Criterion Five: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Overview

University of Iowa faculty, staff, and students engage with the community in many diverse, formal and informal, large- and small-scale ways. For many of these activities, data about participation and effectiveness are collected by the units, programs, or services that sponsor them, but are not collected centrally. Where we do collect data and track trends centrally—for example, with regard to our major engagement efforts in the areas of health care, economic development, and the newer civic engagement initiative—it is clear that University of Iowa services and resources are in high demand.

The volume and diversity of activities that take place across campus suggest that we are responding to constituent needs, although more systematic assessment of some activities would surely reveal opportunities for enhancement.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
Strategic Planning for Engagement

In his 2004 annual keynote address to the University community, then-President David J. Skorton declared 2005-06 the “Year of Public Engagement” at The University of Iowa. During that year, he said, the University community should intensify efforts to engage with the public and with public issues at the local, state, national, and international levels. He emphasized that the year was meant to launch an “ambitious agenda of engagement” that should continue long after the Year of Public Engagement had passed. He also noted that the year would honor the University’s longstanding tradition of public service and the many ways in which faculty, staff, and students had contributed to the public good long before the Year of Public Engagement began.

The University formalized its ongoing commitment to an “ambitious agenda of engagement” in The Iowa Promise, most notably in the top-level goal “to broaden the University’s service mission to include stronger partnerships with public constituencies”:

“Engagement” involves much more than conventional, unidirectional outreach; it requires public partnership and a commitment to interchange and reciprocity. The University, particularly in its role as a state university, thrives on this commitment and seeks to expand access, interaction, dialogue, communication, societal benefit, and mutual care and concern. The mutual exchange of ideas and synergistic use of complementary expertise will promote success across the state of Iowa.

To enhance the kind of two-way communication called for by this commitment, strategies in the plan focus on building relationships with key constituents (alumni and friends, state officials, potential and enrolled students, parents, Iowa citizens) and with community organizations, businesses, and other components of the state’s education system.

Identifying Constituencies and Analyzing Capacity

The process of gathering information about constituent needs and analyzing capacity to meet those needs is carried out by the individuals or units who engage with those constituents directly. Many academic units collect information about developments in the field and emerging needs through faculty participation in professional organizations or through the input of advisory boards. Individuals and units learn about emerging needs in the communities they serve through their direct interactions within those communities. For example, the Tippie College of Business and many of its departments and centers rely on the input of advisory boards made up of professionals from the community or—in the case of the College’s Board of Visitors—from around the country. The Civic Engagement Program participates actively in the Volunteer Administrators’ Network—a group of professionals who work with volunteers in Johnson County and surrounding areas—and includes community organizations and public members on its board. University leaders meet with or serve as members of state and local organizations such as Diversity Focus, a coalition of Cedar Rapids-Iowa City corridor businesses and organizations dedicated to promoting area diversity. The Pomerantz Career Center works with area employers to understand their needs; over the past three years, Career Center staff have traveled to more than 700 organizations. University leaders participate in statewide educational coordinating groups such as the Iowa Coordinating Council for Post-High School Education (ICCPHSE) and the Regent Committee on Educational Relations (RCER) in order to make sure that our educational activities complement those of other institutions within the state.
The examples of UI engagement and service activities listed under Core Component 5b have grown out of, or continue because of, need or interest in the community. For example:

UI physicians conduct outreach clinics in communities where the services they provide are in demand.

Continuing Medical Education (CME) staff regularly survey Iowa physicians to assess areas of unmet need, determine preferences for delivery formats, evaluate overall physician satisfaction with CME programs, and analyze the impact of CME programs on physician practice.

Staff from the Office of the Vice President for Research have met with groups across the state to talk about the University’s activities and resources and to learn from business and community leaders what additional steps UI can take to enhance the statewide business climate.

The Iowa Centers for Enterprise actively encourage businesses and entrepreneurs to contact the University with individual questions and needs.

Schools and communities around the state request visits from Arts Share.

The Iowa Nonprofit Resource Center surveys Iowa nonprofits to gather information about their needs.

Many of the University’s public health programs focus on issues of importance to Iowa’s agricultural community.

College of Education outreach programs to area K-12 schools have responded to emerging needs such as the growing population of Spanish speakers.

The new “2 Plus 2” partnership with Iowa’s community colleges grew out of regular communication between community college and UI leadership.

As described elsewhere in this self-study, new academic programs have developed over recent years in response to student needs.

Schools and community groups regularly invite faculty to speak on topics of particular interest to them. For example, in 2006-07 College of Engineering faculty made more than 30 visits to area schools for engineering-related demonstrations and presentations.

**Tracking Engagement Activities**

As described under Core Component 1b, we serve many diverse constituencies and play a wide variety of roles in our relationships with them. These roles encompass many and varied everyday activities, ranging from an individual faculty member offering an ad hoc informational workshop in response to a community concern, to staff in an established unit or program serving hundreds of people every week. Maintaining accurate institutional data about these activities is challenging. Nevertheless, the University continues to seek useful and manageable ways to capture and report engagement with constituencies and the impact of that engagement.

