

REPORT OF THE AD HOC COMMITTEE TO REVIEW THE COLLEGE OF NURSING

March 2025

INTRODUCTION

The University of Iowa (UI) Policy Manual requires that reviews of colleges and programs be conducted regularly, and when judged appropriate the internal review can be limited and focused. In accordance with this operating procedure, UI Executive Vice President and Provost Kevin Kregel formed a committee (“the Review Committee”) and charged it to conduct a focused review of the College of Nursing (“the College”) and to prepare this report. The Review Committee members are listed in **Appendix A**.

CHARGE FOR FOCUSED REVIEW

The College of Nursing and the Review Committee were asked to address the following focus areas in the self-study and review report:

1. How has the College responded to early feedback regarding the recent administrative restructuring?
2. How is the College utilizing recently received state funding?
3. What progress has the College made in the following opportunity areas identified in the 2020 collegiate review?
 - a. Development and implementation of the U2G program
 - b. Development of new master’s programs – what has been accomplished and what do enrollments look like?
 - c. Progress on the development of partnerships with community colleges to allow entry into BSN program
 - d. Assessment of loss and recruitment of tenure track faculty
 - e. Strategies for replacing retiring faculty who lead key programs
4. What steps has the College taken to proactively evaluate faculty research productivity and trajectory (particularly in the tenure track) in preparation for future retirements?
5. What steps has the College taken to evaluate teaching and research space with a focus on capacity for growth?

MATERIALS CONSULTED AND INDIVIDUALS/GROUPS INTERVIEWED

Materials used to inform the Review Committee included the Provost’s charge for the review and the College’s self-study. Individuals and groups interviewed were selected by the Provost’s Office and included UI leadership, individuals from the College, and affiliated partners. Interviews were conducted via Zoom on March 4 and 5, 2025. A full list of those interviewed appears in **Appendix B**.

EXECUTIVE SUMMARY

Strengths

- The College is ranked as the number one public nursing college in the US, which has increased student applicants to 700 per year in Academic Year (AY) 2024–2025 (up from 400 in AY 2023–2024).
- Faculty response to recent administrative restructuring has been generally positive.
- The College has successfully utilized state funding to increase faculty recruitment and retention rates.
- The new Master of Science in Nursing—Entry into Practice program shows early success and has a strong potential to increase the nursing workforce in the state.
- To mitigate faculty retirements, the College is proactively developing strategies to provide research and productivity support to early-career faculty and opportunities for leadership training for mid-career faculty.

- The partnership between the College and UI Hospitals and Clinics (UIHC) was seen as a strength to both institutions. It links the practice of nursing with education and research across the continuum of tenure track to practice-based clinical nurses. Students also appreciate the range of learning experiences they receive at UIHC.
- All stakeholders were proud of the teaching being done in the College and are committed to its continued improvement in teaching, research, and service.

Opportunities and Future Directions

- Improve administrative messaging and engagement with online, clinical, and instructional faculty, with a focus on community building and enhancement of mentoring opportunities.
- Develop effective communication and recruitment strategies to increase enrollment in the U2G program.
- Continue to develop innovative strategies to support faculty research productivity.
- Prioritize the identification of permanent new instructional space, especially for preclinical simulation-based training.
- Cultivate and diversify faculty research beyond the specialty areas of geriatrics and pain.

