



College of Education

Office of the Dean

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March 31, 2025

Dr. Kevin Kregel
Provost
University of Iowa
Iowa City, IA 52242

Provost Kregel,

I want to express my sincere appreciation to you and the review committee for the thoughtful recommendations provided as part of the College of Education's collegiate review. We deeply value the feedback as it offers important insights into how we can embrace our core value of continuous improvement and enhance our academic and operational practices. I would like to take this opportunity to respond to each of the recommendations provided.

Student Success

We are enhancing our use of student success data to support decision-making, achievement of strategic objectives, and accountability. Current processes for collecting, analyzing, and using data, such as the College's Annual Data Retreat, the College's extensive use of the data portal, and the new College Strategy Team for Student Belonging, Success, and Satisfaction, offer a good starting point on which to build in the coming years. Additionally, our College Strategy Teams will be working with academic program coordinators to better understand the needs to recruit and retain students to their programs.

Collegiate Communication

Clear communication is critical for maintaining a cohesive and efficient working environment, especially in a college as diverse as ours. As you noted, we've continued to emphasize shared governance and collaborative decision-making. Our Executive Council, which includes our faculty advisory committee chair, DEO representatives, Associate Deans, and the Dean, plays a key role in ensuring that decisions are made with input from all stakeholders. We've also increased communication efforts across the college by hosting town halls each semester to update faculty, staff, and students on key initiatives, including budget updates, strategic goals, and programmatic progress. In addition, I've started and will continue informal meetings with faculty to discuss key concerns related to research and grant funding.

Graduate Programs Metrics

We have worked to ensure that program viability is assessed based on a combination of enrollment data, faculty capacity, funding, and market demand. When challenges arise, we involve the faculty in discussions around potential program closure or restructuring; and in most recent cases, this has been led and supported by the department faculty. This collaborative approach helps align program decisions with the needs of both faculty and students.

Additionally, we have clarified the various funding mechanisms for graduate students, which includes annual GEF funding for departments, enrollment driven teaching assistantships, and research assistantships, which are contingent on external funding sources. Graduate research assistantships are funded through grants or contract funding generated by a faculty member or department. The source and reliability of this funding can impact the timing or availability of graduate research assistantships. Because of graduate assistantship bargaining agreements, if funding is cut for an external grant or contract funding a graduate assistant, the college maintains the responsibility to cover the remaining tuition, salary, and fringe costs not covered by the grant.

Scanlan Center

The Scanlan Center has worked to establish clear core responsibilities for the center that are aligned with the mission of the Scanlan Center for School Mental Health and the overall goals of the College of Education. The program has worked throughout the 2024-25 school year to establish a budget based on the reliable, recurring revenue for the center that allows them to meet their core mission.

Budget Transparency

We remain committed to a transparent collegiate budgeting process. Each fall, I meet with faculty and staff to discuss the university's overall funding model and the college's specific budgetary priorities. In addition, we have added semesterly college-wide town halls to discuss items like the collegiate budget with all faculty and staff. We work closely with the Associate Deans, DEOs, and center directors to align departmental priorities with the college's strategic goals. Additionally, departments and DEOs have the ability to define their own strategic priorities, and I strive to financially support those priorities when funding allows. Faculty also are empowered to develop or enhance academic program options in their departments as a way to drive revenue for the college.

Research Support

The College of Education has made significant strides in strengthening our research infrastructure over the past five years. We've increased funding for research by 400% and continue to expand our Grants and Research Service Center to support faculty with grant submissions, methodological expertise, and post-grant management. Additionally, the faculty of the college voted to establish research track faculty positions. We have also established a Research Advisory Council to guide the strategic direction of our research initiatives. As we look to the future, we are beginning to consider new strategies for sustaining our research efforts, particularly in light of potential changes in federal research funding.

Once again, I am deeply grateful to you and the committee for your constructive feedback. The College of Education is dedicated to continuous improvement, and your recommendations will help us strengthen our programs and better serve our students and faculty. We look forward to collaborating with you and the broader university leadership to continue advancing these efforts.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel L. Clay". The signature is fluid and cursive, with a large, stylized initial 'D'.

Daniel L. Clay, Ph.D, MBA
Dean and Professor