The Resources for Iowans web page lists many of the available programs and services at UI. Some colleges and other units describe or promote their outreach efforts on their web sites, as well. The College of Public Health lists its outreach and service activities.
by county, and also lists the more than 25 interdisciplinary centers based in the college that conduct various research, outreach, and policy activities related to public health. The College of Engineering maintains an economic partners page that describes “value-added opportunities for building a relationship with the College of Engineering” (in 2007, the College serves 280 corporate partners). The College of Education maintains a web page about its outreach activities as well as a database of faculty and staff outreach with data drawn from individual professional biographies. The College of Pharmacy’s web site highlights its three service divisions—the Division of Drug Information Service, the Center for Advanced Drug Development, and the Division of Pharmaceutical Service—which provide resources that are used across the country and worldwide. The College of Dentistry maintains a web page listing its services for professionals and industry. The College of Law maintains a page about its research centers. International Programs has a web page devoted to outreach and community engagement.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

A representative list of UI engagement activities demonstrates both the University’s extensive capacity for engagement and service and our ongoing and growing commitment to this aspect of our mission. Because health care and economic development are two of the largest and most visible aspects of the University’s service to the community, this section begins with a brief description of each of them. It continues with selected examples of other kinds of outreach and engagement activities carried out by colleges and other units across the UI campus.

Health Care

For many Iowans, the most visible and important way in which The University of Iowa touches their lives is through health care.

A key Iowa Promise strategy related to engagement is:

Enhance health care services and programs offered by the University of Iowa Hospitals and Clinics, the health sciences and other colleges, and the University Hygienic Laboratory by:

- Educating highly competent and committed health professionals and research scientists for Iowa and beyond;
- Advancing health care and the public’s health through excellence in biomedical and population-based research;
- Delivering high-quality and cost-effective primary and specialty health care to Iowa and the region;
- Promoting meaningful community service through collaboration with the practice and larger communities;
- Sustaining the University’s commitment to provide health care to the underserved.

During fiscal year 2007 the enterprise admitted 29,216 acutely ill patients, delivered 1,808 newborns, and recorded more than 864,000 total clinic visits at UI Hospitals and
Clinics and at outreach clinics in communities throughout the state.

The College of Dentistry, in addition to its range of on-campus dental clinics that serve about 9,000 patients each year, offers outreach programs that focus on pediatric and geriatric dentistry and other special needs patients; the Geriatric Mobile Dental Unit, for example, brings quality dental care to place-bound elderly adults. As of fall 2007, the College of Dentistry conducts outreach programs in 98 of Iowa’s 99 counties. As an integral part of the Nursing curriculum, College of Nursing faculty provide clinical services at the UI Hospital and Clinics and also through businesses and consultation services developed as part of the faculty practice plan. Faculty in the College of Pharmacy’s Clinical and Administrative Pharmacy program oversee and provide clinical services at residency sites across eastern Iowa. Faculty in the College of Public Health staff the Occupational Medicine Clinic, which provides diagnostic testing services and care for patients with work-related health problems. The UI Mobile Clinic is an interdisciplinary project started by students from the health sciences across the University, including students in medicine, nursing, physical therapy, dentistry, pharmacy, public health and the physician assistant program. The Mobile Clinic provides free health screening, prevention, and basic health services to underserved individuals in and around Iowa City.

As noted earlier, a new five-year, $33.8 million Clinical and Translational Science Award (CTSA) from the National Institutes of Health will allow The University of Iowa to expand and enhance “bench-to-bedside” research—which means UI faculty research will translate more quickly into clinical care for Iowans and others.

UI Health Care maintains a web site that lists many health care services by community.

Economic Development and Technology Transfer

Another way in which The University of Iowa touches the lives of Iowans on a large scale is through economic development and technology transfer. This is reflected in another of the Iowa Promise strategies related to engagement:

Facilitate faculty, staff, and student entrepreneurship, the commercialization of inventions, and engagement with external partners in supporting economic development by:

- Establishing an environment conducive to the development and promotion of faculty, staff, and student ideas;
- Increasing partnerships with state, community, and regional economic development organizations that participate in business recruitment, retention, and growth activities;
- Collaborating with external partners to create a more sustainable region and to leverage Iowa’s natural resources;
- Facilitating the transfer of University technology and intellectual property to the business sector, particularly to business entities within Iowa.

As stated in the most recent annual governance report to the Board of Regents on economic development and technology transfer (October 2007):

The Regent universities promote the economy of Iowa primarily by providing higher education to the people of the state. They also strengthen the Iowa economy by
conducting academic research—most notably when it results in intellectual property and applications in the marketplace—and by providing expertise and assistance directly to Iowa’s people, industry and communities. The Regent universities thus support the economy of Iowa primarily through their core missions, and their economic contributions to the state are fundamentally linked to their overall academic excellence.

Many organizational units at the Regent universities are engaged with Iowa’s people, industry and communities for the promotion of the state’s economic development. Key economic development efforts include: research, intellectual property development and technology transfer, business incubation and acceleration, direct technical assistance to local and regional economic development groups, technical assistance and counseling to businesses, market research for Iowa companies and attracting and retaining businesses in the state. These activities are also highly coordinated with the economic development efforts of the Governor, the Iowa General Assembly, and state agencies including the Iowa Department of Economic Development.

