diversity and inclusion, and fostering a supportive community that extends to the time before and beyond graduate school.

Goal 3: Research & Discovery

Establish the Graduate College as a hub for original, interdisciplinary, and highly collaborative graduate and postdoctoral research, discovery, and translation at the University of Iowa to advance the public good.

The Graduate College has direct bearing on the success and productivity of the university's research enterprise. The university's ability to recruit and retain a faculty of distinction depends critically on its ability to recruit and support high-quality graduate students. The Graduate College impacts the research mission at every stage of the research pipeline, through its key roles in providing promising undergraduate students (especially underrepresented students)

with formative in-depth research experiences, promoting graduate student success in research, supporting a professional environment for postdoctoral scholars to perform research, and incubating faculty-led interdisciplinary research programs.

Critical task 1: Incentivize programs to pursue externally funded opportunities for graduate student support, particularly institutional training grants

The Graduate College has a long history of providing matching funding in the form of Research Assistant (RA) lines for faculty across the university who apply for graduate student training grants (e.g., NIH T32 Institutional Training Grants). Such support incentivizes programs to pursue training grants that support graduate students. However, as the UI has transitioned to a modified Responsibility Center Management (RCM) budget model, central support for training grants has become less tenable given that revenue follows collegiate enrollments and grant attainment. In 2021, the Graduate College made a difficult, but strategic decision to decrease matching funding for graduate student training grants.

To ease the transition, PIs seeking competitive renewals have been provided continued funding commitments at half the level of support initially offered by the Graduate College. PI's have been advised that additional Graduate College funding is unlikely. New requests for matching funds are rarely approved. The Graduate College understands the value and importance of institutional support for training grants and is engaging with the Office of the Vice President for Research to develop a transparent and equitable process for providing minimal support for training grants going forward. Ultimately, most institutional matches for training grants will need to come from PIs curricular colleges going forward.

At the same time, the Graduate College remains committed to supporting the nine Interdisciplinary Graduate Programs that are housed in the Graduate College. We have and will continue to provide matching funding for training grants in these programs.

Critical task 2: Develop a postdoctoral fellowship program to support efforts to recruit, develop and place postdoctoral scholars.

Postdoctoral scholars and fellows are a vital part of the university's vibrant research community. The Graduate College is committed postdoctoral success and supports a wide variety of resources that help postdocs thrive in their research efforts and further develop their professional skills.

The Graduate College maintains a comprehensive website that provides an array of resources for postdoctoral appointees including international postdoctoral resources, policies and benefits, research and scholarship, training in responsible conduct of research, and onboarding information. We also know that faculty advisors who play a critical role in the professional development of postdoctoral appointees. It is important for faculty to develop strong mentoring skills for working with postdoctoral appointees. Our website includes information and resources for faculty to promote best practices in mentoring scholars.

The Graduate College also offers financial support for the University of Iowa Postdoctoral Association (UIPDA) as well as funds for travel grants.

In the past two years the Graduate College has invested in postdoctoral success in several ways. We have improved the postdoctoral experience by creating onboarding checklists for PIs, postdocs, and human resources leaders; developing postdoctoral employment standards (in process); and holding open forums for postdocs with the dean

and other campus leadership.

Most professional development needed for postdocs is specialized and provided by the postdoc's mentor, unit, and college. The Graduate College helps advertise training opportunities that units and colleges would like to open to all postdocs. Some of the professional development services we offer for graduate students through Grad Success are also open to postdoctoral appointees. All direct service, one-on-one appointments are available to postdocs in spring. In fall, we allow postdocs when we are not over capacity. Postdocs can request workshops from Grad Success at any time of year. Because the Grad Success Office is funded through a graduate student fee, we do prioritize graduate students for these services. All Grad-DEI resources, communities, and events are always open to postdocs.

Critical task 3: Expand support for student applications for external research support, including graduate and postdoctoral applications for external individual training grants and research development awards (e.g., NIH Fs and Ks, NSF-GRFP)

The Graduate College provides crucial support for a variety of external awards including those from NIH, NSF, and other large funders.

In 2016, the Graduate College expanded support for student applications for external research grants by developed the Fellowship Incentive Program. This program offers a stipend incentive to currently enrolled UI graduate students who apply for nationally competitive fellowships or grants after receiving feedback from faculty and/or a fellowships advisor. This program recognizes and rewards the professional and skill development inherent in developing an application for grant or fellowship from an organization such as the National Science Foundation, National Institutes of Health, or the Ford Foundation, among others.

The Fellowship Incentive Program is important not only for helping students fund their research, but also for developing graduate student grant writing and research communication skills – critical elements of graduate student professional development and preparation for future careers both inside and outside academia. Further, the Fellowship Incentive Program serves as a key component of the Graduate College's efforts to cultivate a culture of application among UI graduate students and their faculty mentors.

As of this writing, over 640 incentives totaling more than \$283,000 have been awarded to students from every single UI college that enrolls graduate students through the Fellowship Incentive Program. The number of applications by UI graduate students rose from 35 in 2016 to a high of 113 in 2019. The number of applications has remained high in recent years with between 80 and 95 applications each year, despite the disruptions of the COVID-19 pandemic and a decrease in the amount of the fellowship incentive stipend from \$500 to \$250. Since inception, FIP numbers show a 200% increase of the known pool of applicants for graduate student national awards at Iowa.

The Graduate College's efforts to expanded support for student applications for external research grants have also included targeted communications about fellowship and grant opportunities to eligible UI grad students, the development of a series of fellowships communities, the creation of a course on applying for the NSF GRFP and similar fellowships, outreach and programming partnerships with other UI colleges, including a "kick off" events to teach students about awards, answer questions and help increase applications.

The Graduate College has also expanded the number of fellowships advisors in the Grad Success Center, and to serve the influx of student award applications in fall, the College recently hired a GA with science writing expertise to take overflow appointments in the Grad Success Center. This additional part time support has shortened the wait for students to meet with an advisor, find awards where they are eligible, and gain feedback on their application.

Critical task 4: Create opportunities for exchange of research ideas across disciplines; be responsive to and a nurturing incubator for emergency research, educational themes, and best practices.

A primary way that the Graduate College supports exchange of research ideas is through supporting and serving as a collegiate home for nine interdisciplinary graduate programs (see Appendix C.1 for enrollment data). These programs include:

- **Applied Mathematical and Computational Sciences (PhD)**
- **Genetics (PhD)**
- **Human Toxicology (MS, PhD)**
- **Immunology (PhD)**
- **Informatics (Certificate, MS, PhD)**
- **Interdisciplinary Studies (MA, MFA, MS, PhD)**
- **Molecular Medicine (PhD)**
- **Neuroscience (PhD)**
- **Sustainable Development (MS)**

The Graduate College provides administrative support as well as first year RA slots for students in these programs. The Graduate College dean and associate deans meet twice per semester with the directors of these programs to discuss programming, budget, and recruitment goals. The MS in Sustainable Development is the newest of these programs, with its first cohort launching in Fall 2022.

The Graduate College also supports the exchange of research ideas through several programs that provide graduate students with opportunities to share their research with new audiences. These include:

- **Jakobsen Research Showcase:** In partnership with Graduate Student Senate and external advisory board member and donor, Tom Jakobson, the Graduate College facilitates the Jakobsen Research Showcase, an interdisciplinary learning space where graduate students gain practice with presenting their work. This event, named in honor of a former Graduate College Administrator, is sponsored by donors and provides new graduate students with a boost as they develop presentation skills for academic audiences. This conference also serves as an opportunity to develop the interdisciplinary research community amongst graduate students and offers leadership opportunities for the GSS representatives that plan and develop the event.
- **Three Minute Thesis (3MT).** The Graduate College's 3MT event supports the university's research mission by enhancing visibility and outreach around graduate student research. This competition allows graduate students to distill their complex research into a concise and accessible format. By showcasing a diverse range of research topics, the event encourages interdisciplinary collaboration, fostering connections across departments. By emphasizing big ideas in research, graduate students participate in a research culture that seeks to address large and interdisciplinary research challenges that impact the state of Iowa and beyond.

Critical task 5: Continue the work of building capacity on campus, including with students, to consider and implement the range of products suitable for master's and doctoral thesis and dissertation research and discovery (e.g., peer-reviewed publications, books, digital projects, exhibits, recordings, capstone projects, etc.)

A student's thesis is the culmination of their scholarly work here at Iowa. For most students, the thesis assumes a traditional, multi-chapter, monographic format. For others, the best representation of their work moves them beyond the traditional PDF to embrace alternative thesis products and/or multimodal and new thesis forms. Having built a supportive infrastructure for writing and submitting alternative and newform thesis and dissertations at Iowa, the Graduate College Office of Academic Affairs is a national leader in this space.

However, while we are very proud of our accomplishments, there is more work to be done. The most critical task ahead is to help departments and programs who are not considering a range of products suitable for master's and doctoral theses to begin to do so. This outreach would take the form of starting conversations among departmental faculty to support reflection on the alignment between the purpose (and form) of a thesis or dissertation and the learning and career outcomes of contemporary graduate students. The goal would be to facilitate, where appropriate, the development and implementation of policies and practices which expand opportunities for students to pursue alternative thesis projects more broadly. At Iowa, the Graduate College has accepted a wide-range of thesis products for some time (e.g., historical examples include works of fine art such as paintings and sculpture, and more recent examples include borne-digital dissertations and musical recordings). However, faculty from across many disciplines still harbor deep-seated concern about alternatives to traditional, multi-chapter, monographic theses as the culminating project of a master's or doctoral degree. And, too often, thesis alternatives, such as an exhibition or a business plan, still raise challenging questions for many faculty about the scholarly rigor and/or value of these product-types or worry about their ability to assess them.

Thesis alternatives are completely viable at UI. What follows is a set of example initiatives the Graduate College has helped lead to develop and implement newform and alternative dissertation projects. The first example comes from the School of Music (SOM) DMA (Doctor of Musical Arts) program. The DMA music recording thesis is multipart. It consists of a written component that includes a description of the student's research interests, a summary of the recording process, and a track list that describes each piece recorded. Importantly, it also includes the recordings themselves.

The inclusion of recordings as part of the thesis is complex, and required a reexamination of how the Graduate College typically collects student work. For example, while technically possible, submitting sound files via ProQuest (the third-party platform used to ingest theses and dissertations) would have subjected students to onerous licensing fees and copyright negotiations. To ensure students are not penalized for pursuing newform work, their sound recordings are submitted using an alternative process, outside the ProQuest system. These recordings are then tied to the written component of the thesis, submitted through ProQuest, via a DOI (Digital Object Identifier) written into the thesis in the same manner as a list of tables or figures.

This alternative submission process requires flexibility and continual collaboration, but the results have been well worth the investment. Students can pursue work that more closely matches their academic and professional interests and career trajectories. They leave Iowa with professional-quality recordings that truly showcase their scholarship and achievements. And, the University Libraries, who are an essential partner in creating a campus culture in support of newform thesis work, can preserve SOM student recordings for future generations, creating a much richer archive of graduate student work completed at Iowa. Finally, this initiative provided the Graduate College with a much better understanding of how our policies, practices, and processes affect creative thesis work, and established a blueprint for initiating newform thesis submission in other disciplines.

This blueprint was our guide for another initiative lead by the Graduate College with the Department of Dance. Historically, Dance MFA (Master of Fine Arts) students submitted only a relatively short written work to fulfill the thesis requirement. The mismatch between what students were producing and what the Graduate College could collect meant that we, in fact, collected very little. Now, using lessons learned from the recording thesis, we collect both written work and archival footage from each student's thesis performance. Like the recording thesis, the archival footage from Dance students is submitted using an alternative process, which is also tied to the written work via DOIs. Together, these components provide a rich representation of student work.

Not all students who want to submit multimodal work encounter the sort of copyright and licensing issues that DMA and Dance MFA students face. MFA students in Art, for example, may submit supplemental video files via ProQuest that showcase exhibition installations or live performances. Further, not all newform or multimodal thesis work will come from the fine or performing arts. To prepare for the emergence of newform work in other disciplines, a forthcoming Pressbook, which is a collaborative project undertaken by the Graduate College and University Libraries, will provide guidance to students working on digital dissertations, including information about key elements such as a *digital manifest* that connects the many pieces of a newform work.

These examples illustrate the progress the Graduate College has made toward building capacity on campus, including with students, to broaden the range of products suitable for master's and doctoral thesis and dissertation. It also highlights what is accomplished when a program, the Graduate College, and the University Libraries work together. Supporting an evolution in graduate education toward aligning students' academic and career goals with their thesis work is important, even when it pushes the Graduate College to reexamine its processes.

Goal 4: Engagement

Build and foster strong relationships with all Graduate College stakeholders

The Graduate College touches a broad group of stakeholders, including UI students, faculty, staff and administrators; alumni of graduate programs; the Board of Regents and legislators in Des Moines; and the communities across Iowa and around the globe that shape and are shaped by research and scholarship conducted in the Graduate College. Our engagement plan aims to cultivate meaningful, reciprocal relationships with each of these stakeholder groups built on a shared appreciation for the role of the Graduate College at UI and the need for strong stakeholder support to help the Graduate College achieve its goals in research and discovery, student success and diversity, equity, and inclusion.

Critical task 1: Better market Graduate College successes and its various roles on campus

The Graduate College has undertaken several steps to enhance its visibility and highlight its achievements across campus.

- **Stories of Student and Postdoc Success:** First, the college has proactively shared stories of student and postdoc success and accomplishments with various constituents including Iowa Now, the Office of Strategic Community, the Council of Graduate School, and the Association of American Universities, to broaden its exposure and reach a wider audience.

- **High Quality and Engaging Content:** Additionally, the Graduate College has embraced new electronic media in communications. This includes leveraging professional lighting, teleprompters, animations, and advanced cameras to produce high-quality and engaging content. This innovative approach aims to create professional communications that engage audiences and showcase the College's diverse roles on campus.
- **Brand Consistency:** Recognizing the importance of brand consistency, the Graduate College has taken steps to educate its units and programs about the new brand requirements. This includes providing 1:1 training sessions with new unit directors to ensure a cohesive and unified brand representation, improving overall brand awareness.
- **Updated Web Content and Visuals:** Collaborating with the Graduate College's new IT web strategist, the Graduate College's External Relations team has implemented a methodical approach to update its website content and visuals. This strategic effort aims to enhance the online presence and provide a more dynamic and user-friendly experience for visitors.
- **Graduate Assistants:** The College also hired two graduate assistants to actively contribute to and support communication programs. This move not only fosters a collaborative environment but also ensures that a student perspective is integrated into the marketing strategies, making them more relevant and appealing.
- **Graduate Education Celebration:** Another step the Graduate College has taken to enhance the visibility of graduate achievements on campus is an annual Graduate Education Celebration. Beginning in 2022, the Graduate Education Celebration recognizes the contributions that a wide array of stakeholder across campus make to graduate education. Those invited to the event include all Graduate College staff, Associate Deans for Graduate Education, Graduate Council, Graduate Coordinators, Directors of Graduate Studies, Graduate Student Senate's Executive Committee, the GCEAB, and our partners at the UI Center for Advancement. The event includes remarks from the dean; performances by students in art, music, and literature; and a reception.
- **Graduate College Road Show:** Finally, the Graduate College is in the process of developing a "road show," where Graduate College leadership will visit departmental faculty meetings to share Graduate College resources, answer questions, and receive feedback on Graduate College operations and programming.

Overall, these efforts collectively position the Graduate College as a dynamic and forward-thinking unit, committed to effective communication, brand consistency, and showcasing its achievements across various platforms.

Critical task 2: Target fundraising efforts for graduate student success initiatives

The Graduate College has strategically targeted fundraising efforts to support graduate student success initiatives, recognizing the importance of financial assistance and resources for their academic and professional development. The expansion of philanthropic engagement, both within the state of Iowa and nationally, has involved leadership meetings with donors and events targeting prospective donors and alumni engagement. With the subsiding of the COVID pandemic and the launch of UI's new campaign, these efforts are expected to intensify. Other key fundraising efforts are highlighted below.

- **GOLDrush Campaigns:** The Graduate College has demonstrated success in crowdfunding through its GOLDrush campaigns. The Tech Equity campaign, launched during the pandemic, raised over \$10,000, providing essential technology resources for low-income and disabled students facing challenges with online education. A second campaign, supporting the Grad Life Peer-to-Peer mentorship program, garnered \$10,475 from 40 gifts, with a significant contribution prompted by a story in the Graduate College's Annual Report.
- **One Day for Iowa:** Active participation in the One Day for Iowa campaign in 2022 and 2023 further contributed to fundraising success, with \$4,595 raised in 2023.
- **Windgate Challenge Grant:** The Graduate College has also played a role in supporting fundraising efforts for specific initiatives in our academic units, such as the UI Center for the Book's 2021 Windgate Challenge Grant, resulting in \$2.5 million raised and a matching amount.
- **Acknowledging Gifts:** To further stewardship of donors, the Graduate College shares philanthropic gift reports with academic units and programs, maintaining transparency and acknowledging the impact of donor support.

Looking ahead, the Graduate College has outlined key fundraising priorities for the current campaign. These priorities include financial assistance for graduate students without assistantships, research grants for materials, summer funding to offset living expenses, thesis and dissertation support, travel funding for research and conferences, and funding for graduate student success initiatives, including the expansion of the Peer-to-Peer mentoring program. These strategic priorities align with the College's commitment to fostering a supportive environment for graduate students and enhancing student success initiatives.

Critical task 3: Better integrate Graduate College alumni and their experiences at UI into the training and development of current UI graduate students

One way that the Graduate College has engaged alumni in the development of current graduate students is through the Graduate College External Advisory Board (GCEAB). The re-constitution of the GCEAB in Fall 2021 focused on including recent alumni from diverse disciplines who have pursued both academic and non-academic careers. Member of this diverse group serve as a valuable resource, providing insights from their recent graduate experiences and offering valuable perspectives on the skills and experiences needed for success in various fields.