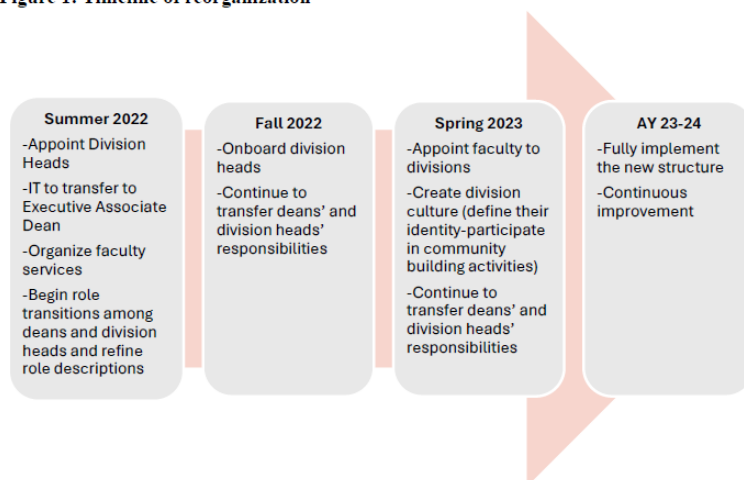
SPECIFIC AREAS OF FOCUS

1. How has the College responded to early feedback regarding the recent administrative restructuring?

Faculty interviewed by the Review Committee expressed overall satisfaction with the recent restructuring of the College into the Division of Community and Primary Care and the Division of Acute and Critical Care. Fully implemented in AY 2023–2024, many commented on the positive effect the restructuring has already had on community-building within the College. They believe the method of creating the divisions was inclusive and the process developed in a reasonable time frame. College leadership continues to evaluate policy and programmatic issues affected by the restructuring in a transparent and timely manner.

While tenure track faculty responses were overwhelmingly positive, some instructional and clinical track faculty reported experiencing less clarity in the restructuring process. Online instructors in particular spoke about not feeling fully integrated into the new College structure, and some clinical track faculty felt unsure about what division they belonged to and whether there was a place for them there. The College may consider further strategies to foster a welcoming environment for all faculty tracks.

Figure 1: Timeline of reorganization



2. How is the College utilizing recently received state funding?

In the Fall of 2022, the College received \$2.8 million from the State of Iowa to allocate toward faculty recruitment and retention with the objective of increasing graduation rates. The funding allowed for competitive salary increases and higher salary offers for new faculty. This has resulted in a net gain of four faculty, with eight faculty retiring or resigning in AY 2023–2024 and 12 new hires for AY 2024–2025. The College is utilizing these funds as intended with significant gains in student support, but the lack of adequate clinical and regular instructional space could potentially limit the positive impact on increased enrollment.

Table 2: Overview of Faculty Retention and Hires After Legislative Funding

AY 23-24	AY 24-25
Total faculty fall 2023 N=101	Total faculty fall 2024 N=105 Net gain N=4
Retired N=5	
Resigned N=3	
Hires for AY 24/25 N=12	

3.a. What progress has the College made in the development and implementation of the U2G program?

As noted in the College’s self-study, implementation and outcomes of the U2G program have been slow to get off the ground. This delay appears to stem from several factors: students’ hesitation to commit to the program’s long timeline (six years) and a general lack of understanding of what the degree leads to, making the determination of a sub-track difficult. To increase enrollment, the College might explore additional outreach opportunities to familiarize students with the program and its sub-tracks or consider offering enrollment in a general U2G program with selection of a sub-track two years into the program. Conducting a survey of students who expressed interest in the program but did not enroll could also provide useful data.

3.b. What progress has the College made in the development of new master’s programs? What has been accomplished and what do enrollments look like?

The new Master of Science in Nursing—Entry into Practice program shows potential to significantly increase the nursing workforce in Iowa. Enrollment in the program has steadily increased from 15 students in January 2023 to 35 students in January 2025, and institutional leadership indicated a strong capacity for further growth. The first class graduated in August 2024 with a 93% retention rate, and 12 of the 14 students stayed in Iowa to work, including 10 at UIHC. Overall, the Master of Science in Nursing—Entry into Practice program is on track to increase the graduation of new nurses in the College by 30% within the next two to three years. This program seems to be a resounding success.

3.c. What progress has the College made on the development of partnerships with community colleges to allow entry into the BSN program?

The College currently has 3+1 partnerships with 12 community colleges in Iowa (12 community college districts, 21 unique locations). This agreement allows graduates of associate degree programs to transfer to UI to finish their BSN degree in one year through the RN-BSN program. Over 85% of students admitted into this program come from 3+1 partnerships. The College is exploring a dual enrollment program that would allow University of Iowa students **who have completed prerequisite nursing courses to dual enroll in a partnering**

community college to complete an associate degree in nursing while they are completing the BSN requirements at the UI hereby graduating with degrees from both institutions.

3.d. What progress has the College made in the assessment of loss and recruitment of tenure track faculty?

While the total number of tenure track faculty in the College has risen from 28 in 2018 to 34 in 2024, there has been a significant loss of senior faculty during this time. Currently, only four full-time faculty have been at the College for more than five years, resulting in an increased mentorship workload for those individuals. To address this issue, the College has prioritized recruitment of higher-rank faculty, resulting in the hire of two full professors and three associate professors with active research funding.