Highlights of University of Iowa economic development activity in FY 2007 included 87 new intellectual property disclosures, 130 patent applications and 119 new patents, and $17.4 million in royalty and license fee income.

Fifteen tenants occupy the University’s Technology Innovation Center (TIC)—a business incubator that offers cost-effective space and services to start-up companies’ new ventures using advanced technology. Thirty-one companies have “graduated,” or met their business goals. The University’s Oakdale Research Park (ORP), which provides corporations with sustained access to University resources, houses six corporate tenants and four UI “anchor laboratories”: the Center for Biocatalysis and Bioprocessing, the Center for Advanced Drug Development, Oakdale Medical Research, and the National Advanced Driving Simulator.

Representative Examples of Other Engagement Activity at The University of Iowa

A few representative examples of ongoing engagement activities at UI include:

Arts and Humanities

The University of Iowa has a longstanding tradition of leadership in the humanities and creative arts. The University brings many high-quality art, music, theatre, and literature programs to the community, through performances (e.g., programs offered by the College of Liberal Arts and Sciences Division of Performing Arts), readings (e.g., “Live from Prairie Lights”), museums (e.g., Museum of Art, Museum of Natural History), and other venues.

Arts Share brings the resources of the Division of Performing Arts (music, dance, theatre), the School of Art and Art History, and the Writers’ Workshop to schools and communities around the state. The program’s mission is to “strengthen the arts in underserved areas, reaching out to provide access to life-enriching arts experiences throughout Iowa.” UI established Arts Share in the summer of 1995 to continue the arts education outreach efforts that had been in existence for nearly twenty years under the auspices of the former Arts Education and Outreach Program. Arts Share coordinates approximately 300 events each year, and artists from the program have visited 72 of Iowa’s 99 counties. Events such as interactive performances, workshops, and residencies take place in schools, libraries,
museums, nursing homes, and performance venues.

In the summer of 2007, Hancher Auditorium sponsored the Joffrey Ballet “River to River” tour—a “gift back to the people of Iowa” in honor of Hancher’s 35th anniversary—that featured ballet performances in outdoor spaces in several locations throughout the state. Movement workshops for all ages were conducted at each of the sites on the days of the performances. The program featured several works, including two that represent the fruitful three-decade relationship between Hancher and Joffrey: Laura Dean’s “Sometimes It Snows in April” from the Joffrey/Prince collaboration “Billboards,” which was co-produced by Hancher, where the world premiere performances were staged in 1993; and selections from Robert Joffrey’s acclaimed production of Tchaikovsky’s “The Nutcracker,” which premiered at Hancher in 1987. An estimated 32,000 Iowans saw the Joffrey performances, and an additional 900 participated in the movement workshops.

Faculty sometimes collaborate with other organizations to bring their scholarship to the wider public. For example, Douglas Baynton, professor of history and speech pathology and audiology and an authority in the history of disability in the United States, has served as a consultant to public television (PBS) for a documentary titled “History Through Deaf Eyes” and to National Public Radio for a broadcast titled “Beyond Affliction: The Disability History Project.” Anthropology professor Russell Ciochon’s research on Gigantopithecus, an ancient giant ape, was highlighted in a recent History Channel documentary.

UI is a member of Imagining America: Artists and Scholars in Public Life, a national consortium of higher education institutions dedicated to public scholarship in the arts and humanities. The consortium defines public scholarship as work that is carried out in partnership by the University and the community; that results in a public good; that contributes to public debate; and/or that gives any or all of the above a more prominent place in higher education.

An interdisciplinary example of outreach to the community is the collaboration among Hancher Auditorium, the UI Center for Macular Degeneration, the Department of Theatre Arts, the Writing Program of the Carver College of Medicine, and writer/actor/director Rinde Eckert to create a work that explores the experiences of people who are losing or have lost their vision and those who care for them. Eckert, an Iowa City native and UI graduate, will interview patients and their families as well as physicians, fellows and residents, researchers, staff, and medical students, and will use this material to create a play exploring the slow process of macular degeneration. The work will be performed by Eckert and students in the Theatre Arts Department in November 2008, with two of the nine scheduled performances open only to patients, their families, and the health care providers and their invited guests. A variety of activities have been planned to provide opportunities for the interviewees and theatre students to interact. This project is one of eight funded by the Doris Duke Foundation through the Association of Performing Arts Presenters’ Creative Campus initiative.

Research and Education Centers and Resources

The interdisciplinary Larned A. Waterman Iowa Nonprofit Resource Center (INRC) conducts research and collaborates with government agencies, nonprofit organizations, and other educational institutions to educate and strengthen nonprofits in Iowa. A September 2000 report presented the results of a survey the
INRC conducted to gather information about the needs of Iowa nonprofits, and also to educate survey participants about what the Center does. The INRC offers a two-semester course—"Nonprofit Organizational Effectiveness"—for Iowa students, and also an annual continuing legal education option.