Beyond formal meetings, the Graduate College fosters on-campus engagement for GCEAB members with students, faculty, and staff during their visits. This not only strengthens the connection between alumni and the current graduate community but also provides opportunities for informal interactions that can be enriching for both parties.

To further enhance interaction, the Graduate College has incorporated graduate students into panel discussions and larger events during advisory board meetings. This encourages meaningful dialogue and allows students to benefit from the experiences and advice of board members. For example, the inclusion of the director and graduate students from the Interdisciplinary Graduate Program in Neuroscience at our October 2023 board meeting provided valuable insights into interdisciplinary programs and community-building within diverse labs on campus.

In addition to facilitating direct interactions, alumni board members have actively engaged with students who share

similar interests, offering mentorship and connecting them with relevant contacts in their respective fields. This personalized approach enhances the support network for current graduate students and opens avenues for professional development.

The Graduate College also showcases current trends in graduate education at UI by choosing different locations to host GCEAB meetings each fall. By meeting in various colleges and inviting collegiate deans to welcome the board, the Graduate College highlights the innovative approaches colleges are taking toward graduate education. This not only keeps board members informed about the exciting developments on campus but also creates a dynamic and collaborative environment for discussions and planning.

Since 2022, the Graduate College also engages alumni in graduate education by including alumni speakers in our master's and doctoral commencement ceremonies. This provides an opportunity for alumni to re-engage with UI and share their accomplishment and reflections with our graduates.

Critical task 4: Maintain and expand support for community engaged research and teaching

A primary way that the Graduate College supports community engaged research and scholarship is through the providing financial support to the Office of Community Engagement's Graduate Engagement Corps (GEC). The GEC provides graduate students interested in community engagement with training, networking, and funding opportunities to elevate their research and increase their impact in local communities. Publishing, conferences, and professional development workshops further enhance the graduate student experience. The GEC program provides graduate and professional students with training in critical areas of community engagement, including community-engaged teaching, community-engaged research, and building community partnerships. 20 graduate students from across campus are participating in the GEC this year.

The Graduate College – through the School of Planning and Public Affairs – is also home to the Iowa Institute for Sustainable Communities (IISC). The IISC brings University of Iowa students to communities across the state to collaborate with local leaders on real-world projects. The program offers essential, energizing, and applicable learning experiences to graduate and upper-level undergraduate students, while simultaneously providing valuable services to communities. An IISC partnership includes multidisciplinary expertise focused on a specific geographic area, yielding deep and substantial outcomes. Over 200 students work on IISC community engaged projects each year.

Looking Forward

Future Initiatives

Since the last formal review in 2015, the Graduate College has made substantial progress in addressing the challenges and opportunities confronting graduate education. The College acted on the recommendations of our 2015 collegiate review and has developed policies, practices, and initiatives aimed toward achieving the goals outlined in our 2022-2027 Strategic Plan.

The Graduate College is poised to continue to carry out its mission and vision focused on transforming graduate education through a student-centered approach to graduate education in the coming years. The primary ongoing and future initiatives are outlined below.

Expand Mentorship Opportunities for Students and Faculty

Mentoring is crucial for graduate students and postdocs, offering the support, guidance, training, and network that helps an individual succeed in graduate school or beyond. The Graduate College supports high-quality faculty mentorship through 1:1 mentoring support conversations with faculty and students, mentee training for students at new student orientation and by request from departments, IDP supports and training, including sample mentoring compacts. Yet we know there is a tremendous need for more support for graduate faculty mentor training. Since our last report, two members of our leadership team have participated in “Train the Trainer” mentoring education from the National Mentoring Resources Network (NRMN) and the Center for the Improvement of Mentored Experience in Research (CIMER). The Graduate College intends to explore opportunities to incentive faculty to participate in credentialed mentorship training programs, and collaboration with the Associate Provost for Faculty to provide a workshop for new faculty on best practices for mentoring and advising graduate students.

Even with training and support, individual faculty advisors may or may not be mentors in the fullest sense of the word. To this end, the UI Graduate College also promotes a multiple mentorship model to graduate students, one that includes highlighting the power of peer mentors. In 2023, we launched the GradLife P2P mentorship program that matches first year graduate students with students in their second year or beyond. This interdisciplinary program focuses attention on graduate student life, normalizing first year challenges, connecting students across disciplines, and supporting resource education and use for all students. Following an evaluation of our pilot year, we will consider incorporating alumni and faculty into the P2P mentorship program so that students can develop multiple mentor connections.

Explore Benefits and Liabilities of AI

Generative AI presents both opportunities and challenges for graduate education, particularly in terms of research and writing. On the positive side, AI tools can significantly enhance productivity by generating content, aiding in data analysis, and even assisting in the formulation of research questions. They offer a valuable resource for creative scholarly exploration. However, there are also challenges inherent in the technology. Generative AI may lack nuanced

understanding, potentially leading to inaccuracies or oversimplifications in complex research contexts. The blurred lines between AI-generated content and original work can pose difficulties in fostering a clear understanding of ethical boundaries. The Graduate College aims to partner with other administrative and collegiate offices to explore the benefits and liabilities of generative AI for graduate education, and to educate students about responsible and transparent use of generative AI.

Prioritize Student Belonging and Well-Being

In all areas of the Graduate College our goal is to foster a student-centered graduate experience that supports student success. Achieving that goal means prioritizing student community, belonging, and personal well-being. Grad-DEI and Grad Success both offer services and supports that foster belonging and well-being. Grad-DEI creates community and belonging for all graduate students by providing programming that supports and values all aspects of students' identities. The Office of Graduate Student Success supports graduate students' professional, academic, and personal success during graduate school and beyond. In the coming years we aim to develop greater collaboration between these offices with the goal of providing a more integrated and coordinated experience for students and to bolster the impact of both offices.

Collect Career Outcomes Data

The Graduate College is launching a new initiative this spring to collect career outcomes data from graduate alumni. Career outcomes data is critical for helping graduate programs understand the kinds of careers their students are choosing, both within and outside of the academy. With this data, programs will be better equipped to design programs, curricula, internship, and research experiences that best prepare students for their future careers. New Board of Regents requirements for reporting career outcomes data have created greater urgency for the Graduate College to move forward with a career outcomes initiative. For the past two years, the Graduate College has explored contracting with a third-party vendor to provide career outcomes data on graduate students. We have determined that building an in-house infrastructure for collecting career outcomes data will be more efficient and cost effective. This spring the Graduate College will hire several student workers to move this effort forward with oversight from a staff member in Grad Success.

Continue Digital Process Improvements

The Graduate College has completed its first year of the degree audit acceleration initiative for graduate education programs that will replace hardcopy plans of study, which have been used for degree requirement progress and clearance for decades. We intend to complete this process within the next two years. The initiative will improve security of student records and increase administrative efficiency, accuracy, and consistency. During and following this initiative, the Graduate College will continue to implement administrative and IT process improvements that move the Graduate College from a paper-based degree-administration infrastructure toward digital and electronic record-keeping.

The Graduate College will continue to work closely with campus partners, including departments, programs, and other student support offices to advance these initiatives.

Challenge and Questions

The Graduate College welcomes the opportunity to take part in conversations with the review committee about our current and future priorities as well as challenges and questions we face. In this final section of the Self-Study, we highlight some of the most significant questions and challenges we grapple with as we look forward.

Resources and Scope

The Graduate College has great responsibility for the holistic success of graduate students across campus. We have a very wide scope and aim to be on the leading edge in innovation. At the same time, under our current budget model, we have limited opportunities to increase our revenue to fund new initiatives. How can we effectively navigate and refine our scope, directing our focus towards key priorities and fostering innovation within the constraints of a limited budget?

Postdoctoral Support

The Graduate College provides a wide array of resources for postdocs, and many of our Grad Success and Grad-DEI offerings are open to postdocs. However, postdoctoral scholars and fellows require tailored support for their professional development based on their distinct needs and interests. The Graduate College has collaborated with leaders from the OVPR, the Carver College of Medicine, and the Office of Innovation to explore funding options for building out postdoctoral professional development offerings, but few solutions have emerged. Although leaders from the primary colleges where many postdocs are affiliated, such as the Carver College of Medicine, the College of Engineering, and the College of Liberal Arts and Sciences acknowledge the necessity of collaborative efforts for providing professional development support, financial constraints in both the Graduate College and the respective curricular colleges present challenges. How can the Graduate College take the lead in developing collaborative initiatives to enhance postdoctoral support? What centralized support mechanisms should the Graduate College implement for postdocs, and what would be the most effective means of delivering such support?

Philanthropic Efforts

Graduate College leadership is eager to work in partnership with the UI Center for Advancement to engage in fundraising that strategically targets graduate student success initiatives and fellowships. While alumni often prioritize donations to their curricular colleges, the Graduate College has increased its philanthropic efforts with the goals of reaching donors who are interested in supporting broader initiatives that address the needs of graduate students from programs across the university. How can the Graduate College articulate a more compelling narrative, effectively conveying the value of supporting student success initiatives and fellowships?

Graduate College External Advisory Board

The Graduate College has a dynamic External Advisory Board (GCEAB), comprised primarily of recent alumni who bring a wealth of experiences from their graduate student days and diverse careers both within and outside academia. This board actively provides valuable feedback on ongoing initiatives within the Graduate College, engaging with current graduate students, faculty, and College leadership during our meetings. How can we maximize the benefits of the GCEAB's expertise? How can we leverage their insights to cultivate stronger connections between graduate students who are interested in a wide array of careers and alumni pursuing varied careers?

Graduate Student Recruitment

Recruiting diverse cohorts of highly accomplished graduate students is critical to the research, teaching, and service mission of the UI. Since our last review, Grad-DEI has developed a suite of programs aimed toward recruiting a wide diversity of graduate students to UI. The Graduate College seeks to scale up and expand recruitment efforts to

targeted groups of students. How can the Graduate College partner with curricular colleges and the Associate Vice Provost for Enrollment Management and Strategy to bolster graduate recruitment efforts?

Resourcing our Academic Units

The Graduate College is home to three dynamic academic units: the School of Library and Information Science, the School of Planning and Public Affairs, and the University of Iowa Center for the Book. These interdisciplinary units play an important role on campus, contributing significant value. Although successful in securing external grants relevant to their fields (see Figure 3.2) and actively striving to boost enrollments, these programs face a challenge in generating sufficient revenue, particularly as they lack undergraduate programs that typically contribute to financial resources. How can we adequately resource these units without compromising the budget needed for the administrative services we provide. How can we strike a balance that ensures the sustainability of these programs while maintaining the financial integrity of the Graduate College?

Supporting Interdisciplinary Graduate Programs

The Graduate College is the administrative and curricular college for nine interdisciplinary graduate programs. Faculty who participate in these programs maintain their faculty homes in various colleges including the Carver College of Medicine, the Tippie College of Business, the College of Engineering, and the College of Liberal Arts and Sciences. The Graduate College provides administrative stipends to program directors, first year RA slots for students in these programs, as well as administrative support. The Graduate College receives tuition revenue from students enrolled in these programs. Tuition revenue does not fully cover the expenses for all of these programs. The Graduate College is committed to investing in interdisciplinary programs as part of our mission. Should interdisciplinary programs have a permanent administrative and academic home in the Graduate College, or should the Graduate College serve as an incubator as they are initially establishment?

Appendix A:

Graduate Student Data

Figure A.1: Demographic Data 2022-2023

Objective Type	Students	% of Total
Doctoral	2,616	49.07%
Master's	2,341	43.91%
Other	298	5.59%
Certificate	125	2.34%
Total	5,331	100.00%

Sex	Students	% of Total
Female	3,109	58.32%
Male	2,165	40.61%
Prefer not to answer	60	1.13%
Total	5,331	100.00%

Campus Status	Students	% of Total
On Campus	4,102	76.95%
Online	1,475	27.67%
Total	5,331	100.00%

Grad Appt Status	Students	% of Total
Grad Appointment	2,805	52.62%
No Grad Appointment	2,776	52.07%
Total	5,331	100.00%

Residency Status	Students	% of Total
Non-Resident	3,034	56.91%
Resident	2,304	43.22%
Total	5,331	100.00%

Curricular College / Program / Sub Program	Students	% of Total
Carver College of Medicine	324	6.08%
College of Dentistry	57	1.07%
College of Education	693	13.00%
College of Engineering	307	5.76%
College of Liberal Arts and Sciences	1,928	36.17%
College of Nursing	363	6.81%
College of Pharmacy	52	0.98%
College of Public Health	386	7.24%
Graduate College	575	10.79%
Tippie College of Business	532	9.98%
University College	133	2.49%
Total	5,331	100.00%

Ethnicity	Students	% of Total
White, not of Hispanic or Latino(a) origin	3,262	61.19%
International	1,027	19.26%
Hispanic or Latino(a)	324	6.08%
Asian	198	3.71%
African American or Black	195	3.66%
Race and Ethnicity unknown	182	3.41%
Multi-Racial	140	2.63%
Alaskan Native or American Indian	10	0.19%
Native Hawaiian or Other Pacific Islander	3	0.06%
Total	5,331	100.00%

Cumulative GPA Range	Students	% of Total
>4	1,178	23.79%
3.67-4	2,843	57.42%
3.34-3.66	892	18.02%
3.01-3.33	381	7.70%
2.67-3	123	2.48%
2.34-2.66	27	0.55%
2.01-2.33	11	0.22%
<=2	15	0.30%
Total	4,951	100.00%

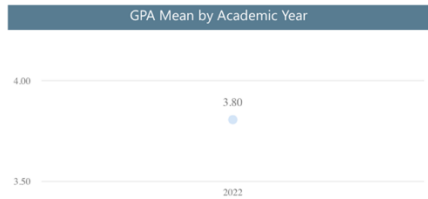


Figure A.2: Demographic Data 2016-1017

Objective Type	Students	% of Total
Doctoral	2,685	50.92%
Master's	2,042	38.73%
Other	487	9.24%
Certificate	136	2.58%
Total	5,273	100.00%

Sex	Students	% of Total
Female	2,938	55.72%
Male	2,325	44.09%
Prefer not to answer	13	0.25%
Total	5,273	100.00%

Campus Status	Students	% of Total
On Campus	4,346	82.42%
Online	1,143	21.68%
Total	5,273	100.00%

Grad Appt Status	Students	% of Total
Grad Appointment	2,863	54.30%
No Grad Appointment	2,662	50.48%
Total	5,273	100.00%

Residency Status	Students	% of Total
Non-Resident	3,038	57.61%
Resident	2,241	42.50%

Curricular College / Program / Sub Program	Students	% of Total
Carver College of Medicine	239	4.53%
College of Dentistry	60	1.14%
College of Education	639	12.12%
College of Engineering	339	6.43%
College of Liberal Arts and Sciences	2,102	39.86%
College of Nursing	259	4.91%
College of Pharmacy	74	1.40%
College of Public Health	365	6.92%
Division of Continuing Education	275	5.22%
Graduate College	612	11.61%
Tippie College of Business	343	6.50%
Total	5,273	100.00%

Ethnicity	Students	% of Total
White, not of Hispanic or Latino(a) origin	3,229	61.24%
International	1,045	19.82%
Race and Ethnicity unknown	315	5.97%
Hispanic or Latino(a)	238	4.51%
Asian	176	3.34%
African American or Black	153	2.90%
Multi-Racial	108	2.05%
Alaskan Native or American Indian	11	0.21%
Native Hawaiian or Other Pacific Islander	4	0.08%
Total	5,273	100.00%

Cumulative GPA Range	Students	% of Total
>4	662	13.86%
3.67-4	2,865	59.96%
3.34-3.66	1,065	22.29%
3.01-3.33	439	9.19%
2.67-3	168	3.52%
2.34-2.66	19	0.40%
2.01-2.33	6	0.13%
<=2	11	0.23%
Total	4,778	100.00%

GPA Mean by Academic Year

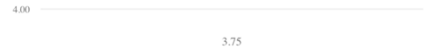


Figure A.3: Top 10 Grad Student Countries of Origin 2016-2017 and 2022-2023

2016-2017

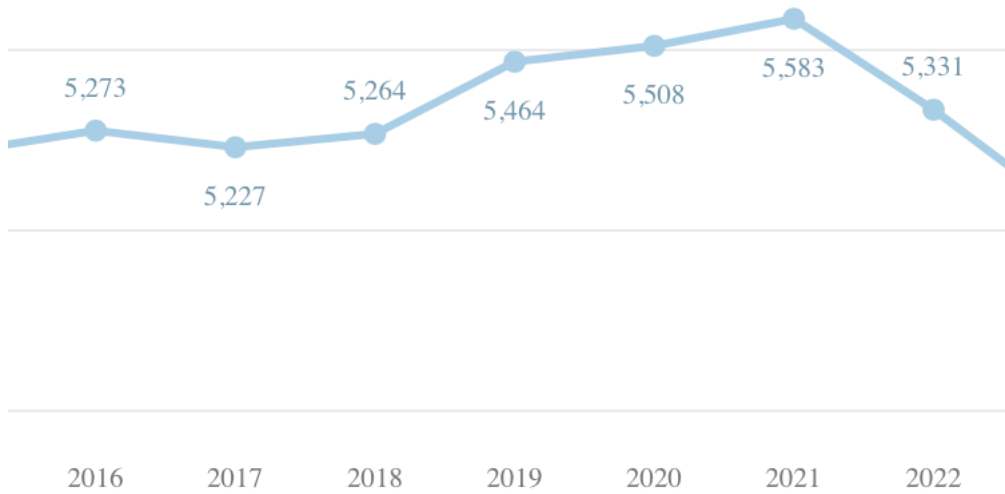
Country	Count
United States	4495
China	209
India	113
South Korea	64
Nigeria	44
Iran	37
Bangladesh	34
Sri Lanka	27
Pakistan	20
Canada	18