Table 3: Number of Tenure Track Faculty 2018-2024

	2018	2019	2020	2021	2022	2023	2024
Assistant Professor	10	12 (4)	11 (1)	10	12 (4)	13 (2)	15 (4)
Associate Professor	8	8 (1)	9 (1)	8	9	10 (2)	10
Professor	10	10	10 (1)	10	9	9	9 (1)
Total tenure track	28	30	30	28	30	32	34

Note: Numbers in () are the new faculty hired into that tenure track rank. Data are from November 1st of each year and does not include the Dean in the tenure track count.

3.e. What progress has the College made in the development of strategies for replacing retiring faculty who lead key programs?

Prioritizing higher-rank recruitment has also resulted in the College’s ability to efficiently fill key leadership positions vacated by retiring faculty. Emeritus faculty previously in these roles remain active in the College and provide ongoing mentorship and support to this new leadership. The College also provides opportunities for leadership training for mid-career faculty.

4. What steps has the College taken to proactively evaluate faculty research productivity and trajectory (particularly in the tenure track) in preparation for future retirements?

The College has identified several strategies to improve faculty research success and prepare for future retirements. This includes creating a faculty pipeline for postdoctoral fellows whose research aligns with the College’s Areas of Distinction, increasing early career faculty development, and streamlining grant writing support. Emeritus faculty provide mentorship to junior faculty, and there has been a recent emphasis on providing support to revise and resubmit grants that have been scored but not funded on first submission. The College has also launched a pilot grant program in conjunction with the Center for Advancement, which has offered \$55,000–\$95,000 in annual funding since 2019.

While only 15% of the College’s principal investigator (PI) grant proposals have been funded by the NIH/AHRQ, approximately two-thirds are being scored. There is a strong impetus at this time to move from “scored to funded” within the College. In addition to the College’s efforts to support PIs through the proposal and resubmission process, the College’s Office for Nursing Research and Scholarship (ONRS) has developed annual grant writing workshops.

Over the past five years, the number of scholarly products per faculty member has risen from 1.9 to 2.5, due in part from ONRS manuscript support and emeritus clinical faculty mentoring. The H-index for full and assistant professors is trending toward exceeding expected ranges for their rank.

Table 8: Scholarly and Creative Products by CON Faculty, Postdocs and Students

Scholarly Product	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Journal articles	93	107	108	112	139	138
Book chapters	1	8	2	7	2	16
Other	10	4	7	2	6	1
Total # scholarly products	104	119	117	121	147	155
Total # TT + CT Faculty	54	60	61	60	59	61
# products per faculty	1.9	2.0	1.9	2.0	2.5	2.5

5. What steps has the College taken to evaluate teaching and research space with a focus on capacity for growth?

As illustrated in Appendix G in the collegiate self-study, the College significantly lacks adequate operating space to accommodate increased student enrollment and evolving pedagogical needs. This was the number one concern brought up by participants in group interviews across the board. The College has actively strategized ways to address growing space needs within the College of Nursing Building (CNB), such as repurposing former computer labs to provide more clinical space for simulated learning. Attempts to utilize other campus spaces have met with further challenges. For instance, the Nursing Clinical Education Center (NCEC) is currently housed in UIHC, but use of its simulation training technology platform is limited due to the hospital firewall. Although classrooms in the CNB were seen to be state of the art (TILE), other types of more didactic classrooms are needed, as well as other spaces for small group work. Administration is working with the Department of Campus Planning to identify other campus spaces that could potentially be used to expand the NCEC, such as space in Field House and the west end of Westlawn (once it is rebuilt), but plans are still in the exploration phase. Simply put, a long-term space solution must be found to ensure the College can continue to meet the needs of its students and faculty and secure its capacity for growth.

ADDITIONAL OBSERVATIONS

1. The College's national reputation and number one ranking among public universities is a pride point for the College and the university. Many stakeholders suggested the College could be more ambitious in communicating its vision for the future—both internally and to external constituents. Aggressively promoting the impactful work being done in rural hospitals, hospice, home health, and geriatric care creates more opportunities to grow the College's footprint.
2. The Iowa Legislature's proposed goal of 80% in-state student tuition could potentially generate a \$2.2 million loss to the College and state revenue and significantly decrease the nursing workforce in Iowa. There is also limited increased benefit of enrolling in more in-state students in terms of supplying the nursing workforce to the State. One-third of the College's out-of-state students stay in Iowa after graduation, and one-third of in-state students leave Iowa.
3. College leadership proactively takes into consideration the impact any collegiate policies and admission decisions have on other nursing programs across the state, not just at the university. For example, the College recently shifted its January admissions date to avoid poaching students who have already accepted admission at other institutions. This spirit of cooperation is commendable, and it benefits the nursing workforce across Iowa. Although the College's admission goals are always met, this is not the

same for other nursing programs in Iowa, making these collaborative decision-making strategies all that more important.