The John Pappajohn Entrepreneurial Center (JPEC)—a collaboration among the Tippie College of Business, the College of Engineering, the College of Liberal Arts and Sciences, and University of Iowa Health Care—offers a certificate program in entrepreneurship for Iowa undergraduate students; advanced graduate courses on campus and at several locations in Iowa; specialized training for high school teachers; summer camps for Iowa youth; and, in partnership with Iowa community colleges, entrepreneurial training for Iowa citizens interested in owning their own businesses. JPEC “seeks to support the next generation of successful Iowa entrepreneurs.” JPEC now houses The University of Iowa Small Business Development Center, (SBDC) which has served the surrounding counties since 1981.

The UI Center on Aging, composed of faculty and staff from various fields, researches issues related to aging and plays an active role in developing public policy directions by providing state agencies with research findings. Among U.S. states, Iowa has the fourth largest proportion of citizens over 65 years old and the second largest proportion of citizens over 85.

The Iowa Electronic Markets (IEM), operated by faculty in the Tippie College of Business, serve multiple teaching and research needs. The markets are small-scale, real-money futures markets in which contract payoffs depend on economic and political events such as elections. Since the program’s inception in 1988, IEM has been used by more than 100 universities around the world to teach concepts related to business, economics, political science, and technology.

During the 2006-07 fiscal year libraries throughout Iowa made 15,963 requests for University of Iowa Libraries materials, including books to be loaned and copies of articles to be sent. Requests from both public and academic libraries came from 96 of Iowa’s 99 counties. Librarians are asked to make presentations about unique collections to various community groups. In 2006-07 librarians held more than 20 of these sessions for approximately 250 participants.

Public Health

UI faculty, staff, and students provide critical public health expertise in each of Iowa’s 99 counties through programs such as Worksafe Iowa, the Injury Prevention Center, the Great Plains Center for Agricultural Health, and the Upper Midwest Center for Public Health Preparedness.

College of Public Health-based programs, such as the State Health Registry of Iowa, the Prairielands Addiction Technology Transfer Center, and the Institute for Public Health Practice, along with many others, contribute to improved public health in Iowa by collecting and reporting health data, providing technical assistance, partnering with local health agencies, offering community-based education and evaluation services, and organizing special events such as policy conferences. From June 2006 to May 2007 there were more than 13,000 participants in non-academic credit educational activities provided by College of Public Health departments and centers.

Iowa’s Center for Agricultural Safety and Health (I-CASH), a collaborative effort
involving The University of Iowa, Iowa State University, the Iowa Department of Public Health, and the Iowa Department of Agriculture and Land Stewardship, coordinates education and prevention programs to enhance the health and safety of Iowa’s agricultural community.

The University Hygienic Laboratory (UHL) tests the environment to provide air and water quality data, screens for diseases such as West Nile Virus, and screens newborns for abnormalities (UHL provided newborn screening for early two-thirds of today’s Iowans). The UHL is central to the state’s terrorism and emergency response plan.

Clinical Service

The College of Law’s Legal Clinic serves financially distressed Iowans in bankruptcy proceedings, assists victims of domestic violence, represents clients seeking unemployment compensation, helps immigrants to Iowa both with immigration issues and with other legal issues through Muscatine’s New Iowan Center, reaches out to those with disabilities and illnesses, and provides representation to defendants in misdemeanor cases.

The Seashore Clinic in the College of Liberal Arts and Sciences’ Department of Psychology offers counseling services for individuals in the community. The Clinic serves about 200 individuals every year, about 20% of them University students or staff and 80% community members from Johnson County and surrounding counties. Fees are based on a sliding scale and no one is turned away because of inability to pay. The clinic serves many individuals who would otherwise be unable to obtain services in the area.

The Wendell Johnson Speech and Hearing Clinic in Speech Pathology and Audiology offers assessment and therapy for individuals with communication disorders.

The Assessment and Counseling Clinic (ACC) of the College of Education’s Belin-Blank Center for Gifted Education and Talent Development is dedicated to providing clinical, outreach, and consultation services for gifted individuals, their families, and schools.

Sharing Knowledge and Expertise

Iowa was a pioneer in educational testing, thanks largely to the work of E.F. Lindquist, who developed the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development and co-founded the American College Testing (ACT) program. The Iowa Testing Programs (ITP) in the College of Education continue to develop standardized achievement tests for national use in grades K-12, and to administer statewide achievement testing programs for Iowa schools. The University provides tests and consultation to Iowa schools for only the cost of scoring services.

The University of Iowa Speakers Bureau connects service clubs, schools, senior centers, and other community groups with experts who will speak to their groups at no charge. During the Year of Public Engagement, the Speakers Bureau collaborated with the Faculty Senate to create a new program, the University of Iowa Engagement Corps, which takes a group of Iowa faculty on a three-day trip across Iowa to meet with, teach, and learn from educators, community leaders, and citizens across the state. In May 2007, 18 faculty members took part in the trip to northeastern Iowa.
Undergraduate students in the legislative policy research seminar in the Department of Political Science do background research and write position papers on proposed legislation for legislators, committees, and study groups in the Iowa legislature. While students gain experience in conducting policy research, legislators receive information that helps them serve Iowa citizens more effectively.