2022-2023

Country	Count
United States	4311
China	314
India	107
South Korea	95
Unknown	34
Iran	31
Taiwan	28
Thailand	22
Iraq	21
Bangladesh	19

Figure A.4: Total Graduate Enrollments by Year

Total Graduate Students by Academic Year



New Student Counts by Academic Year

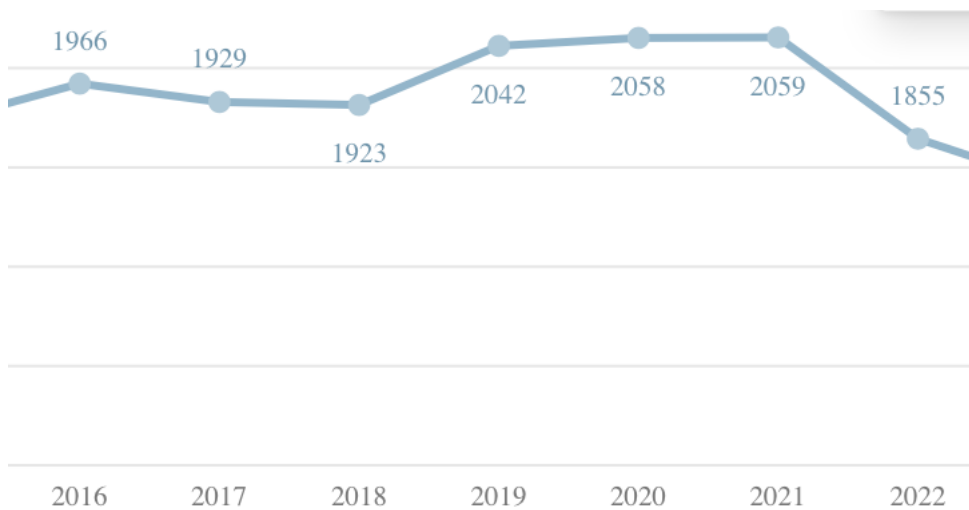
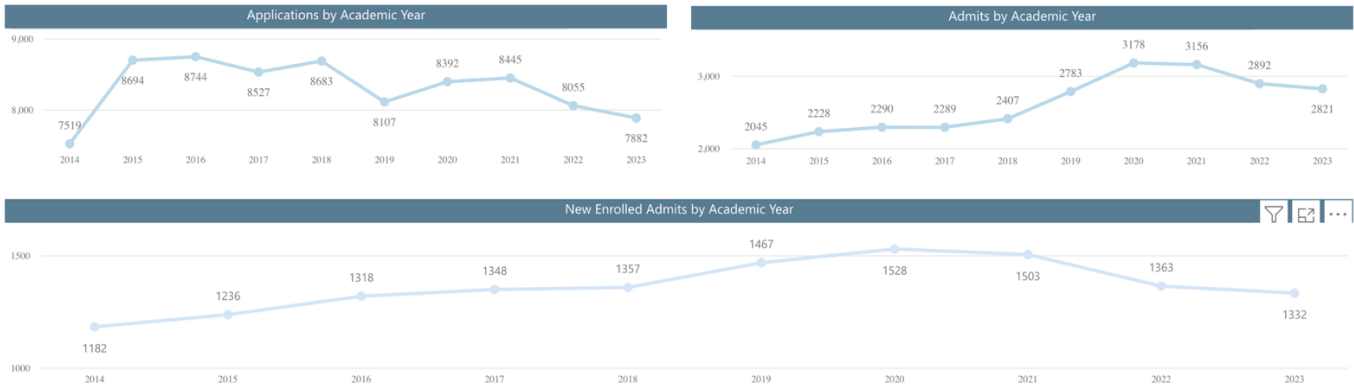
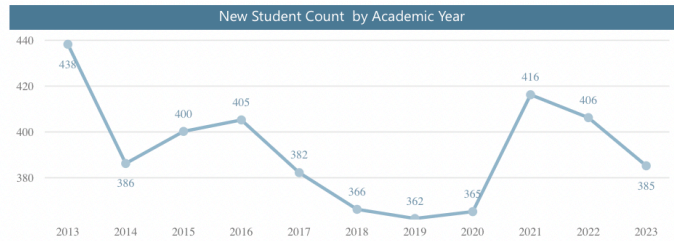
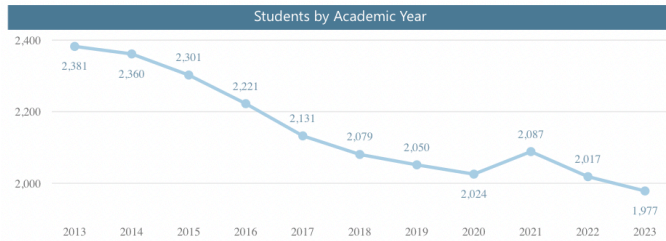


Figure A.5: All Grad Applications, Admits, and Newly Enrolled Admits by Academic Year



Applications by College/Program/Sub Program										
Curricular College	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Carver College of Medicine	168	192	191	286	336	333	387	400	455	451
College of Dentistry	254	216	295	265	258	270	165	196	185	211
College of Education	609	650	573	575	535	525	666	797	665	725
College of Engineering	619	907	744	608	565	490	490	478	449	389
College of Liberal Arts and Sciences	4166	4980	5028	4709	4748	4416	4433	4304	4055	4011
College of Nursing	103	120	144	153	152	190	230	230	198	230
College of Pharmacy	237	214	202	193	138	134	122	141	163	90
College of Public Health	474	473	533	434	445	414	486	531	567	540
Graduate College	302	311	302	516	420	480	531	467	487	524
Tippie College of Business	587	631	732	788	1086	855	882	901	831	711
Total	7519	8694	8744	8527	8683	8107	8392	8445	8055	7882

Figure A.6: PhD Enrollment by Year



Objective Type	Students	% of Total
Doctoral	6,136	100.00%
Total	6,136	100.00%

Sex	Students	% of Total
Male	3,114	50.75%
Female	3,003	48.94%
Prefer not to answer	35	0.57%
Total	6,136	100.00%

Campus Status	Students	% of Total
On Campus	6,125	99.82%
Online	272	4.43%
Total	6,136	100.00%

Grad Appt Status	Students	% of Total
Grad Appointment	5,605	91.35%
No Grad Appt...	1,956	31.88%
Total	6,136	100.00%

Residency Status	Students	% of Total
Non-Resident	4,923	80.23%
Resident	1,258	20.50%
Total	6,136	100.00%

Curricular College / Program / Sub Program	Students	% of Total
Carver College of Medicine	384	6.26%
College of Dentistry	34	0.55%
College of Education	907	14.78%
College of Engineering	699	11.39%
College of Liberal Arts and Sciences	2,673	43.56%
College of Nursing	78	1.27%
College of Pharmacy	187	3.05%
College of Public Health	304	4.95%
Graduate College	688	11.21%
Tippie College of Business	251	4.09%
Total	6,136	100.00%

Ethnicity	Students	% of Total
White, not of Hispanic or Latino(a) origin	2,965	48.32%
International	2,088	34.03%
Race and Ethnicity unknown	466	7.59%
Hispanic or Latino(a)	336	5.48%
African American or Black	202	3.29%
Asian	166	2.71%
Multi-Racial	101	1.65%
Alaskan Native or American Indian	9	0.15%
Native Hawaiian or Other Pacific Islander	2	0.03%
Total	6,136	100.00%

Cumulative GPA Range	Students	% of Total
>4	1,065	18.50%
3.67-4	3,921	68.11%
3.34-3.66	1,900	33.00%
3.01-3.33	846	14.70%
2.67-3	261	4.53%
2.34-2.66	44	0.76%
2.01-2.33	21	0.36%
<=2	21	0.36%
Total	5,757	100.00%

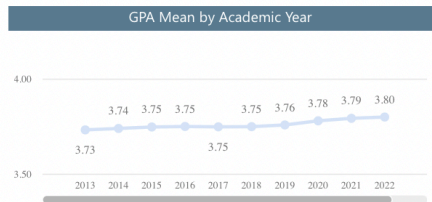
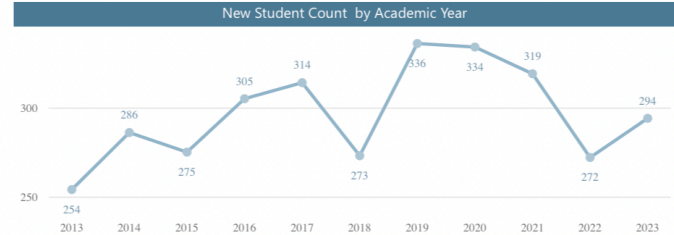
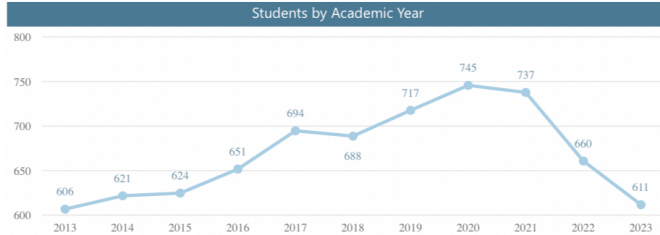


Figure A.7: MA Enrollments by Year



Objective Type	Students	% of Total
Master's	3,586	100.00%
Total	3,586	100.00%

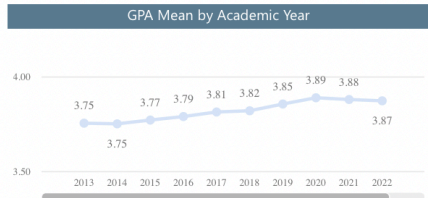
Curricular College / Program / Sub Program	Students	% of Total
Carver College of Medicine	2	0.06%
College of Education	1,217	33.94%
College of Liberal Arts and Sciences	1,896	52.87%
Graduate College	485	13.52%
Tippie College of Business	8	0.22%
University College	3	0.08%
Total	3,586	100.00%

Ethnicity	Students	% of Total
White, not of Hispanic or Latino(a) origin	2,663	74.26%
International	317	8.84%
Hispanic or Latino(a)	180	5.02%
Race and Ethnicity unknown	150	4.18%
African American or Black	112	3.12%
Multi-Racial	96	2.68%
Asian	78	2.18%
Alaskan Native or American Indian	11	0.31%
Native Hawaiian or Other Pacific Islander	1	0.03%
Total	3,586	100.00%

Sex	Students	% of Total
Female	2,422	67.54%
Male	1,146	31.96%
Prefer not to answer	23	0.64%
Total	3,586	100.00%

Cumulative GPA Range	Students	% of Total
>4	835	25.56%
3.67-4	2,469	75.57%
3.34-3.66	687	21.03%
3.01-3.33	309	9.46%
2.67-3	134	4.10%
2.34-2.66	28	0.86%
2.01-2.33	11	0.34%
<=2	14	0.43%
Total	3,267	100.00%

Campus Status	Students	% of Total
On Campus	2,760	76.97%
Online	1,250	34.86%
Total	3,586	100.00%



Grad Appt Status	Students	% of Total
No Grad Appointment	2,471	68.91%
Grad Appointment	1,622	45.23%
Total	3,586	100.00%

Residency Status	Students	% of Total
Resident	1,955	54.52%
Non-Resident	1,667	46.49%
Total	3,586	100.00%