The Institute for Economic Research provides economic research services for government and industry. Each quarter, the institute produces the Iowa Economic Forecast, which contains quantitative forecasts of economic conditions and tax revenues for Iowa.

UI faculty members serve as consultants in a variety of ways. As one example, in 2006 21 Tippie College of Business faculty members provided 86 hours (10.75 days) of consultation to 26 companies and organizations.

Resources for K-12 Education

Among the resources listed in the K-12 section of the “Resources for Iowans” pages are campus tours, arts workshops, music camps, sports camps, other summer camps and residential programs, international programs, and training for high school teachers. A number of programs for high school students are considered, as well, in the special emphasis section of this self-study. The College of Education lists on its web site many individual faculty outreach projects that support K-12 education in Iowa.

The Multi-Ethnic Student Association (MESA) in the UI College of Engineering, in conjunction with the Iowa City Community School District, conducts a tutoring program for underrepresented and at-risk fifth through 12th grade students in the Iowa City community. The Johnson County Neighborhood Centers provide transportation for low-income students. In 2005-06, 32 MESA tutors (faculty, graduate and undergraduate students, and community volunteers) and 80 K-12 “MESA scholars” participated in the program.

The College of Engineering also partners with the Cedar Rapids-based company Rockwell Collins and various school districts to implement the Corridor STEM Initiative, which provides after-school education in science, technology, engineering, and math.

Each semester nearly 50 tutors (mostly teacher education students) work individually with children experiencing a prolonged difficulty learning to read through the America Reads program, a collaborative effort involving the College of Education, the Office of Student Financial Aid, the Office of the Vice President for Student Services, and the Iowa City School District.

Each year approximately 75 junior high students and their teachers from across eastern Iowa visit the UI Libraries to conduct research for their National History Day projects. UI Librarians lead a research workshop that introduces students to the unique collections at The University of Iowa and help the students use the Libraries’ paper and online resources. UI Librarians also develop a publicly available web site based on the students’ research topics to give them a place to begin their research.

Adult, Continuing, and Distance Education

Since 1993 Professor Carolyn Colvin in the College of Education has directed a
free adult literacy program for the Spanish-speaking population in West Liberty, a community of about 3,500 with a Latino/a population of about 40%. The program is designed to assist residents with functional literary tasks and to link non-native English speakers with their community. Teacher education students learn “culturally responsive” pedagogy while helping the adult learners with parent-teacher conferences, preparing for citizenship tests, and other important goals. The program is endorsed by the West Liberty School District.

The Division of Continuing Education, in partnership with colleges and departments, offers credit and non-credit courses and programs, including distance education opportunities at sites around the state or via the Internet. Individuals may apply to earn Continuing Education Units (CEUs) for non-credit programs earned through the Division of Continuing Education.

The Center for Credit Programs, (CCP) a unit within the Division of Continuing Education, is the “primary gateway to The University of Iowa for nontraditional students and others who seek access to University credit courses, programs and related services.” The CCP administers a new Bachelor of Applied Studies (B.A.S.) external degree program, approved by the Board of Regents in June 2005, designed for graduates of community college technical programs who want to complete a bachelor’s degree but cannot pursue traditional on-campus study because of family and/or employment obligations. Working with an advisor, students may choose to incorporate one of three certificate programs—public health, entrepreneurial studies, or nonprofit management—or choose an interdisciplinary approach to the degree program.

The Continuing Legal Education program in the College of Law and the Continuing Medical Education (CME) program in the Carver College of Medicine help professionals keep their expertise current and support the University’s commitment to lifelong learning. CME regularly surveys Iowa physicians. When provided with a number of options for improving CME programs, 60% of respondents to the 2006 survey selected “UI programs taking place in my local community.” Respondents also cited local delivery of CME programs when asked an open ended question about how UI can best meet lifelong learning needs of physicians and improve the care of patients. As a result, CME has developed an outreach program (CME-To-Go) and has delivered nine CME programs to various Iowa counties to date.

Other programs offer continuing education opportunities as well—such as the School of Social Work. In addition, students can pursue a Masters of Social Work (MSW) program, either full- or part-time, at the Des Moines Education Center in the Pappajohn Higher Education Center in Des Moines.

The Tippie College of Business offers Masters of Business Administration (MBA) programs in Cedar Rapids, Des Moines, Davenport, Cedar Rapids, and Hong Kong.

**Highlighted Recent Engagement Efforts**

**Iowa Centers for Enterprise**

In fall 2005, the University of Iowa integrated its existing economic development activities into a new initiative, the Iowa Centers for Enterprise, with a mission “to foster economic development within the state and beyond by sharing The University of Iowa’s rich resources.”
The Iowa Centers for Enterprise serves as an umbrella organization for:

- The John Pappajohn Entrepreneurial Center (JPEC)
- The UI Office of Corporate Partnerships
- The UI Research Foundation (UIRF)
- The UI Small Business Development Center
- The Technology Innovation Center (TIC)
- The Oakdale Research Park (ORP)

The unit also houses the associate vice president for economic development, and liaisons to the colleges.