Figure A.8: MS Enrollments by Year

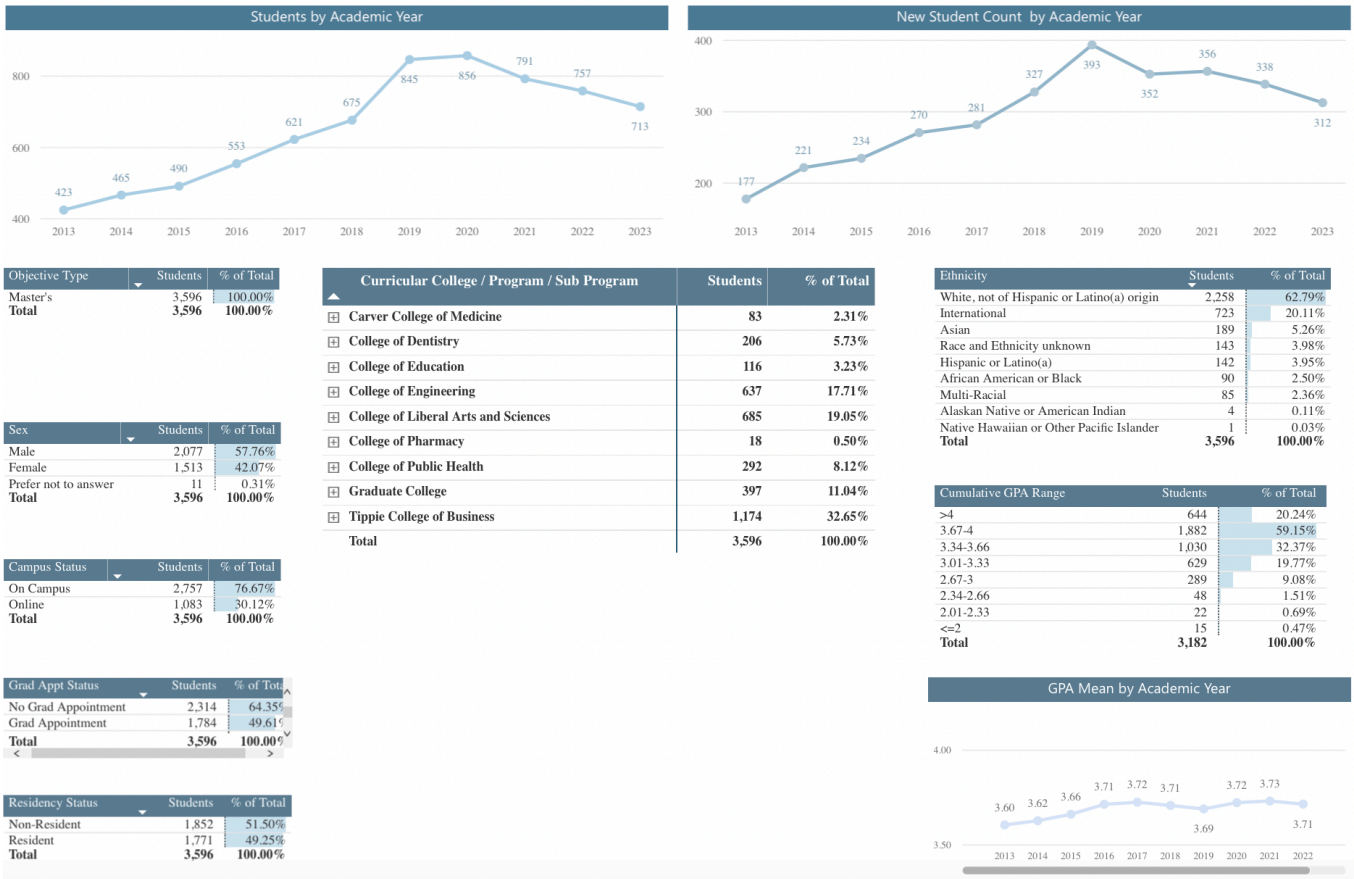


Figure A.9: PhD Applications, Admits, and Newly Enrolled Admits by Academic Year

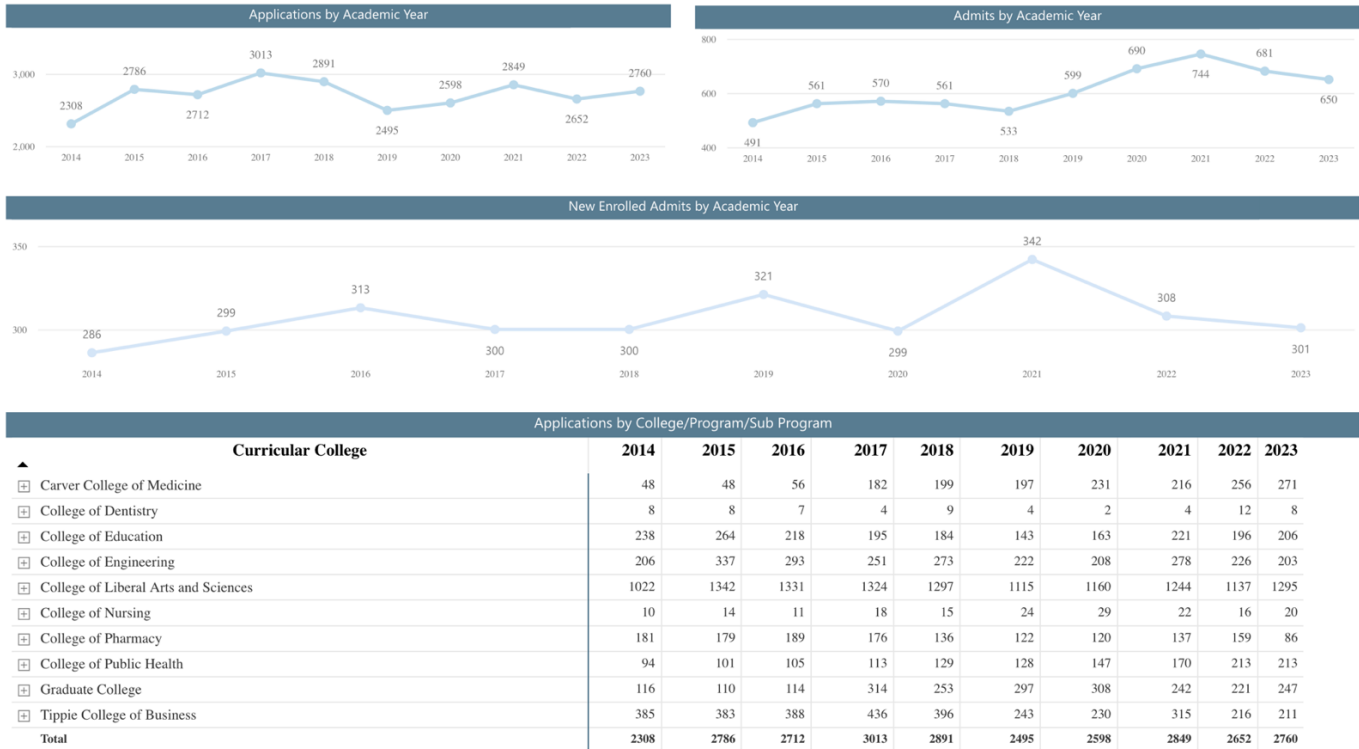
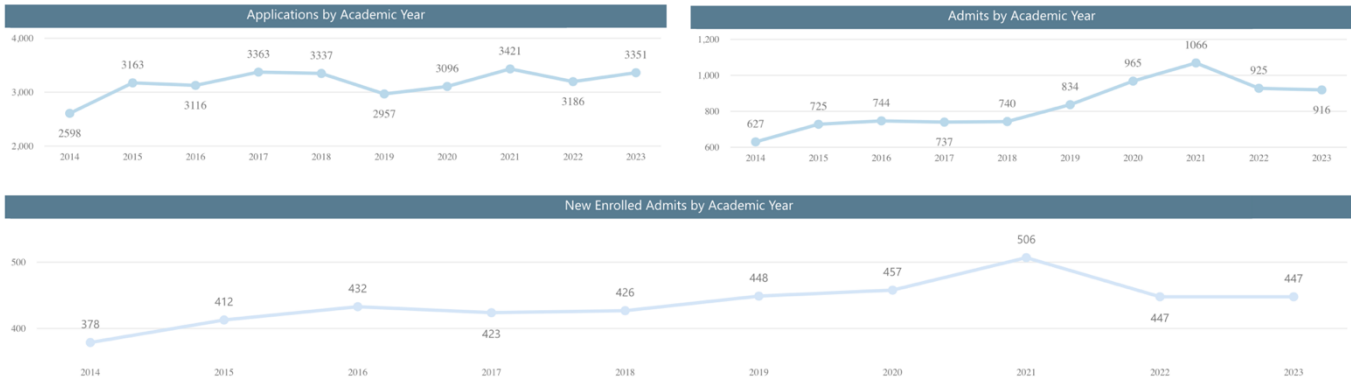
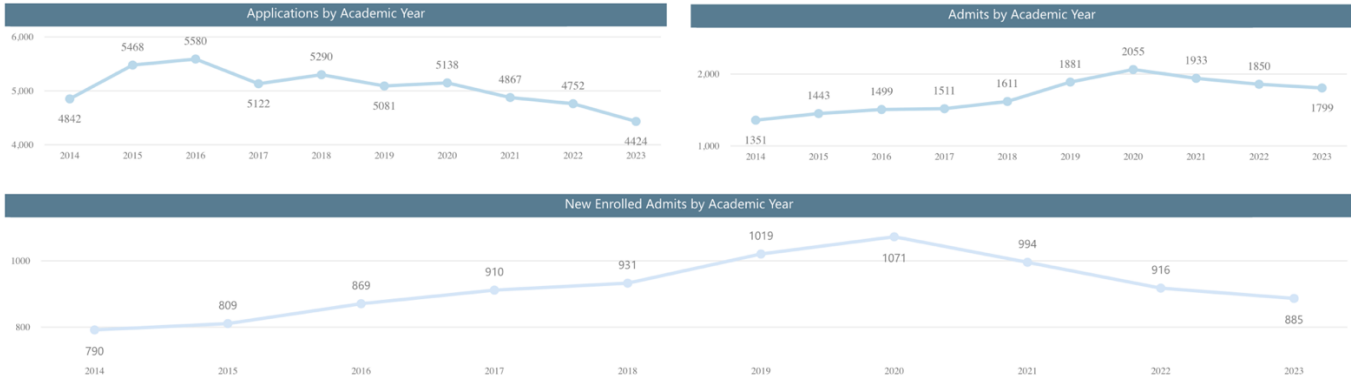


Figure A.10: All Doctoral Applications, Admits, and Newly Enrolled Admits by Academic Year



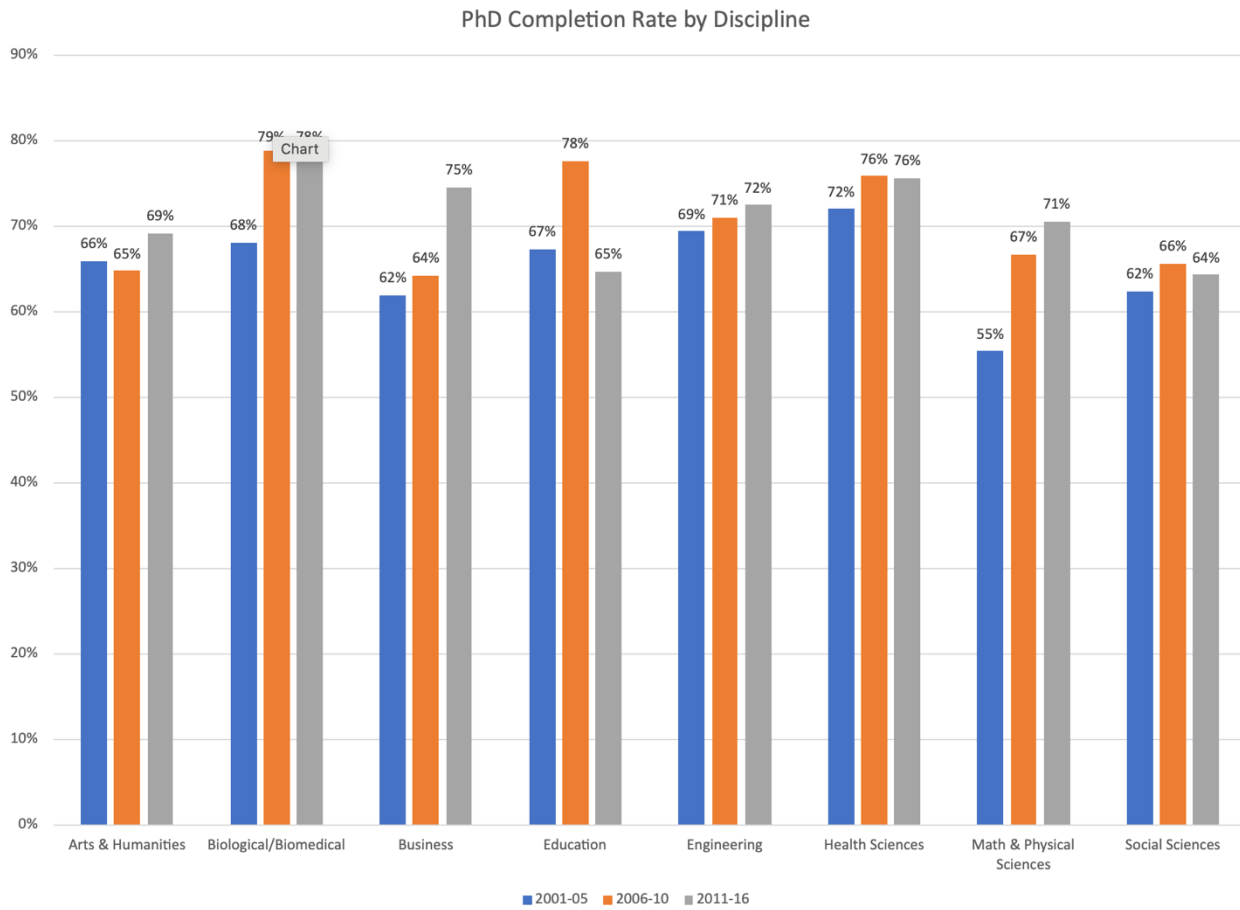
Applications by College/Program/Sub Program										
Curricular College	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
▲ Carver College of Medicine	144	174	169	275	324	316	355	363	402	416
▣ College of Dentistry	8	8	7	4	9	4	2	4	12	8
▣ College of Education	238	264	218	195	184	143	175	256	212	222
▣ College of Engineering	206	337	293	251	273	222	208	278	226	203
▣ College of Liberal Arts and Sciences	1133	1498	1497	1458	1488	1304	1331	1443	1354	1523
▣ College of Nursing	93	109	136	141	145	178	220	213	171	222
▣ College of Pharmacy	181	179	189	176	136	122	120	137	159	86
▣ College of Public Health	94	101	105	113	129	128	147	170	213	213
▣ Graduate College	116	110	114	314	253	297	308	242	221	247
▣ Tippie College of Business	385	383	388	436	396	243	230	315	216	211
Total	2598	3163	3116	3363	3337	2957	3096	3421	3186	3351

Figure A.11: Master's Applications, Admits, and Newly Enrolled Admits by Year



Applications by College/Program/Sub Program										
Curricular College	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Carver College of Medicine	24	18	22	11	12	17	32	37	53	35
College of Dentistry	246	208	288	261	249	266	163	192	173	203
College of Education	317	332	315	352	306	352	390	414	373	427
College of Engineering	413	570	451	357	292	268	282	200	223	185
College of Liberal Arts and Sciences	3032	3482	3531	3251	3259	3112	3101	2860	2700	2486
College of Nursing	10	11	8	12	6	12	10	16	27	8
College of Pharmacy	56	35	13	17	2	12	2	4	4	4
College of Public Health	380	372	428	321	316	285	338	357	348	326
Graduate College	163	195	186	201	166	179	219	222	259	270
Tippie College of Business	201	245	338	339	682	578	601	565	592	480
Total	4842	5468	5580	5122	5290	5081	5138	4867	4752	4424

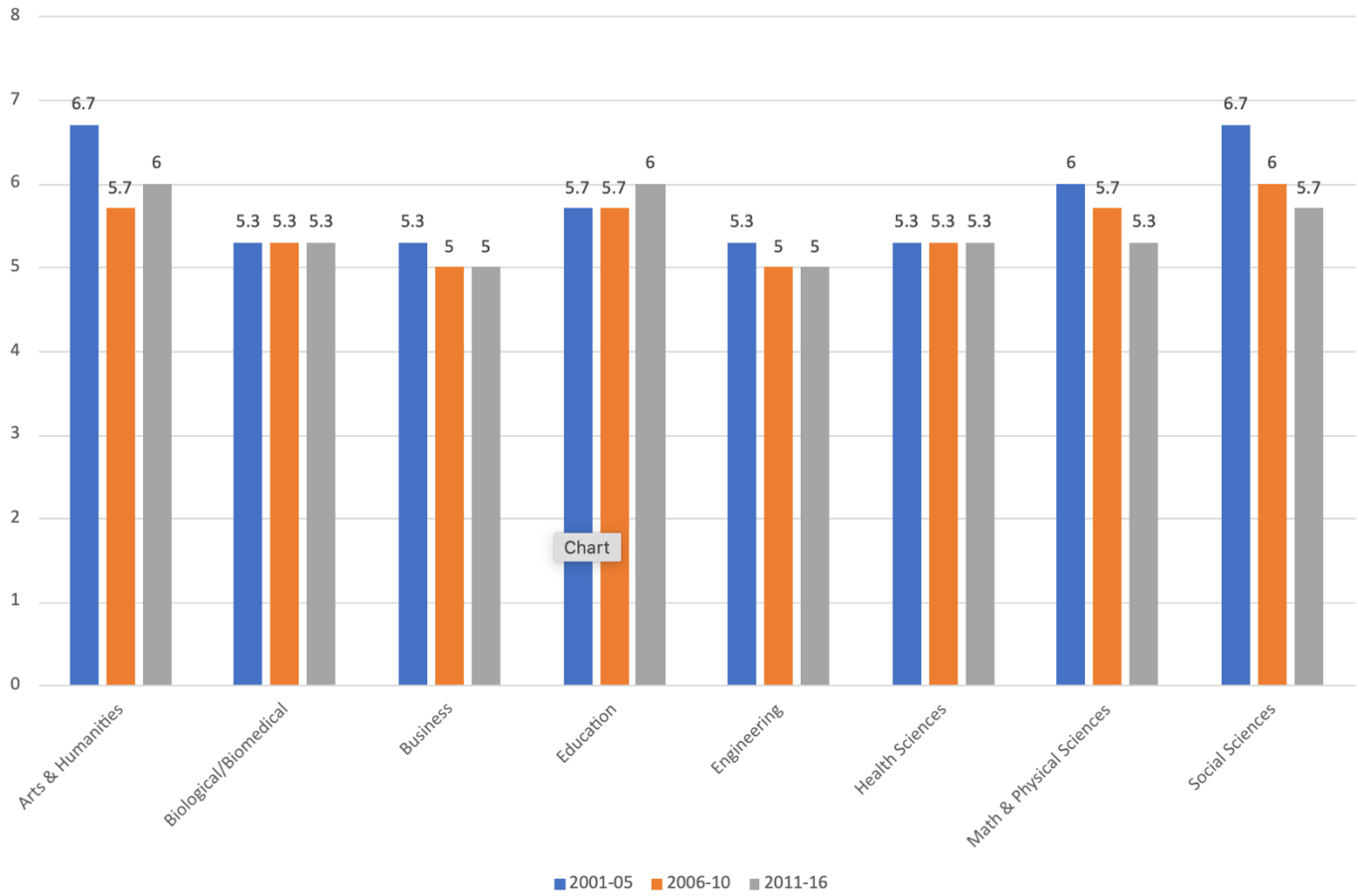
Figure A.12: PhD Completion Rates by Discipline



Note: Years in each range indicate cohort start dates

Figure A.13: Median PhD Time-to-Degree by Discipline

Median PhD TTD by Discipline



Note: Years in each range indicate cohort start dates

Appendix B:

Collegiate Operations

Figure B.1: Graduate College Org. Chart – Administrative Unit

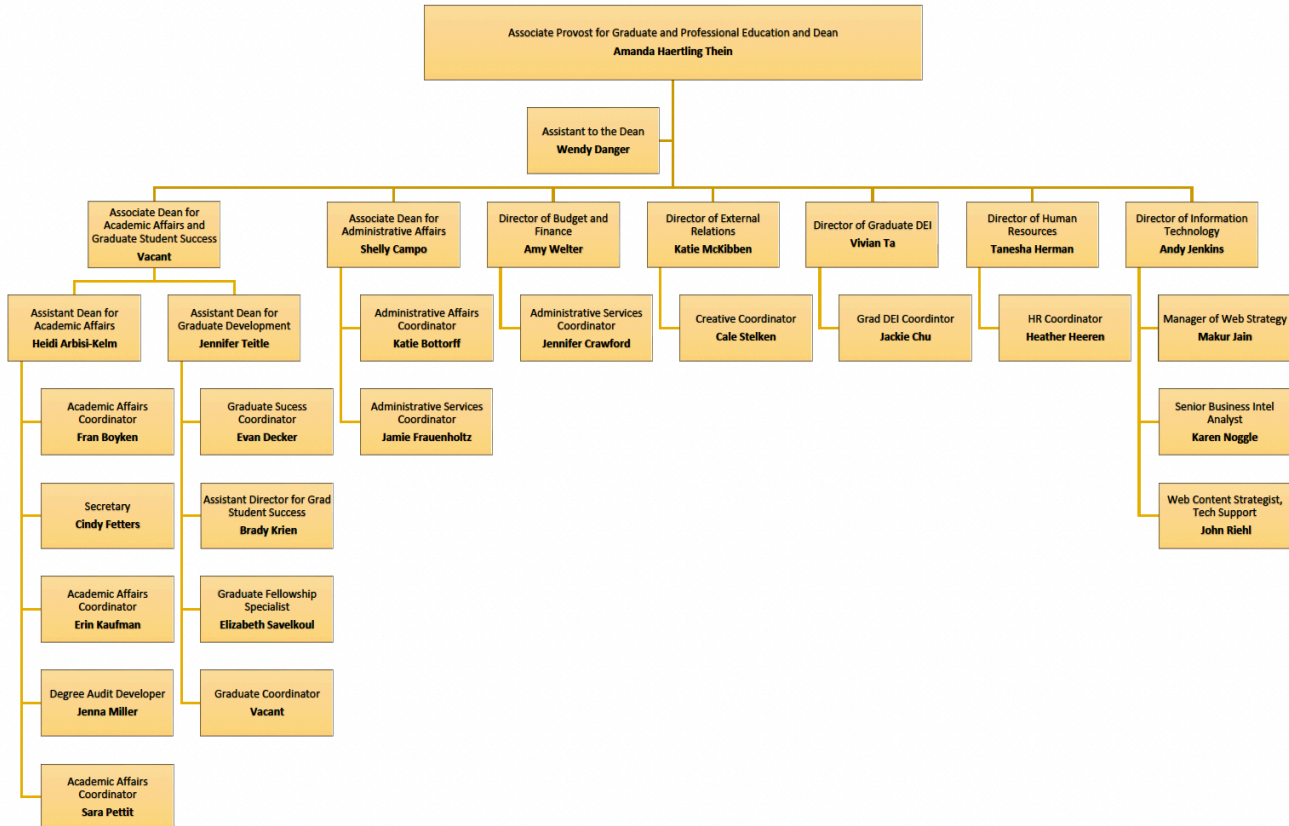


Figure B.2: Graduate College Org. Chart – Departments and Programs

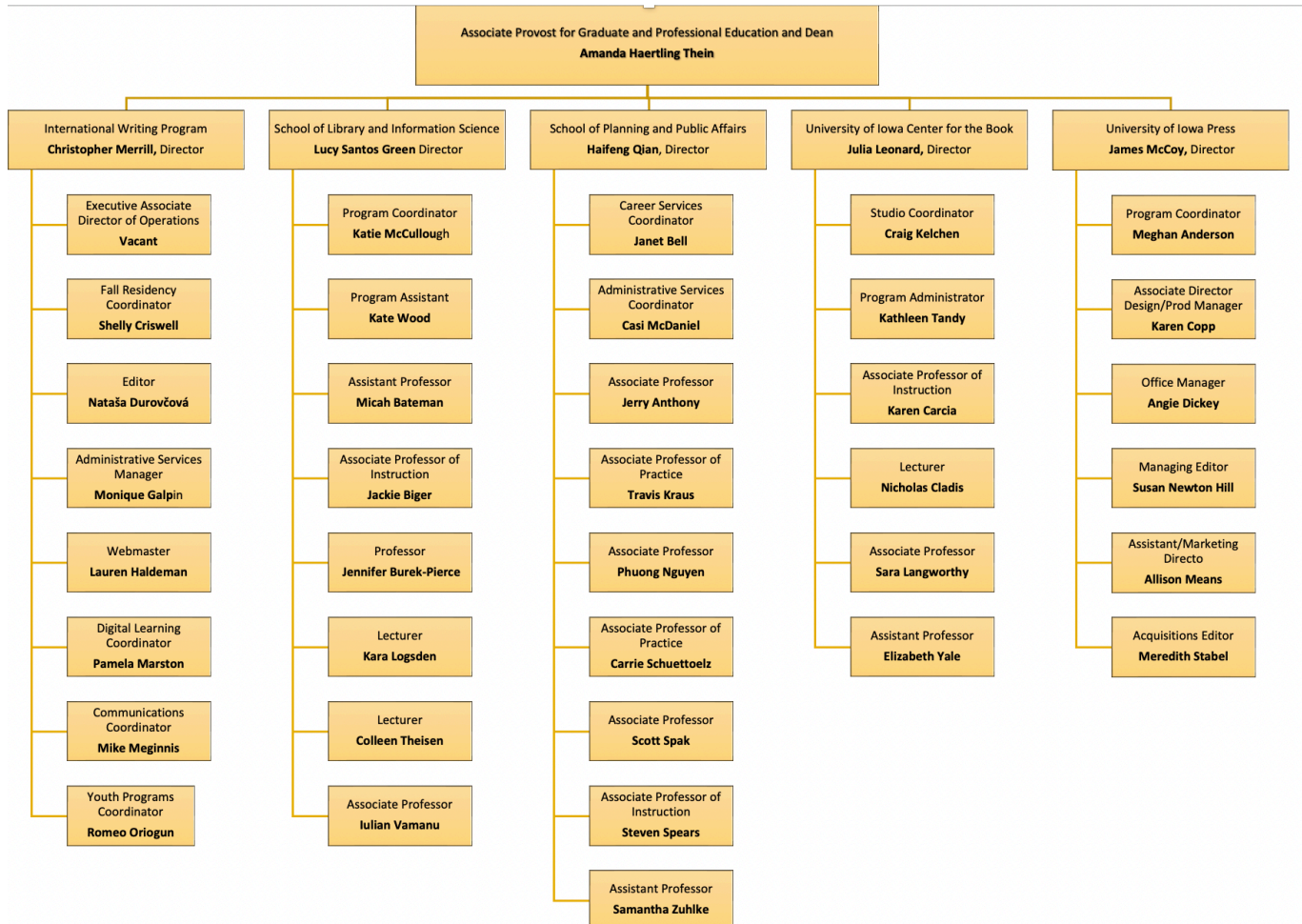


Figure B.3: Graduate College Org. Chart – Interdisciplinary Programs

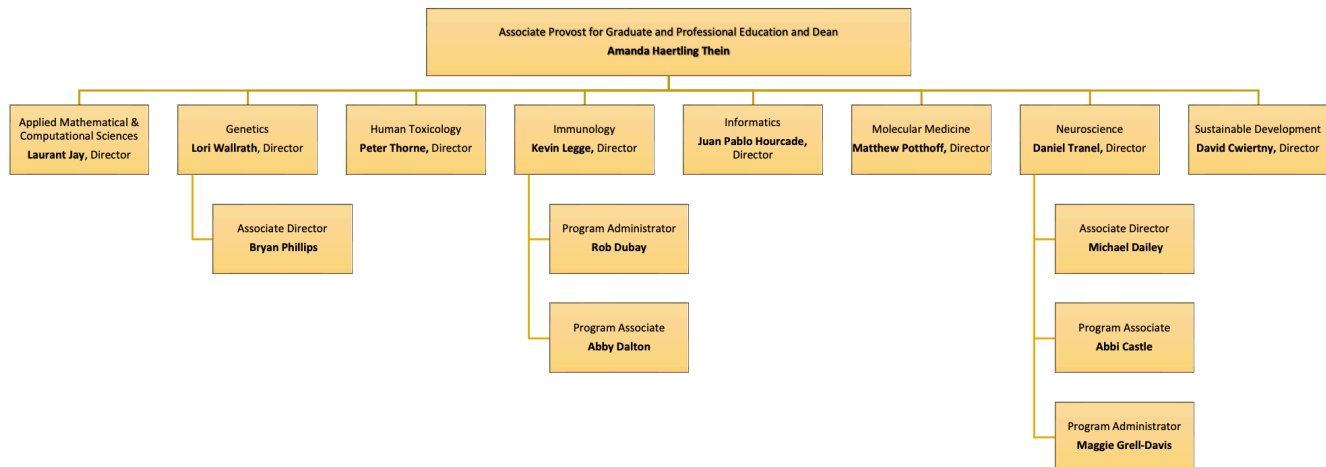
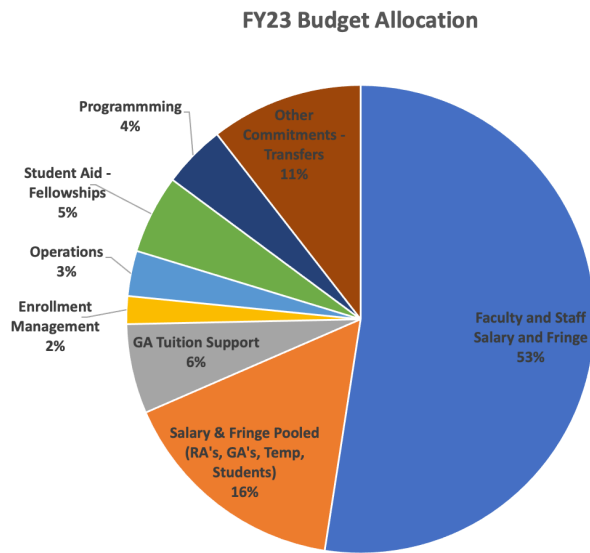
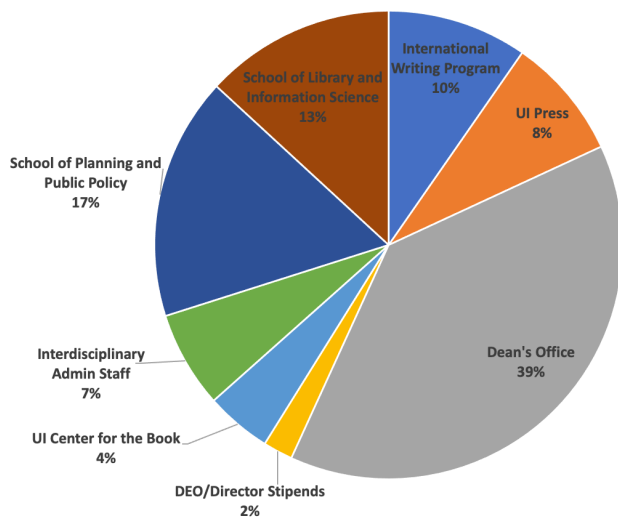


Figure B.4: Graduate College General Education Budget



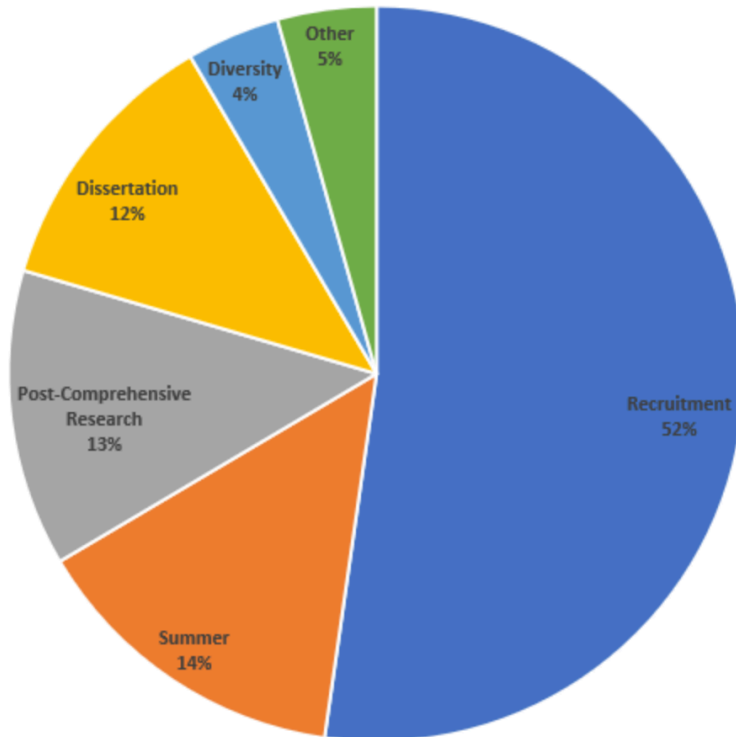
FY23 Faculty and Staff Salary and Fringe by Unit



Note: This data includes only GEF allocations to Graduate College Org 29. The Graduate College also administers a \$7.4 million GEF Internal Fellowship & Scholarship Program that is budgeted to all Colleges.

Figure B.5: Graduate College Fellowship and Scholarship Budget

FY23 Graduate College Fellowships and Scholarship
Budget \$7.4 million



Appendix C:

Academic and Program Units

School of Library and Information Science

The School of Library and Information Science (SLIS) is an ALA-accredited academic unit housed in the Graduate College that has offered the Master of Arts in Library and Information Science since 1967. A distinctive aspect of SLIS is its focus on librarianship as a multifaceted profession that serves communities through libraries and within information-oriented organizations. A long-established partnership with the University of Iowa Center for the Book (UICB) allows these programs to offer a joint MA/MFA and a Certificate in Book Studies and Library and Information Science (BLIS), among other joint degree offerings. More recently, SLIS created a Graduate Certificate in Special Collections Librarianship and launched a new undergraduate-to-graduate (U2G) program in Fall 2022 that enables students to obtain both an undergraduate and a SLIS master's degree in five years. This tandem effort to focus areas of instruction and expertise, while expanding degree offerings, represents the future of SLIS's educational mission. SLIS specializes in preparing students who will work in key areas of the profession, particularly public libraries; school libraries, with state certification; academic libraries, especially in the digital humanities; and special collections.

The faculty are dedicated to lifelong education in Iowa and beyond and the degrees offered by SLIS include part-time and full-time options, as well as distance education and in-person options. SLIS aims to inspire and connect creative information professionals to support equitable cultural institutions and knowledge sharing.

SLIS's enrollment numbers in the MA in Library and Information Science have grown 36% between fall 2016 to fall 2023 (See Figure C.1). The numbers of students enrolled online has also grown considerably and now out-pace in-person numbers (60 students were enrolled online and 49 in person in fall 2022).

SLIS's current faculty includes four tenure-track faculty, three instructional track faculty, and four adjunct faculty, including the University of Iowa Librarian. SLIS serves as the tenure home for two UICB tenured faculty members. SLIS is currently supported by two full-time staff members. Given increasing enrollments, an additional tenure-track faculty member was approved to start in Fall 2024. A visiting assistant professor also will begin a two-year contract at that time. We will continue to evaluate enrollment trends and will consider another permanent faculty line if increases continue.

School of Planning and Public Affairs

The School of Planning and Public Affairs (SPPA), formerly the School of Urban and Regional Planning (URP), is housed in the University of Iowa's Graduate College. There has been a master's degree program in URP at UI for nearly 60 years. The URP program's vision is to promote just and inclusive human settlements in which economic development, environmental enhancement, and social justice jointly contribute to sustainability, resilience, and quality of life at all scales, from local to global. Within this context, the mission of the program is to educate professional planners who will be responsible future leaders and decision-makers. The program has been accredited by the Planning Accreditation Board for decades. The next accreditation will occur during AY 2026-27. The URP program is nationally recognized. In the 2023 Planetizen Guide to Graduate Urban Planning Programs (the only comprehensive ranking of urban planning programs), SPPA was ranked #16 in the nation, #2 in the Midwest, and #9 among planning programs in public universities.

In 2020, SPPA started a new master's program in Public Affairs (MPA). The MPA program prepares the next generation of public managers, administrators, policymakers, and policy analysts. The program's mission is also to serve public and nonprofit sector agencies in the state of Iowa and beyond through student and faculty engagement with communities and through faculty research that advances public affairs and administration, and policy knowledge and practice. The program has been an interdisciplinary effort, as students can take policy-related elective

courses from many other UI departments. SPPA has started preparing a self-study report for the purpose of accreditation after receiving a positive evaluation on accreditation eligibility from the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the accreditation body for public affairs programs. The accreditation year is expected to be AY 2024-25. Based on the U.S. News and World Report ranking, SPPA ranks first among the three ranked MPA programs in Iowa.

Among other changes since the last Graduate College collegiate review, SPPA created two minors – one in Public Policy and the other in Urban Studies. These minors launched in 2022 to meet the interests among UI undergraduates in cities and policy analysis. Additionally, SPPA and the Graduate College took over the Iowa Initiative for Sustainable Communities (IISC) from the UI Office of Community Engagement in 2020. IISC provides UI students with experiential learning opportunities and while serving communities across the state of Iowa through community engagement projects. Under the guidance of over 30 UI faculty members from a variety of disciplines, more than 200 UI students (including all second-year URP and MPA students at SPPA) work on at least 20 community engagement projects established through the partnerships between IISC and Iowa communities each year. Through the work of IISC, SPPA is directly implementing some tasks and actions proposed in the 2022-27 Graduate College Strategic Plan, such as providing professional development opportunities, diversifying career paths, creating opportunities for exchange of research ideas across disciplines, and supporting community engagement research and teaching.

SPPA is facing both challenges and opportunities. One challenge is the national declining enrollment trend in the field of urban planning for over a decade. Similarly, the national enrollment in public affairs programs has decline in the recent years. Enrollments in SPPA's new MPA program have grown from 11 to 18 in fall 2022. However, enrollments in the Urban Planning program have dropped 47% since 2016 (see Figure C.1). Despite these challenges, there are also several opportunities: the most recent ranking of SPPA's urban planning program is the highest ever; the new MPA program is expected to receive accreditation in 2025; there is potential to grow the enrollment in two minors; and the demand for IISC partnerships from Iowa communities is higher than ever due to the widely-reported recent successes.

SPPA currently has five tenure-track faculty members, 2.5 instructional track faculty members, one visiting assistant professor and is supported by two staff members. SPPA is searching for another tenure-track faculty member this spring to fill a vacant line that is currently covered by the visiting faculty member. SPPA's increased programming, including the new MPA, may requires more faculty capacity. Enrollment trends will be monitored as we consider adding an additional faculty line.

The University of Iowa Center for the Book

Since 1986, the University of Iowa Center for the Book (UICB) has established a nationally respected interdisciplinary Graduate Certificate program and MFA Program (established in 2012) in book arts and book studies. Since the last Graduate College review, there has been turnover in UICB faculty. In 2020, then-director and founding member of the UICB Timothy Barrett, a MacArthur Fellow recipient, retired. Taking up leadership roles are nationally recognized and award-winning Professors Sara Langworthy and Julia Leonard. The UICB currently has 2.25 tenure-track faculty, two instructional faculty, nine adjunct faculty, and two dedicated staff members. Instructional and adjunct faculty are made up of highly respected, nationally and internationally recognized experts in the fields of printmaking, book arts, book conservation, and papermaking.

Compared with competing MFA programs in the book arts, the UICB MFA program has more specialized classrooms and professional training facilities and offers a curriculum recognized for both its breadth and depth. As a result, they compete successfully for the best students. Course offerings and the Graduate Certificate credential draw students

from allied departments including English, History, the School of Art and Art History, the School of Library and Information Science, Classics, Translation, the Writer's Workshop, and the Nonfiction Writing Program. Affiliated faculty teach courses across campus. This cross-pollination builds relationships across colleges and between programs, responding to university and Graduate College goals towards interdisciplinarity.

Since the MFA program requires specialized facilities and equipment, and is housed in an older building with no HVAC system, the pandemic was particularly challenging for recruiting and retaining students. UICB MFA enrollment dropped from 16 to 11 students between fall 2016 and fall 2022 (see C.1). Incoming cohorts in 2023-2024 show promising increases in enrollments. UICB course enrollments are bolstered by a significant number of students from the above-mentioned departments taking their courses. Course enrollments have steadily improved as pandemic restrictions on enrollment caps were lifted and full access to studios is now possible. With the goal of providing the best possible training to book artists and book studies scholars so that they can succeed in their artistic and professional endeavors, more aggressive recruitment efforts have been implemented. Zoom information sessions in 2022 and 2023 drew respectively 45 and 75 attendees.

The UICB faculty have been highly successful in garnering both external and internal funding in the last nine years. Since 2016, faculty have raised over \$400,000 in research funding and over \$500,000 in student funding. Between 2020 and 2022, the UICB raised \$2.85 million in private donations, which triggered a matching \$2.5 million grant from the Windgate Charitable Foundation.

Faculty continue to pursue all opportunities available in support of research agenda including internal and external grant opportunities, participation in national exhibitions and book fairs, artist residencies. Faculty are looking at building relationships abroad to facilitate international study experiences for graduate students. The program is exploring several pathways to increasing their undergraduate footprint—as a way to gain greater visibility across campus, to contribute more fully to the undergraduate community, and as a means to both bring in more revenue. Options under consideration are an undergraduate minor or certificate and a U2G program. Another initiative in the planning stages is creating a track within the MFA degree focused on conservation, preservation and book repair. This would build on already existing resources and the established relationship the UICB has with the UI Libraries Conservation Lab.