The Iowa Centers for Enterprise team has developed indicators for success in the general areas of intellectual property promotion, new business development, existing business support, community support, and workforce and entrepreneurship development. These indicators will be tracked as part of the University’s strategic planning progress report, beginning in spring 2008:

Indicator #1: Construct and begin operations of a life sciences “wet laboratory” business incubator by 2009. Status: Design development almost complete; construction expected to begin early November 2008 with completion late October 2009.

Indicator #2: Attract, retain or expand (by at least 25% GSF) one to two companies per year at Oakdale Research Park. Status: One company attracted (NGI) and one retained (LMS CADSI) in FY 2007; in FY 2008 to date, one company attracted (Noel-Levitz) and one company in lease negotiations (Opherdron).

Indicator #3: Attract two to three companies per year to the business incubator at Oakdale Research Park. Status: Five companies attracted to the incubator in FY 2007 (ASL Analytical, Soligence Corporation, KemPharm, Thomas Group, and JL MediTech). In FY 2008 to date, two companies attracted (UIQI2 and Bio::Neos).

Service Learning and Civic Engagement

During the Year of Public Engagement, The University of Iowa joined Campus Compact, a national coalition of more than 1,100 colleges and universities devoted to advocating for civic engagement in higher education.

Shortly after joining Campus Compact, the University launched the Civic Engagement Program (CEP), an office dedicated to facilitating volunteerism and service learning. A collaborative initiative between the Office of the Vice President for Student Services and the Office of the Provost, the CEP connects community organizations with UI faculty, staff, and student volunteers. More information about the CEP is provided in the special emphasis section of this self-study.

Since 2005, the Center for Teaching has offered two very successful Service Learning Institutes—also described in the special emphasis section of this self-study—to train and support faculty interested in developing service learning courses.

Included in our strategic planning indicators of progress are two that track enrollments...
in service learning courses and numbers of student volunteers. In 2006-07, 2,200 students volunteered with community organizations, surpassing our target of 2,000. We also exceeded our target of 1,000 additional student enrollments in service learning courses. Between fall 2005 and spring 2007, 1,273 students enrolled in the 49 new service learning courses developed through the Service Learning Institutes. These courses resulted in more than 28,000 hours of community involvement. We do not have data about the number of students enrolled in service learning courses not developed thorough the Institutes.

For graduate students, the Obermann Center and the Graduate College sponsor the Graduate Institute for Engagement and the Academy, which teaches selected graduate students how to shape their teaching and research in ways that involve and benefit the community.

2 Plus 2 Guaranteed Graduation Program

As described in the special emphasis section of this self-study, in 2006 UI piloted a new 2 Plus 2 Guaranteed Graduation Plan, designed to streamline the transition for community college students who choose to pursue a UI four-year degree. The pilot program, which involved three community colleges, led to an overwhelmingly positive response from participating community college administrators and counselors. In fall 2007 UI extended the program to the rest of Iowa’s community colleges.

President’s Award for State Outreach and Public Engagement

Another initiative launched during the Year of Public Engagement was the President’s Award for State Outreach and Public Engagement, to honor faculty, staff, or students—as individuals or in groups—for exemplary outreach to the state. The University made six $1,000 awards in 2004-05, four in 2005-06, and nine in 2006-07. Recent recipients include:

Joan Rinner, a counselor and organizational consultant with Faculty and Staff Services in UI Human Resources. Ms. Rinner has been instrumental in bringing the Alternatives to Violence Project to eastern Iowa prisons. The Alternatives to Violence Project is an international, nonprofit, educational initiative committed to reducing interpersonal violence through experiential conflict management workshops in prisons, schools, and communities. Ms. Rinner serves as a volunteer facilitator, counselor, and program recruiter, and has helped develop new workshop materials for use in teaching nonviolent conflict resolution to Iowa prison inmates across the state.

Don Coffman, professor of teaching and learning in the College of Education, and professor of music in the College of Liberal Arts and Sciences. In 1995, Professor Coffman founded the New Horizons Band, which has provided opportunities for scores of older Iowans to develop musical skills and to continue their participation in musical activities. Under his leadership, the Iowa City area New Horizons Band has expanded rapidly, and the ensemble and sectional groups perform widely throughout the area. The band has become a model for the development of New Horizons Bands in a number of Iowa communities and throughout the country, and it is one of the few using a staff of college music students to provide instruction. UI School of Music undergraduates preparing for teacher licensure gain excellent experience through this initiative. For his efforts, Coffman received a Governor’s Volunteer Award for 2006 from Governor Tom Vilsack.
Yolanda Villalvazo, an MD and MPH student in the Carver College of Medicine and the College of Public Health. Ms. Villalvazo was elected to participate in the Medical Education Community Orientation (MECO) summer program, working with the Migrant Health Program run by Proteus, after joining UI’s Mobile Clinic and taking the Community Health Outreach elective course in her first year of medical school. She immediately initiated collaboration between Proteus and the Mobile Clinic that resulted in a joint clinic held at the Williamsburg Migrant Worker Camp. As the liaison between these organizations, she established a good working relationship that optimized their respective resources for serving this patient population, and she educated her fellow Mobile Clinic students on the issues affecting migrant farm workers so the services received at the joint clinic were delivered in a culturally sensitive manner. Villalvazo also developed a Women’s Health educational workshop targeting breast and cervical cancer. When Proteus budget cuts eliminated exam services, she arranged for the Emma Goldman Clinic to become the provider.

**Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

The diversity of UI engagement activities—as reflected in the examples listed under Core Component 5b—in itself testifies that we respond to many needs of many different constituents. These activities often grow out of individual units building relationships with community partners. The individual units are in the best position to monitor and adapt to the changing needs of their constituents, and also to determine how well they are meeting those needs.

**Highlights of Response to Changing Needs**

Some highlights from the examples above that demonstrate UI’s responsiveness to changes in constituent needs and in the environment include:

The Bachelor of Applied Studies program and the 2 Plus 2 Guaranteed Graduation Plan, which extend the University’s educational programs to a growing population of Iowans interested in earning a four-year UI degree but not able to pursue the traditional route to that degree.

The Iowa Centers for Enterprise, a new organization that responds to the increased emphasis over the last several years on economic development, and upholds the University’s responsibility to contribute to the state’s economic well-being at a time of increasing demands on state revenues.

The University’s increasing emphasis on translational research, supported by the NIH Clinical and Translational Science Award, which seeks to bring faculty research to bear more quickly on the treatment of today’s patients.

The CME-To-Go outreach program created by Continuing Medical Education (CME) in response to the Iowa physicians’ need for local delivery of CME programs.

College of Education and College of Engineering K-12 outreach programs that respond to emerging needs such as the growing population of Spanish speakers and the national need for more students to pursue the STEM fields.

All of the University’s formal outreach programs evolve in response to constituent needs. In addition, individual faculty, students, and staff frequently respond to perceived
needs in the community by creating new programs or undertaking new projects, with examples ranging from the students who created the Mobile Clinic, to the adult literacy program in West Liberty, to the group of civil and environmental engineering students who recently designed and helped to construct a much-needed new footbridge across a river in a rural community in Peru.

**Emergency Response**

The University has at times been called upon to respond in times of urgent need.

In response to Hurricane Katrina, the University enrolled 13 undergraduate and 11 graduate and professional students displaced from the region, and made its distance education offerings available to others. The Office for the Vice President for Student Services, through the Women’s Resource and Action Center (WRAC), led a community-wide drive to ensure arriving students had household and personal items they would need to establish a temporary home while they studied at UI. Twelve displaced students lived in University-owned two bedroom apartments at no cost. To provide displaced students admitted to the University with tuition scholarships and help with expenses related to relocation, the Office of the Provost established a “Hurricane Katrina Academic Relief Fund,” to which faculty, staff, students, and friends of UI contributed. In collaboration with national academic and professional organizations, such as AAU, the Association of American Medical Colleges (AAMC), and the Association of Research Libraries (ARL), the University worked to identify ways to assist faculty, scientists, post-doctoral students, and graduate students displaced by the hurricane who needed access to resources such as space and research materials. The University also offered expertise in critical areas, such as public health, hydraulic engineering, environmental health and safety, and health services, including counseling.

In April 2006 the University community experienced a disaster close to home when a tornado struck Iowa City. Again, members of the University banded together to help one another recover. The University offered counseling services, helped students and faculty affected by the storm make flexible arrangements for completing the semester, and directed students to short-term emergency loans and financial counseling. The Iowa Memorial Union served as a Red Cross shelter. At the suggestion of the University of Iowa Student Government, the University established a disaster relief fund to help tornado-affected students pay for temporary lodging and academic expenses. The fund remains today and will be used to assist students affected by future unforeseen events.

**Core Component 5d: Internal and external constituencies value the services the organization provides.**

The units that engage with external constituencies assess the effectiveness and value of their activities in ways that differ as widely as the activities themselves. Some have developed systematic assessment methods, but far more rely on informal feedback from ongoing interaction.

**Assessment and Usage of UI Programs**

Some examples of units that assess their effectiveness systematically and regularly provide usage data include:

The University of Iowa Hospitals and Clinics not only provide a service record as part of their annual report, they also conduct satisfaction surveys of both inpatients
and outpatients. In 2004-05—the last available year before the survey instrument was changed (new reporting will begin shortly)—the mean satisfaction score for outpatients was 4.30 on a 5.00 scale. For inpatients, in 2005-06 the mean satisfaction score was 87.40 on a 100.00 scale. Both of these measures are among the indicators of progress associated with the UI strategic plan. The target for outpatient scores is 4.50, and the target for inpatient scores is 90.00.

The University makes an annual governance report to the Board of Regents about its economic development and technology transfer activities, including the indicators noted above (intellectual property disclosures, patent applications and patents issues, royalty and license fee income) and several others. The number of tenants in the Technology Innovation Center (15) and Oakdale Research Park (6) also gives an indication of the extent to which corporations and start-up businesses value the resources the University provides.