University of Iowa Press

Established in 1969, the University of Iowa Press is a well-regarded academic publisher serving scholars, students, and readers throughout the world with works of poetry, fiction, and creative nonfiction. As the only university press in the state, Iowa is also dedicated to preserving the literature, history, and culture of the Midwest. The UI Press is committed to first-class writing across genres and subjects. They are committed to the vital role played by small presses as publishers of scholarly and creative works that may not attract commercial attention. The UI Press reports to the Graduate College and is a member of the [Association of American University Presses](#) and [Green Press Initiative](#).

The UI Press publishes reference and course books in the areas of American studies, American history, literary studies, and theatre studies for students and scholars. General readers also benefit from the work of the UI Press, which publishes the winners of the Iowa Short Fiction Award and the Iowa Poetry Prize, novels, poetry anthologies, books on the archaeology and natural history of the Midwest, cookbooks, letters and diaries, biographies, memoirs, regional history, and collections of historic and contemporary photographs.

Between 2016 and 2023, the UI press received in excess of 700 books proposals per year and published an average of 33.6 books per year. The UI press has the equivalent of six full time staff. According to the Association for University Presses, the top tier presses have an average of 11 full time staff and publishes 30 books per year. In this same period of time, UI Press's books garnered national attention for book awards (78 long-lists for book awards). They had one gold medalist, 28 winners, nine honorable mentions, one honoree, one bronze winner, one third place winner, nine honorable mentions. They also had a *New York Times* bestseller, and a book named in the *New York Times 10 Best Books of Poetry* for 2018

The International Writing Program (IWP)

The International Writing Program (IWP) is a unique conduit for the world's literatures, connecting established writers from around the globe, bringing international literature into classrooms, introducing American writers to other cultures through reading tours, and serving as a clearinghouse for literary news and a wealth of archival and pedagogical materials. Since 1967, over 1,600 writers from more than 160 countries have been in residence at UI every year, except for 2020 when there was a pause due to the COVID-19 pandemic. The residency program is designed for established and emerging creative writers including poets, fiction writers, dramatists, and nonfiction writers. The documentation of their time and work in the IWP has been preserved in a variety of formats, media, and locations.

The IWP is among the best-known institutions at UI, and the premier institution of its kind in the world. The IWP led the effort to have Iowa City designated as the third UNESCO City of Literature in the world in 2008, and has assisted other cities with their successful applications, including Baghdad, Sulaymaniyah, and Seattle. In 2022, UI was ranked the #2 university in the United States for writing according to US News and World Report, second only to Brown University.

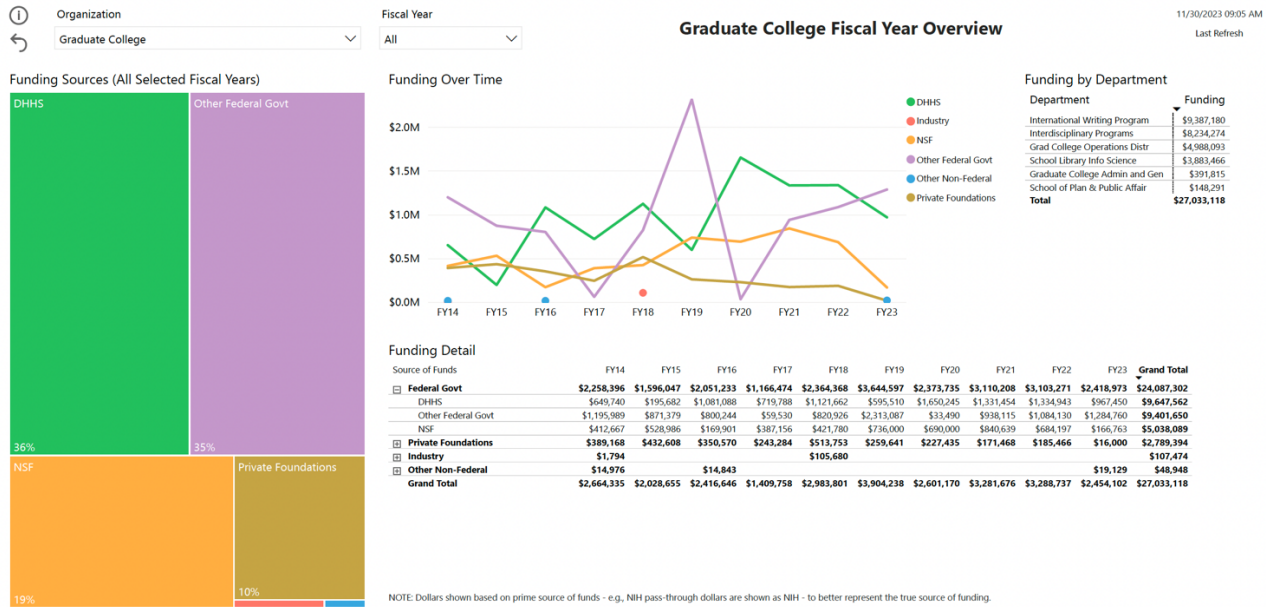
Anchored by its residency program, the IWP also offers programs and courses to impact students at UI and writers of various ages and experience levels residents all over the world in the form of tailored digital courses and in-person summer youth programming. Furthermore, the IWP coordinates global literary tours, bringing American writers to more than fifty countries since 2006, including Afghanistan, Armenia, Columbia, Ecuador, Egypt, Eritrea, Georgia, India, Iraq, Kazakhstan, Morocco, Nigeria, Poland, South Africa, South Sudan, Sudan, Rwanda, and Venezuela.

The U.S. Department of State is a major source of support for the IWP, funding programs that aim to make connections between literary communities overseas and American writers. These programs have ranged from symposia and conferences through reading and study tours, to transnational digital collaborations and writing workshops. The IWP also administers the grants of writers who come to UI under subsidy from cultural organizations in the US and across the globe.

Figure C.1: Academic and Interdisciplinary Program Enrollments by Year

Session			Fall								
Count of MASTER_ID			Fall Session								
Curricular College	Objective Type	Program	2016	2017	2018	2019	2020	2021	2022	Grand Total	
Graduate College	Doctoral	Applied Mathematical and Computational Sciences	40	40	32	37	34	29	28	240	
		Biomedical Science		13	25	34	48	43	36	199	
		Genetics	37	36	35	35	38	39	44	264	
		Human Toxicology	17	18	21	26	24	26	25	157	
		Immunology	18	11	10	7	5	7	14	72	
		Informatics	13	15	15	16	17	21	19	116	
		Interdisciplinary Studies	4	5	4	4	3	4	5	29	
		Molecular and Cellular Biology	34	29	20	12	7	2		104	
		Neuroscience	31	40	44	50	54	54	61	334	
	Doctoral Total			194	207	206	221	230	225	232	1515
	Master's	Book Arts	16	19	18	19	16	12	11		111
		Clinical Investigation	11	9	8	7	9	7	4		55
		Human Toxicology	2	1	3	1					7
		Informatics	10	19	18	13	8	7	4		79
		Interdisciplinary Studies	1	1	2	3	1	1	2		11
		Library and Information Science	80	89	72	77	76	98	109		601
		Public Affairs					11	20	18		49
		Sustainable Development							5		5
		Translational Biomedicine	10	10	5	2	5	3			35
	Urban and Regional Planning	36	44	36	34	27	19	19		215	
	Master's Total			166	192	162	156	153	167	172	1168
	Certificate	Book Studies/Book Arts and Technologies	4	2	7	4	3	1	1		22
		College Teaching	2				1	1			4
		Informatics	1	7	4	4	1	2			19
		Public Digital Humanities				1					1
		Translational and Clinical Investigation	3	8	1	3	2	1	4		22
		Transportation Planning							1		1
Certificate Total			10	17	12	12	7	5	6	69	
Other	Graduate Nondepartmental	101	91	97	84	73	81	49		576	
	Study Abroad Non-degree Student			1						1	
	Urban and Regional Planning	2								2	
Other Total			103	91	98	84	73	81	49	579	
Graduate College Total			473	507	478	473	463	478	459	3331	
Grand Total			473	507	478	473	463	478	459	3331	

Figure C.2: Graduate College Program Grant Funding and Giving



Appendix D:

2015 Graduate College Review Report

Graduate College Review Report October 26, 2016

Cathleen Moore, Professor and Director of Graduate Studies, Psychological and Brain Sciences (Chair)

Renea Jay, Associate Director, No-MBA Graduate Programs, College of Business

Frederick Quelle, Associate Professor and Director of Graduate Studies, Pharmacology

Steven Matson, Dean of the Graduate School and Professor of Biology, The University of North Carolina at Chapel Hill

John Stevenson, Dean Emeritus of the Graduate School and Professor of English, University of Colorado, Boulder

A university's success and prestige rises and falls with the quality of its faculty and research, and by extension therefore, by the quality of its graduate education. Faculty research is fueled by graduate students, and faculty reputations are built in part by the success of their students. As a consequence, a university's ability to recruit and retain high-quality faculty depends on its ability to recruit and support high-quality graduate students. Today, the landscape of graduate education has become more complex as the scope of employment opportunities for individuals with graduate degrees has broadened well beyond traditional academic positions, and continues to do so. These changes must be factored into how students are trained and prepared for life after graduate school. Given all of this, it is clear that graduate education is an intrinsic component of both the research and the teaching missions of the University of Iowa (UI) and that the Graduate College (GC) has the potential of being one of the most important partners for ensuring the University of Iowa's continued reputation as a leading institution of American higher education by assuring quality and addressing challenges in graduate education

The GC was last reviewed in 2004. Since then, there have been many changes within the GC, as well as in the University more generally, and in the national understanding of the role of Graduate Education. This committee was charged with reviewing the current effectiveness of the GC in promoting the research mission of the University, its effectiveness in promoting student success across the University, and how well the administrative structure of the college meets its needs, including the needs of the departments and programs that report to the GC. The committee met with representatives from a wide range of units relevant to graduate education, staff within the GC, and graduate student representatives. It reviewed the procedures, programs, administrative structure and other details of the college, and it received comments from individual members of the Graduate Faculty. Below is a summary of the committee's observations and a set of recommendations for increasing the effectiveness of the GC at the UI.

Observations

There is widespread support for the GC across the University. The college is viewed as a national leader in understanding and adapting to changes in national trends within graduate

education. In our discussions, the GC was also recognized for having creatively identified solutions to meet both the needs of individual students that are not easily met within their programs, as well as the needs of programs that do not fit well within other units of the University. The recent developments in both the Office of Graduate Development and Postdoctoral Affairs and the Academic Affairs office of the newly restructured GC are perceived as excellent in many ways and are successfully moving the University in productive directions.

While recognized for its creativity and innovative programs, almost all of the groups that the committee met with felt that graduate education, in general, is severely under-resourced at UI, a shortfall that is detrimental to the University. In addition, ineffective procedural integration and/or communication across different units relevant to graduate education throughout the University seems to prevent units, including the GC, from being maximally effective in their support of graduate education.

Graduate Success

The focus on graduate success is something that distinguishes the GC within the University and nationally among its peers. The GC has been at the front edge of a nationwide recognition that graduate schools are both practically and ethically obligated to consider where their students will be placed following completion of their degrees. While there is a long-term and probably permanent decline in the number of academic positions available for new PhDs, there are also increasingly larger numbers of careers open within the broader modern economy for individuals with graduate degrees. The GC is in a position to facilitate awareness of and preparation for the full range of career options that are open to today's graduate students.

The GC's recent reorganization included the creation of an Office of Graduate Development and Postdoctoral Affairs, leading a robust program of new initiatives supporting graduate success. It, and its precursors, have developed and implemented multiple innovative programs aimed at increasing skills in communication, providing guidance for developing careers both within and outside of the academy, facilitating the acquisition of external Fellowships, as well as raising the profile of graduate education at the UI within national and international communities. These efforts are recognized across the University as innovative and highly advantageous to UI. Their success is reflected in part through the fact that student participation in these programs may reach a point where the GC cannot handle them all with available resources.

Changes to the Fellowship and other Funding Programs through the GC

Over the past decade, the GC has significantly changed how resources are distributed between programs and students. These changes have been in part a response to diminishing resources available to the GC, as well as an effort to creatively maximize the impact of those resources to improve graduate education and student success. These changes began with the elimination of block allocations made to graduate programs, redirecting those resources to a Strategic Initiative Fund (SIF) program, whereby individual graduate programs could apply

for funds to support innovative initiatives within their program (e.g., an RA-ship targeted at supporting students through a year of field work). Further reductions in GC resources forced the elimination of the SIF program and a focus on directing resources to fellowship programs supporting student success. This trend has fed a sense among graduate programs of diminishing support for graduate education. The SIF program represented a strategic approach to maximizing GC influence over program quality and innovation, but its subsequent loss has contributed to diminished influence.

In response to decreasing and uncertain budgets, the GC undertook a major renovation of its Fellowship Program two years ago. Prior to the changes, it offered two major recruiting fellowships (the [Presidential Graduate Research Fellowship](#) and the [Dean's Graduate Research Fellowship](#), which was targeted particularly at recruiting members of underrepresented groups to UI graduate programs), a year-long dissertation-year fellowship (Ballard and Seashore Dissertation Fellowship) and smaller summer fellowships that students who had completed their comprehensive exams were eligible to apply for. The changes eliminated both of the Presidential and Dean's recruiting fellowships and created a lesser one ([The Graduate College Iowa Recruitment Fellowship](#)) that consists of multi-year top-off funds and summer support, with programs being responsible for the base academic-year support through an assistantship of some form. In addition, the [Ballard and Seashore Dissertation Fellowship](#) was reduced from an academic year fellowship to a single-semester fellowship, but the number of them awarded was increased and the breadth of disciplines to which it is open widened. A new semester-long fellowship was also added for mid-stage students who recently completed comprehensive exams (the [Graduate College Post-Comprehensive Research Award](#)). Finally, a significantly larger number of [summer fellowships](#) are now granted. As a consequence of these changes, a greater number of graduate students now receive some kind of support from the GC than before, and data indicate that students who receive GC support are completing their programs more quickly than had been the norm. However, the amount of support provided to any given student has decreased considerably through these changes.

The changes to the fellowship program represent thoughtful and creative solutions to the serious challenge of having both insufficient and uncertain funding. However, it is clear that they are having negative impacts on graduate programs and on the role of the GC within the University. While specifics vary, four broad issues emerged consistently in our discussions about these changes with Deans, Directors of graduate programs, members of the Graduate Council, and in written comments submitted from individual Graduate Faculty.

- 1) The lack of any substantial recruitment fellowships has undermined the ability of programs to compete with peer institutions for the strongest students.
- 2) Many believe that the loss of a targeted recruitment tool for members of underrepresented groups, in particular, has seriously hampered efforts to increase diversity at the graduate level. The UI is a national outlier in its lack of a targeted fellowship program for underrepresented minorities. The loss of the Dean's Fellowship, without replacement by an analogous mechanism within disciplinary colleges or through some other mechanism, was cited by multiple groups as

among the reasons for the loss of a recent large Sloan Foundation grant aimed at increasing minority representation within graduate education at the UI. Although additional Recruitment Fellowships are available to programs for minority recruitment, these are not seen as competitive compared to dedicated minority recruitment incentives employed by other institutions.

- 3) The metric-based criteria (primarily time-to-degree and completion rate) on which eligibility to participate in fellowship programs is based is insufficiently flexible to account for discipline differences and is eroding the ability of individual graduate programs, some of which are highly competitive nationally, to thrive.
- 4) The SIF program provided a mechanism for the GC to encourage experimentation and innovation in how programs supported students and encourage student progress. Its loss has negatively impacted the ability of graduate programs to transform and improve their quality and national standing.

Graduate College Program Reviews

The GC conducted two large-scale reviews of individual graduate programs, one that was completed in 2010 (tasked to the GC by former Provost Wallace Loh) that included all non-professional degree programs across the University, and a second that was just completed this past summer that included only PhD programs. These reviews represented a massive effort on the part of both the GC and the individual programs, which collected the data and provided a report to the GC. Positive outcomes from the 2010 review include reduced times to degree and increased completion rates. In addition, several structural changes to programs (merging of some and closing of others) occurred. Some of the Deans reported that the review process has been a helpful mechanism for communicating with individual programs in their colleges, but this impact has been uneven across colleges. The GC has used the outcome of these reviews to guide its strategic allocation of limited resources, mainly fellowships.

While these program reviews had many positive outcomes, both individual programs and colleges also reported significant limitations. The reviews were conducted *en masse* with a focus on specific metrics (i.e. time-to-degree and percent completion rates) which are difficult and can be misleading to compare across disciplines. Benchmarking of programs occurred across programs within the University rather than, as is typical in other universities, against those programs at peer institutions with whom UI competes for the best students and faculty. Feedback to individual programs following the most recent review was brief with little program-specific guidance regarding recommendations for improvement, and was structured in a way that made it difficult to compare the most recent review to the outcome of the previous (2010) review. Finally, the role of the GC in regard to any outcome of these reviews has been limited to service as a conduit of information and for how the increasingly limited GC resources are allocated.

Resources Dedicated to Graduate Education

Based on discussions with the Provost and Deans, the Review Committee's understanding is that financial support for graduate education at UI occurs primarily through the disciplinary colleges which are expected to allocate portions of their budgets to their graduate programs. This support occurs mainly in the form of Teaching Assistantships which colleges allocate to individual departments based on the size of their undergraduate programs. Many departments and programs without large undergraduate missions receive relatively little support through their colleges. The GC plays little or no role in strategic planning for the allocation of graduate support through the colleges nor in any review of the effectiveness of the allocation of college resources to graduate education.