Continuing Medical Education (CME) develops an annual report that includes a summary of its activities. In 2005-06 (the most recent year available), the Carver College of Medicine sponsored or jointly sponsored 168 CME activities and offered 1,503 hours of instruction, with nearly 3,700 physicians and approximately 5,300 nurses and allied health care professionals participating. CME activities took place in 57 of Iowa’s 99 counties. Nineteen departments, along with the Center for Disabilities and Development, the College of Public Health, and the Student Health Service, offered 108 regularly scheduled conferences certified as American Medical Association (AMA) category 1 CME activities. In addition to monitoring participation trends, CME staff also rely on informal assessment and encourage comments and suggestions about their programs through mail, e-mail, and phone contact.

The Iowa Center for Agricultural Safety and Health (I-CASH) publishes an annual report describing the major activities of the four I-CASH state institutional partners (the Iowa Department of Agriculture and Land Stewardship, Iowa State University, The University of Iowa and the Iowa Department of Public Health), and providing data about use of the Center’s programs.

More than 200 agencies have registered with the Civic Engagement Program and are listed on the affiliated Corridor Volunteers website, an online service that matches volunteers to the agencies that need their help. As noted, both the number of student volunteers and the number of enrollments in service learning courses have already exceeded our strategic planning targets.

The Center for Teaching’s two Service Learning Institutes have led to the creation of 49 new service learning courses, as described in the special emphasis section of this self-study.

These data demonstrate that these UI resources are in high demand. Several indicators mentioned earlier—for example, the number of patients served by the UI Hospitals and Clinics, the number of Arts Share programs requested each year, requests for UI library materials, and participation in community based and continuing education programs—also demonstrate that constituents value University services.

Individuals, units, and programs regularly receive personal thanks and expressions of appreciation from those who value their services and the engagement opportunities they provide. The University does not collect such testimonials, but the November/December 2007 Compass newsletter for faculty and staff of UI Health Care provides an example: the issue is dedicated to “thank you” letters from grateful patients and families
to their UI health care providers.

**Internal Appreciation: Awards for Service**

Internally, there are various ways in which the University recognizes efforts to extend the University’s resources to the larger community. In keeping with the *Iowa Promise* strategy of “recognizing faculty, staff, and student contributions to the external community through, for example, performance evaluations, transcripts, and public recognition,” several prestigious awards recognize exemplary efforts in service and engagement:

**The Regents Staff Excellence Award.** The Regents Staff Excellence Awards are presented by the Board of Regents, State of Iowa, in cooperation with the staff councils of The University of Iowa, Iowa State University, and the University of Northern Iowa. The awards recognize six staff members at each university for outstanding achievements and contributions to their institutions and to the state.

**The David J. Skorton Staff Excellence Award for Public Service.** The David J. Skorton Staff Excellence Award for Public Service, named in honor the University’s president from 2003 to 2006, is given each year to individuals who have made significant contributions and have shown “exceptional imagination and dedication to improving the University community.” Service must include activities of high quality in staff governance, committee work, policy improvement, program creation, etc., and must be outside normal job responsibilities.

**The President’s Award for State Outreach and Public Engagement.** This is the second year for the President’s Award for State Outreach and Public Engagement. Suggested by President Emeritus Willard “Sandy” Boyd, this annual award honors faculty, staff, and students, as individuals or in groups, who demonstrate exemplary outreach and service to the public.

**The Michael J. Brody Award for Faculty Excellence in Service.** Named in honor of the late Michael J. Brody, president of the Faculty Senate from 1986 to 1987, this award was established to recognize outstanding faculty who have made exceptional contributions to the University and the community.

**The Hawkeye Awards.** These awards recognize student organizations and their leaders who have made meaningful contributions to students, the University, and/or the surrounding community. The awards are presented during the Student Leadership Development Conference.

**Summary and Conclusions**

This institutional section of our self-study provides evidence that The University of Iowa meets the criteria for accreditation established by the Higher Learning Commission of the North Central Association of Colleges and Schools. Moreover, the evidence reflects that UI fits the HLC’s description of what an accredited institution should be:

Distinctive. The University of Iowa is a comprehensive, nationally competitive public teaching and research university, a member of the American Association of Universities (AAU) and of the Committee on Institutional Cooperation (CIC) and the Big Ten Division I athletic conference, offering more than 100 areas of study and strengths in both the sciences and the arts and humanities. With low tuition
compared to peers, UI offers an exceptional educational value.

Future-oriented. The University of Iowa’s strategic plan, The Iowa Promise, sets our priorities for the future and outlines how we will make resource decisions to support those priorities, even in the face of changes in the environment or in the availability of resources. The plan’s goals center on preparing UI students to succeed and serving the needs of our many constituents in a changing world. The plan informs UI programs, practices, policies, and resource allocation decisions.

Connected. University of Iowa faculty, staff, and students engage with the community in many very different ways, all of them bringing the extraordinary resources and distinctive strengths of the University—including health care, research, arts and humanities, and professional programs—more fully into public service.

Learning-focused. The University of Iowa is, above all—as clearly articulated in our mission statement—an institution devoted to the discovery, dissemination, and application of knowledge. In presenting evidence that UI meets the criteria for accreditation, we demonstrate and embrace our commitment to excellence as an institution of higher learning.