The GC appears to be hamstrung in its ability to help itself generate its own resources. Access to support and resources at the Foundation has been essentially absent historically. The assignment this year of a Foundation staff member to the GC is a promising development, but unlikely to tap the potential that the GC represents. The GC is only one of a growing number of units in the assigned Foundation staff-member's portfolio, and the priority of the GC within that portfolio was unclear to the review committee. Compared to other Universities, there appears to be limited understanding of the kinds of things that could generate interest among donors interested in graduate education in general, in addition to interest in specific graduate programs. Discussions with Deans and Program/Center Directors regarding fundraising reflected a territorial attitude, one which appeared to lead units to be concerned about which donors belong to which units, thus resulting in what the committee perceived as missed opportunities for a cooperative effort across units that would be focused on graduate education.

The committee identified no other mechanisms open to the GC to increase its resources (e.g., through sharing of tuition revenue, graduate application fees, revenue from professional certificate programs, etc.). In contrast, access to these and other revenue streams are common for graduate colleges at other Universities with whom UI competes for the best graduate students and faculty.

Impact of Graduate Assistant Unionization.

Graduate assistants are unionized at the UI. Any graduate student who receives a teaching or research assistantship that provides service to the University is automatically a member of the union (COGS). Every two years a new contract is negotiated with the University. One outcome of these negotiations over the last decade is that the minimum stipend, tuition scholarship, and benefits package has changed from being among the worst of the big-10 schools to being among the best. This change removed a barrier to recruitment that existed for many programs in the past and thus reflects well on the University in many ways.

While recognizing the importance of appropriate levels of support for graduate students, administrators across the University expressed concerns that unionization has created

challenges in regard to providing support for graduate education at UI. With each student requiring greater support, fewer students can be supported.

Two general observations were made by the committee coming out of discussions about unionization and related topics:

- 1) First, while the minimum level of support for UI graduate students has increased significantly since unionization, the support package offered at UI is well within the range of those offered at peer institutions. The stipend level this year is a little less than \$19,000, compared to, for example, \$17,000 (on average) at the University of North Carolina, Chapel Hill, and \$22,000 at the University of Colorado, Boulder. Full tuition scholarships and healthcare benefits are standard components of graduate support packages across the nation.
- 2) Second, graduate education seems to be primarily understood by UIs central administration as an expensive component of the University's teaching mission, and as a result, they appear to pay relatively little regard to the role of graduate education as an essential foundation of the University's research mission. If this is an accurate perception, then it places UI at a disadvantage relative to peer institutions that reckon graduate education with regard to research productivity as well as training.

Graduate College Administrative Structure and Staffing

The graduate college recently undertook a major reorganization of its administrative structure. The new structure consists of a single Associate Dean (down from three) who oversees two Assistant Deans, one in charge of the newly established Office of Graduate Development and Postdoctoral Affairs and one in charge of the newly reconfigured Office of Academic Affairs, as well as a Faculty Administrative Fellow. In addition, seven interdisciplinary programs, and five departments or programs report to the GC. Several of these units include faculty lines with tenure homes in the GC.

The restructuring is recent, but so far appears to be largely successful. Both of the main offices represent services that are best provided by a central GC rather than disciplinary colleges or programs. The graduate success initiatives coming out of the Office of Graduate Development and Postdoctoral Affairs are considered excellent by both faculty and students and are highly subscribed (see separate sections above).

The Academic Affairs Office is implementing significant changes to the way records are kept and data are collected that should be useful in the future. A potential limitation of the new structure is that faculty participation in Academic Affairs within the GC is limited to the oversight provided by the Associate Dean, whose portfolio is extensive. The Academic Affairs Office staff is experienced, well-regarded by constituent units, and well placed to implement new initiatives of the college. However, academic affairs often require faculty perspective, something that has been minimized through the new organization. Actual concerns for how academic issues are currently administered by the GC were not apparent during the review

process, but how recent changes affect these functions of the GC should continue to be monitored.

A third component of the GC organization is that of diversity and inclusion. This aspect of the GC is less well clarified, and is addressed in a separate section of this report.

It was apparent to the committee that the GC staff members are stretched dangerously thin, and run the risk of failing due to their own success. With each new successful initiative coming out of the college (e.g., the new series of workshops and support services for increasing acquisition of major external fellowships), it generates new work for the staff because students are using the services. Consequences of the stress on the system are showing up in inconsistency in response rates and accuracy in day-to-day services that the GC provides to programs and others across the University, as well as in a sense from the staff that they are at a breaking point.

Graduate Admissions

There is substantial confusion regarding graduate admissions and the role of the GC in the process. Graduate Coordinators (staff) who are responsible for handling graduate applications are pleased with the recent move from paper to electronic submissions and seem to recognize that graduate admissions is run out of the central University admissions office that also runs undergraduate admissions. In contrast, many directors of graduate programs (faculty) expressed dissatisfaction with inflexibility and inelegance of the new electronic system. Several Graduate Directors and Deans were critical of the current system, and suggested that UI should have had an electronic system long before this. Frustration was expressed at not being allowed to use third-party admissions systems, given the lack of a good local one, and the GC was mistakenly believed to be receiving application fees through the admissions process.

These observations reflect ways in which the scope of the GC is misunderstood. Graduate admissions is run centrally through the same office that runs undergraduate admissions, not through the GC. Admissions fees do not pass through the GC. The prohibition against third-party systems comes from the University because the goal is to run everything through MAUI. The graduate system was delayed until after the implementation of the undergraduate system, and is limited because it was built on top of the undergraduate system.

Interdisciplinary Programs

The GC serves as the administrative home for seven interdisciplinary programs. Whereas other graduate programs receive support through their disciplinary colleges, these programs receive support through the graduate college. Interdisciplinary research, and by extension interdisciplinary graduate education is increasingly a focus of funding agencies. It is therefore important that it be well supported at the UI.

Overall, the central position of the GC is well suited to the administrative needs of these interdisciplinary graduate programs, particularly those that span multiple colleges. These programs generally appear satisfied with the level of oversight and support they receive from the GC, with the most significant support being in the form of assistantships for their first-year students. There are, however, challenges that these programs face by being housed in the GC. They do not have access to resources that come from links to undergraduate programs (e.g., teaching experience and financial support gained through teaching assistantships), and other supports and recognition from participating colleges can be uneven and changeable. In particular, those programs that were included in the new Biomedical Sciences umbrella organization are concerned regarding how they will be supported moving forward. Although the umbrella is perceived to have improved support and coordination across sub-programs, this is seen as dependent on unstructured cooperation between the GC and CCOM, and so its future could be imperiled by changes in leadership or commitment from either administrative unit. This uncertainty also affects biomedical programs that are not formally part of the umbrella structure, but still depend on shared cooperation between GC and CCOM for support and administration.

Departments and Programs that Report to the Graduate College

For varied historical reasons the GC has five separate programs or departments that report to it, Center for the Book, the International Writing Program, School of Library and Information Science, School of Urban and Regional Planning and the University of Iowa Press. Each of these units is outstanding and all contribute enormously to the visibility of UI nationally and internationally. And in several cases, the units were languishing prior to being housed by the GC.

Although the units expressed that the GC is very supportive and has been creative in providing support over the years, some of them are unable to develop further because of limitations that are consequences of their home being within the GC. Some communicated concerns that they are in danger of losing what gains they have made due to an inability to access mechanisms of revenue generation, as well as other structural limitations. An example of a limitation for some of the programs is that creating faculty lines is difficult to impossible with their current placement in the GC. Another example is lack of access to undergraduate programs. Another is an inability of some to fund raise through the Foundation because of their association with the GC. It is difficult to offer generalized observations regarding these units because each has its own story. Some are well-placed in the GC and others might thrive more in other homes.

With regard to impact of these programs/departments on the GC, it invests significant resources both financial and human into them. Each contributes in unique ways to the central mission of graduate education—a theme focused on writing, for example—but on the whole, the stewardship of these programs represents a charge that is a significant burden on the GC.

Role of the Graduate College in Diversity and Inclusion Efforts

Efforts surrounding diversity and inclusion efforts in graduate education at UI are distributed across the University in a largely uncoordinated way. It is clear that there is a common goal to support these efforts across the relevant groups, but discussions during this review process revealed significant coordination and communication difficulties that have had practical consequences.

With regard to the GC, a recent problem has been the discontinuance of the Dean's Fellowship (see *Changes to the Fellowship and other Funding Programs through the GC* section above). The elimination of the recruitment fellowship was a decision that the GC reached because they could not sustain these programs in the face of reduced and uncertain budgets. However, coordination of the discontinuance of this program with other units (Colleges, Provost Office, Office of Vice President for Research, and/or the Chief Diversity Office) could have minimized the impact of their loss on efforts to recruit and support underrepresented minorities to graduate programs at UI. A specific consequence of the lack of this coordination according to reports from multiple groups interviewed during this process is the loss of the UI Sloan Foundation grant. Clearly, the loss of the Dean's Fellowship is not the only contributing factor in this loss. Rather, the observation is that coordination across all the entities that have an interest in the critical issue of increasing diversity and inclusion in graduate education at UI is lacking. Moreover, for the purposes of this review, is the fact that the GC's central position means that it is in an excellent position to facilitate that coordination.

Recommendations

Based on the observations summarized above, the committee offers the following recommendations.

- 1) Deans of the individual colleges appear interested in clarifying the role of the GC in supporting and coordinating graduate education, but lack a structure to discuss how coordination of graduate education across campus could be improved. The committee recommends appointing a committee comprised of Deans from the individual colleges and an advisor from outside of the UI to structure this effort and formalize it as a priority. A general charge for this committee would be to provide recommendations for improving coordination of graduate support across the university, increase transparency of how central monies are used for graduate support, and increase consistency of graduate program reviews, with a focus on comparing programs to competitive peer programs. A specific charge would be to consider replacing GC program reviews with a more formal integration of the GC into regular departmental reviews that occur within the colleges. Goals of this change would include making reviews consistent across colleges and having the focus be on comparisons to competitive peer programs. An outside advisor with a broad view of different models of graduate education and administration, as well as extensive experience, would be important in this process. An example of such a person for this advisory role is Hunter Rawlings, who served as President of the AAU and is a former UI President.

- 2) The five programs/centers that currently report to the GC (Center for the Book, Library and Information Sciences, Urban and Regional Planning, International Writing Program, University of Iowa Press) are a drain on GC resources and focus, but each program has unique needs that are difficult to assess from a general review. A committee should be appointed to develop a reorganization plan regarding these five programs/centers. The charge of this committee should be two fold. First, it should recommend a change (or not) of administrative home for each unit. Second, it should review the impact of that change on the GC. The effectiveness of the GC in its central mission of supporting graduate education cannot be undermined through a reduction in resources due to these changes. The GC has invested heavily and successfully in the support of these units. Punishing that success with reduction in what it can do more broadly for graduate education across the University would be counterproductive.
- 3) Revise the system and distribution of Graduate Fellowships at the UI to allow support for both recruiting and completion, and maximize flexibility in supporting the different needs of colleges and programs. In particular, consider reinstatement of recruitment fellowships, while retaining the advantages of increased support for students at middle and later stages of their programs. This will probably require additional and/or shifted resources, which could be leveraged by cooperation with colleges to tailor fellowships to the needs of their unique student populations. A model that includes a mix of centrally GC controlled Fellowships and College controlled fellowships that are earmarked for specific purposes like recruitment, diversity support, and completion could be more effective than the current system. Both local views at college and program levels and central views at the GC level can contribute to the overall success of fellowships.
- 4) Complete the reorganization of the graduate college, filling out the support staff that is necessary to maintain the success of the Office of Graduate Development and Postdoctoral Affairs and the Academic Affairs Office and to fulfill the day to day services that the college provides to graduate programs and other units. Provide the staff support necessary to maintain the momentum of the graduate success initiatives coming out of the GC.
- 5) Elevate responsibilities for coordinating diversity and inclusion within the GC to senior leadership. Current organization places this responsibility under an office that is very successfully focused on promoting graduate and postdoctoral success, perhaps to the detriment of diversity concerns as a distinct mandate. Separating these responsibilities with more direct reporting and responsibility for Diversity and Inclusion Coordinators within the portfolio of senior leadership would improve the visibility of this effort across campus.
- 6) Given the increasingly important role of interdisciplinary research, and the central role of the GC in interdisciplinary graduate education, particular focus should be given to assuring the GC has sufficient resources to support these efforts, and that the use of those resources is coordinated well with disciplinary colleges.

Appendix E:

Graduate College 2022-2027

Strategic Plan

OVERALL GRADUATE COLLEGE VISION:

Transforming graduate education through a student-centered approach that prioritizes innovation, excellence and inclusion to advance the public good.

STUDENT SUCCESS – Goal: Provide a student-centric graduate education experience across the University of Iowa built upon diverse training opportunities that empower students to become leaders in their disciplines while at the University and beyond.

The Graduate College has demonstrated a well-recognized commitment to student success, championing initiatives that promote graduate student professional development and training for diverse career paths. The college has also worked to bring focus to the entire graduate continuum, transitioning students from the PhD to postdoctoral positions and into the workforce. These efforts have been led by Graduate College leadership, motivated in response to national trends of declining tenure-track career opportunities for doctoral students. Despite the Graduate College’s recent efforts, the graduate student experience at the University of Iowa (UI) can be uneven across campus, accentuated by differences in appointment structure, compensation, and quality of mentoring and professional development opportunities available within departments and programs. Altogether, such experience can contribute to chronic stress and mental health issues that are widespread among graduate students.”¹

Based on results from stakeholder engagement sessions, our recommendations below highlight opportunities for the Graduate College to strengthen their commitment to student success initiatives and disseminate best practices for integrating student success and wellness as core elements of graduate degree programs across UI. Effectively communicating desired outcomes - and resources available to achieve them - while encouraging use of student-specific plans by both mentor and mentee will be critical to implementing these core elements.

Strategy: <i>We can meet our student success goals if we develop, share and facilitate adoption of best practices for graduate training that prioritizes student success, wellness and professional development.</i>		
Collaborative Partners for Strategy Development and Implementation: <i>Provost’s Office, University Counseling Services, Associate Deans for Graduate Education, Directors of Graduate Studies, Graduate Council</i>		
Critical Tasks	Tactics – Action Items	Indicators of Success
1. Create a more uniformly positive graduate student experience at UI through a “best practices” framework that prioritizes student	<ol style="list-style-type: none"> Standardize the use of Individual Development Plans (IDPs) across all graduate programs at UI. Identify critical “touch points” along the degree timeline and additional 	1. Develop a model for retention of graduate students at UI. This model should be created in a collaborative effort that engages graduate programs across campus, some of which will have different perspectives on appropriate metrics for retention. Once established,

¹ Evans, T. M.; Bira, L.; Gastelum, J. B.; Weiss, L. T.; Vanderford, N. L. Evidence for a Mental Health Crisis in Graduate Education. *Nat. Biotechnol.* **2018**, *36* (3), 282–284.; <https://www.nature.com/articles/nbt.4089>

<p>success, wellness, and professional development.</p>	<p>forms of support that should be provided in times of vulnerability to promote graduate student success and retention.</p> <ol style="list-style-type: none"> 3. Encourage programs to guarantee 5 years of funding support in offer letters that includes diversified training opportunities for students (RA, TA, Fellowship). 4. Encourage integration of professional development and diverse career pathways as part of graduate degree program requirements and not just “add ons” to current program structure. 5. Require mentor training of all faculty and staff working extensively with graduate students and post-doc researchers. 6. Develop and implement initiatives focused on graduate student wellness and mental health. 7. Incentivize adoption of these best practices by tying Graduate College funding programs (e.g., Fellowships) to program use of this best practices framework. 8. Provide professional development opportunities to advance graduate students to their next phase of development (i.e. obtaining postdoctoral positions or professional positions inside or outside academia). 	<p>this model should be used to establish baselines for graduate programs across UI, and to identify those programs that are struggling with retention. Once this baseline is defined, meaningful goals for retention should then be established.</p> <ol style="list-style-type: none"> 2. Increase partnerships with other units/orgs on campus that are focused on initiatives to improve student health and wellness. 3. Monitor the number of graduate programs currently using IDPs. From this baseline, increase use of IDPs across campus through targeted outreach and sharing of best practices (e.g., templates and/or online interfaces used by current programs that can be adopted by others). 4. Work with the Provost’s Office on developing strategic initiatives to improve the quality of graduate student mentoring at the University of Iowa. Ideally, this would involve developing and maintaining a campus wide faculty mentoring program that becomes integrated into all required training for new graduate faculty members at UI.
<ol style="list-style-type: none"> 2. Enhance collaboration with graduate programs and colleges across UI. 	<ol style="list-style-type: none"> 1. Better advertise existing services provided by the Graduate College centered on student success. 2. Work with programs on implementing student success initiatives including 	<ol style="list-style-type: none"> 1. Continue the practice of using Director of Graduate Studies (DGS) meetings for work sessions and “learning groups”, allowing individual programs to contribute to discussion about challenges and future opportunities in graduate education at UI.

	<p>integration of best practices, development of learning objectives, and “right sizing” of graduate programs.</p> <p>3. Better utilize DGSs as ambassadors for the Graduate College in each program.</p>	<p>2. Develop and implement a Graduate College “Road Show”, in which staff can interact directly with programs across campus (via seminars, faculty meetings) to answer questions, share resources, and receive feedback on Graduate College operations and performance.</p>
<p>3. Improve communication with graduate students at the University of Iowa</p>	<p>1. Better advertise existing services provided by the Graduate College centered on student success.</p> <p>2. Create more opportunities for Graduate College to hear directly from graduate students on emerging concerns and needs.</p> <p>3. Create and codify clear guidelines for reporting misalignment of workload and/or graduate or post-doctoral job duties with appointment structure</p>	<p>1. Increase the use of more targeted messaging to students that is guided by data on when they are most vulnerable or likely to be struggling (e.g., so-called “right on time” communications).</p> <p>2. Complete and formalize the employment grievance process that is currently under development. Raise awareness through marketing of this new grievance policy to students, and create an established workflow that streamlines the process for students filing an employment grievance.</p> <p>3. As the Graduate Colleges improves outreach to graduate programs (through DGS meetings and departmental “road shows”), content should be integrated that specifically addresses the employment grievance policy and addresses the topic of retaliation, fear of which often deters students from reporting such grievances.</p>

DIVERSITY, EQUITY, & INCLUSION – Goal: Create and sustain an inclusive and equitable campus environment for graduate students at the University of Iowa.

Excellence through diversity, equity and inclusion is a core value of the Graduate College. The college is recognized on campus as a leader in promoting diversity in its programs (e.g. Summer Research Opportunities Program, Iowa Bioscience Academy, NSF AGEF Professional Transformation Initiative) and was the first college to create a Diversity, Equity, and Inclusion Director position. In spring 2019, the Graduate Dean, along with the president’s cabinet and council of deans, reaffirmed the college’s commitment to excellence through diversity with the following statement in the DEI Action Plan:

“The University of Iowa’s status as a premier research university depends on the robust exchange of ideas. The diversity of our students, faculty, and staff helps us fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye’s pursuit of excellence. As we enhance the breadth and depth of our perspectives, we purposefully prepare for our future. Our ability to foster an equitable and inclusive environment for all who join the UI family will determine our collective success. We eagerly accept this challenge.”

Below are recommendations to operationalize the DEI Action Plan in the Graduate College.

Strategy: We can meet our diversity, equity, inclusion, & collaboration goal if we (i) support departments and colleges in recruiting, retaining, and advancing a diverse campus community of graduate students; (ii) integrate diversity, equity and inclusion into all programs and services in the Graduate College; and (iii) contribute to campus-wide diversity, equity, and inclusion accountability, effectiveness, and collaboration.		
Collaborative Partners for Strategy Development and Implementation: Associate Deans for Graduate Education, Directors of Graduate Studies, central DEI offices, Office of Vice President for Student Life, Office of Admissions		
Critical Tasks	Tactics – Action Items	Indicators of Success
<ol style="list-style-type: none"> 1. Recruit underrepresented and underserved graduate student cohorts 	<ol style="list-style-type: none"> 1. Develop and implement a recruitment plan with retention strategies in collaboration with graduate programs for students from all underrepresented backgrounds. 2. Develop ambassadors program for students and alums to do outreach and engagement on behalf of the Graduate College. 3. Support pipeline efforts and better leverage SROP and the other undergraduate research programs (better use data for tracking/engaging) to increase access to graduate school applications. 4. Focus outreach on our own URM undergraduate student populations (partner with center for diversity and enrichment, U2G, etc.) 	<ol style="list-style-type: none"> 1. Formally establish an Ambassador program involving graduate students and alumni. 2. Develop collaborative partnerships with unit orgs across campus focused on building communities for URM graduate students at UI.

	<ol style="list-style-type: none"> 5. Encourage training grants that support preparation of URM applicants (IBA, NRT) 6. Work with departments to encourage holistic reviews for admissions/fellowship submissions. 7. Create diverse selection committees for all Graduate College fellowships to evaluate and award applicants. 8. Evaluate existing URM graduate student fellowships, recruitment and retention programs, policies, and practices to assess the achievement of recruitment and retention efforts. 9. Actively engage with URM students who receive fellowship support from the Graduate College and conduct exit/stay interviews to identify engagement influencers, stay factors, and exit triggers to improve retention efforts. 	
<ol style="list-style-type: none"> 2. Retain underrepresented and underserved graduate students by creating inclusive and welcoming environments 	<ol style="list-style-type: none"> 1. Continue to provide support, community, and networking opportunities to underrepresented graduate students through GRAD-DEI and expand campus partner collaborations. 2. Provide resources that educate about academic policies, PhD culture, norms and requirements, as well as the hidden curriculum and “unwritten rules of graduate school”. 3. Assess and evaluate all messages, protocols and communications to students and ensure alignment with university diversity, equity, and inclusion goals. 4. Provide funding opportunities to support and create a space for underrepresented students to present their research (ex. Diversity seminars) 	<ol style="list-style-type: none"> 1. In partnership with graduate programs and other unit orgs on campus, create an advisory board focused on DEI issues in graduate education. 2. Evaluate the use of campus wide climate data to establish appropriate indicators for assessing graduate students’ perception of campus climate and establishing meaningful goals to improve the climate for graduate students at UI.

	<ol style="list-style-type: none"> 5. Engage with and support UI Diversity Councils to increase their outreach to graduate students 6. Design and provide additional programs for underrepresented populations with greater disparities in recruitment, retention, and completion. 7. Expand Graduate College programs for URM and first-generation graduate students to include orientation programs and ongoing programs that address timely issues of professional development and academic success 8. Provide financial and human capital support for underrepresented and underserved student organizations. 9. Create a Grad DEI advisory board for underrepresented and underserved graduate student organizations. 10. Implement effective mentoring programs 11. Develop a protocol on how to respond to accessibility requests/accommodations. 12. Establish an accommodations/accessibility account to meet the demands and provide support to graduate students with disabilities. 	
<ol style="list-style-type: none"> 3. Commit to developing and training all leaders and staff in mitigating implicit biases, hiring and promoting a diverse workforce, and embracing a culture of equity and inclusion. 	<ol style="list-style-type: none"> 1. Support/encourage program-level reflection and growth in DEI (start with climate data) 2. Disseminate Graduate DEI climate data and develop a committee to address gaps. 3. Encourage and support BUILD certification for all supervisors and staff in the Graduate College. 4. Engage graduate programs/colleges, directors of graduate students, graduate coordinators, and others to expand financial support for graduate students beyond 	<ol style="list-style-type: none"> 1. Increase in the number of Graduate College supervisors and staff completing BUILD certification.

	recruitment-only funds to retention funds in order to support diversity, equity, and inclusion efforts and goals.	
4. Build capacity within the Graduate College to help lead the DEI paradigm shift within graduate programs at UI	<ol style="list-style-type: none"> 1. Align DEI Director with other leadership positions in the organization. 2. Grow staffing and personnel 3. Monitor trends in graduate education at UI and nationally in DEI. 4. Collaborate with graduate programs at UI to establish and implement best practices and core competencies in DEI. 	<ol style="list-style-type: none"> 1. Assess organizational structure and appropriate staffing for DEI in the Graduate College.

College/VP Unit: Graduate College

RESEARCH & DISCOVERY -- Goal: Establish the Graduate College as a hub for original, interdisciplinary, and highly collaborative graduate and postdoctoral research, discovery, and translation at the University of Iowa.

The Graduate College has direct bearing on the success and productivity of the university’s research enterprise. The university’s ability to recruit and retain a faculty of distinction depends critically on its ability to recruit and support high-quality graduate students. The Graduate College impacts the research mission at every stage of the research pipeline, through its key roles in providing promising undergraduate students (especially underrepresented students) with formative in-depth research experiences, promoting graduate student success in research, supporting a professional environment for postdoctoral scholars to perform research, and incubating faculty-led interdisciplinary research programs.

Our recommendations below are aimed at enhancing and expanding the Graduate College’s efforts to foster a culture of research, collaboration and creativity.

Strategy: <i>We can meet our research & discovery goal if we embrace a role for the Graduate College as a home for innovative, collaborative, and interdisciplinary research and scholarship at UI, and provide financial support for the diverse participants in and products of research, scholarship and discovery at UI.</i>		
Collaborative Partners for Strategy Development and Implementation: <i>Office of Vice President for Research, Office of the Provost, Associate Deans for Graduate Education, Associate Deans for Research, Information Technology Services, University Libraries.</i>		
Critical Tasks	Tactics – Action Items	Indicators of Success
<ol style="list-style-type: none"> 1. Incentivize programs to pursue externally funded opportunities for graduate student support, particularly institutional training grants 	<ol style="list-style-type: none"> 1. Maintain the Graduate College’s longstanding history of commitment of resources to graduate student training grants. 2. Develop and share best practices leveraging past and current UI training grant recipients. 3. Aggressively develop, support, and maintain data solutions relevant to graduate programs and training grant applications. 4. Incentivize faculty leadership for development of training grant proposals and management of training grant awards. 5. Coordinate and collaborate with other key institutional partners (other Colleges, OVPR, Provost, ITS) to support a centralized Core for logistical support, including required data and tables, for training grant applications. 	<ol style="list-style-type: none"> 1. Establish a formal partnership with appropriate units across campus (e.g., OVPR, Colleges) to assist faculty in the development of training grant applications.

<p>2. Develop a postdoctoral fellowship program to support efforts to recruit, develop and place postdoctoral scholars.</p>	<ol style="list-style-type: none"> 1. Explore successful models in Florida, UNC and UC System/Cornell that blend research training with teaching expertise and professional development. 2. Assess current graduate programs at UI based on student success to identify best options for successful homes/placement of postdoctoral fellows. 3. In partnership with other relevant institutional units (e.g., OVPR, Provost, other Colleges), identify resources to develop and maintain a centralized postdoctoral recruitment and development program, and link it to faculty recruitment. 	<ol style="list-style-type: none"> 1. Work with the Provost's Office to finalize plans to establish and adequately resource a program (or office) dedicated to research success, professional development, and career placement of postdoctoral scholars at the University of Iowa.
<p>3. Expand support for student applications for external research support, including graduate and postdoctoral applications for external individual training grants and research development awards (e.g., NIH Fs and Ks, NSF-GRFP)</p>	<ol style="list-style-type: none"> 1. Maintain commitment to Fellowship Incentive Program (i.e., the monetary incentive for current students who apply for external fellowship programs). 2. Encourage and support more applications by tying application development into training activities and examination processes (e.g., using an NRSA-style approach to the comprehensive or PhD qualifying exam). 3. Develop and foster a culture and training framework that support fellowship recipients beyond the duration of their fellowship (i.e., for the remainder of their time at UI) in partnership with their programs of study. 	<ol style="list-style-type: none"> 1. Increased numbers of students participating in the Incentive program, and therefore, also the number applications for external graduate fellowships. 2. Work with the Provost's Office to ensure that any program established for postdoctoral scholars offers assistance in preparing and submitting postdoctoral individual training grants (e.g., Fs, Ks, GRFPs)
<p>4. Create opportunities for exchange of research ideas across disciplines; be responsive to and a nurturing incubator for emerging research, educational themes, and best practices.</p>	<ol style="list-style-type: none"> 1. Evolve the format and outcomes of Jakobsen conference to include professional development, communication, themes centered on society's grand challenges. 2. Maintain and expand the Innovation in Graduate Education Challenge Grant program. 3. Create forums to share research with diverse audiences (e.g., local, regional, national 	<ol style="list-style-type: none"> 1. Re-envision the format of the Jakobsen conference so that it is responsive to the needs of current and future UI graduate students. 2. Sustain and increase participation in Innovation in Graduate Education Challenge Grant program.

	audiences of educators, policy makers, elected leaders).	
5. Continue the work of building capacity on campus, including with students, to consider and implement the range of products suitable for masters and doctoral thesis and dissertation research and discovery (e.g., peer-reviewed publications, books, digital projects, exhibits, recordings, capstone projects, etc.).	<ol style="list-style-type: none"> 1. Using Iowa Research Online institutional repository (IRO), provide campus with a curated collection of theses and dissertations with non-monographic and innovative elements. 2. Lead best practice conversations to create non-monographic and innovative theses and dissertations guidelines related to scholarship development, product evaluation and submission, publication, and preservation of new-form work. 3. Consult with graduate programs at UI to identify alternative, discipline-specific, new form options for masters and doctoral scholarship. Provide continued advice to students regarding technical options and scholarship/publication-related considerations for non-monographic and innovative, new-form work. 4. Continue the nationally-renowned partnership between the UI Graduate College and Libraries (Institutional Repository) to develop and disseminate promising practices, e.g., DOI (digital objective identifiers), for submission, publication, and preservation of non-monographic, innovative, student scholarship. 	<ol style="list-style-type: none"> 1. Increased campus capacity for and acceptance of a range of types and formats for thesis products for masters and doctoral students. 2. Provide students and campus with scalable guidelines for the creation, submission, publication, and preservation of non-monographic and innovative, new-form scholarship.

College/VP Unit: Graduate College

ENGAGEMENT -- Goal: Build and foster strong relationships with all Graduate College stakeholders.

The Graduate College touches a broad group of stakeholders, including University of Iowa students, faculty, staff and Administrators, alumni of graduate programs, the Regents and legislators in Des Moines, and the communities across Iowa and around the globe that shape and are shaped by research and scholarship conducted within the Graduate College. A successful engagement plan should cultivate meaningful, reciprocal relationships with each of these stakeholder groups built on a shared appreciation for the role of the Graduate College at UI and the need for strong stakeholder support to help the Graduate College achieve its goals in research and discovery, student success and diversity, equity and inclusion.

As strengths, the Graduate College has a stellar reputation on campus and among its peer institutions, attributable to Graduate College leadership. The Graduate College also has demonstrated a commitment to engagement using strategic communication efforts that are centered on student and postdoctoral scholars' success. Such efforts communicate the wide array of talent across campus and to diverse audiences, both through efforts coordinated by the College's external relations team (e.g. regularly published web and print media promoting recipients of fellowships and research awards, among other prestigious accolades) and through student professional development activities focused on communication (e.g., the 3 Minute Thesis competition). The College is also home to several highly regarded graduate programs with strong, publicly facing research and scholarship efforts (e.g., the Iowa Initiative for Sustainable Communities through Urban and Regional Planning).

And while these engagement efforts can be viewed as an exemplary model in terms of the scope and diversity of content and activities featured, the reach of these coordinated efforts is not readily understood and has missed opportunities for broader impact. In programs across UI, the value of and need for the Graduate College is often questioned, while undergraduate initiatives have historically been the primary focus of University administration and the Board of Regents. The Graduate College can also do more to engage and leverage the success of its alumni, both to promote student success and support fundraising efforts specifically intended for graduate training activities.

Our recommendations below are intended to increase visibility for the Graduate College's role on campus, improve its fundraising efforts specifically dedicated to graduate student success at UI, and maintain its efforts to support publicly facing, community engaged research.

Strategy: <i>We can meet our engagement goal if we better market the existing strengths and reputation of the Graduate College, leverage and grow ongoing efforts in publicly-engaged research, and increase interactions with alumni that value the Graduate College's role in promoting student success at UI.</i>		
Collaborative Partners for Strategy Development and Implementation: <i>Office of Strategic Communications, University of Iowa Center for Advancement (UICA), Graduate College External Advisory Board</i>		
Critical Tasks	Tactics – Action Items	Indicators of Success

<p>1. Better market Graduate College successes and its various roles on campus</p>	<ol style="list-style-type: none"> 1. Create “fellows” program that allows stakeholders (including alumni) to learn about the Graduate College’s activities and benefit to campus while also sharing their expertise with the UI campus community 2. Work with the UI Office of Strategic Communications to more aggressively promote and defend the graduate enterprise, particularly messaging around the strength of UI graduate student research. 3. Better disseminate successes and roles through DGSs and Associate Deans of Colleges 4. Hire intern/practicum student to assist with GC communication programs (pay or possibly credit only) 5. Work with UI leadership (cabinet, deans, etc.) to incorporate graduate education talking points into major presentations 	<ol style="list-style-type: none"> 1. Develop and implement an external relations strategic plan for the Graduate College. 2. Increase nomination for faculty and staff for national awards to increase Graduate College visibility nationwide. 3. Establish baseline data related to marketing of the Graduate College (e.g., story “placement” rates) and make this information available to graduate programs and Colleges across UI. 4. Working with UI leadership, increase references to Graduate College accomplishments in leadership presentation materials.
<p>2. Target fundraising efforts specifically for graduate student success initiatives</p>	<ol style="list-style-type: none"> 1. In partnership with UICA, establish a Graduate Student Success Fund that can be dedicated to supporting graduate student training and professional development at UI. 2. Use UICA data analytics to identify key GC prospects 3. Leverage advisory board for fundraising efforts—create a “development committee” 4. Build additional, dedicated capacity for fundraising for graduate student success at UICA. 5. Work with Colleges and Departments to make sure graduate education is incorporated in their capital campaigns 	<ol style="list-style-type: none"> 1. Additional staff person at UICA focused on fundraising for graduate student success initiatives. 2. Create BGI codes for all of the services provided by the Graduate College, and use this effort to increase content for alumni regarding professional development opportunities, student success initiatives, academic affairs, and event participation. 3. Track fundraising totals for graduate education across campus 4. Leverage the travel of Graduate College leadership team to conduct more outreach and engagement with alumni and other key stakeholders.

<p>3. Better integrate Graduate College alumni and their experiences at UI into the training and development of current UI graduate students.</p>	<ol style="list-style-type: none"> 1. Identify strategic opportunities to host alumni and have them engage with current students, faculty and staff at UI. 2. Partner with departments to establish an Alumni Speaker's Bureau, supporting the return of departmental alumni to speak in colloquiums. 	<ol style="list-style-type: none"> 1. Establish mechanism to track number of alumni visits to campus and related opportunities for them to engage with current students, faculty and staff at UI. 2. Track alumni speakers that visit departments across UI, and work with departments to integrate more graduate student experiences/informal mentoring into those visits. 3. Conduct a survey of alumni to determine what services and information they want from the graduate college, as well as what opportunities they are willing to support for giving back to the Graduate College.
<p>4. Maintain and expand support for community engaged research and teaching</p>	<ol style="list-style-type: none"> 1. Continue to support ongoing efforts on campus (e.g., Obermann Center for Advanced Studies, Humanities for the Public Good, Interdisciplinary Graduate Program in Sustainable Development, etc.) that integrate community engagement into graduate student research and training. 	<ol style="list-style-type: none"> 1. Explore opportunities to integrate more engaged research opportunities including internships and service learning in graduate programs across campus.