4. State funding has been invaluable to growing the faculty contingent of the College, but less restrictive funding is necessary for the College to meet space demand, improve facilities, and to continue to grow student enrollment.
5. As the College's positive national exposure continues to generate greater interest in enrollment, a need for more admissions support has developed as a result. The College received an unexpected 75% increase of applicants in AY 2023–2024, which completely overwhelmed the admissions review process. All faculty, including the dean, pitched in to review applications, creating an additional workload. Strategies to anticipate this extra load are needed to manage the admission process more effectively. One potential approach would be for the College to provide extra compensation to a limited group of faculty to review applications and provide admissions recommendations.
6. Clinical and instructional track faculty reported fewer opportunities for mentorship compared to tenure track faculty. Associate tenure track faculty also reported fewer mentorship opportunities than assistant professors. This may be due to decreasing numbers of senior faculty as well as the limited number of faculty doing research in some areas. It might be beneficial for the College to explore inter-collegiate and institutional mentorship opportunities to meet this challenge.
7. Outreach to partners across the state is significant, but it is siloed and not coordinated, particularly in rural areas. Coordination of these efforts could maximize impact and minimize duplication of efforts in building external relationships.
8. The College's students expressed a desire for more community engagement opportunities, particularly around recruitment. PhD students would like to have more opportunities for interprofessional interactions with other students in the sciences.

Appendix A. Members of the Review Committee

- Rima Afifi, Professor and Director, Prevention Research Center for Rural Health, College of Public Health—Review Committee Chair
- Peter Damiano, Bernstein Endowed Professor, Department of Preventive and Community Dentistry, and Interim Associate Dean for Research, College of Dentistry and Dental Clinics
- Joel Kline, Professor, Department of Internal Medicine, and Associate Director, Physician Scientist Training Pathway, Carver College of Medicine
- Jeffrey Reist, Clinical Associate Professor of Pharmacy Practice and Science, College of Pharmacy

Appendix B. Individuals Interviewed by the Review Committee

Julie Zerwic, Kelting Dean, College of Nursing

Institutional Leadership

Steve Fleagle, CIO and Associate Vice President

Brent Gage, Associate VP for Enrollment Management

Terry Johnson, CFO and Treasurer

Rod Lehnertz, Senior Vice President for Finance and Operations
Aliasger Salem, Associate Vice President for Research

Associate Deans

Sandra Daack-Hirsch, Executive Associate Dean
Tracie Harrison, Associate Dean for Research and Scholarship

DEOs

Lisa Segre, Professor and Distinguished Scholar in Nursing Science

Collegiate Leadership

Valerie Garr, Academic Services Specialist
Nancy Kroeze, HR Director
Katheryn Machovsky, Exec Director of Comms, Alumni, & External Relations
Scott Miller, Budget/Financial Officer
Linda Morris, Assistant to the Dean

Centers and Programs

Harleah Buck, Director, Barbara and Richard Csomay Center for Gerontological Excellence
M. Lindell Joseph, Director, DNP & MSN Health Systems: Admin/Executive Leadership Programs
Corey Landstrom, Director, Felton Student Success Center
Barbara Rakel, Co-Director, Center for Advancing Multimorbidity Science (retired)
Brian Rechkemmer, Director, Simulation in Motion - Iowa Program
Nicole Weathers, Director, Iowa Online Nurse Residency Program

UIHC Partners

Kirsten Hanrahan, Director, Nursing Research and Evidence-Based Practice
Kimberly Hunter, Associate Dean for Clinical Practice and Chief Nurse Executive, UIHC
Maria Lofgren, Professor and Director, Faculty Practice
Lou Ann Montgomery, Co-Director, Nursing Clinical Education Center

Clinical Track Faculty

Jacinda Bunch, Clinical Assistant Professor
Mary Dirks, Clinical Professor
Kristin Foster, Clinical Assistant Professor
Katie Knox, Clinical Assistant Professor
Cormac O'Sullivan, Clinical Professor
Emily Sinnwell, Clinical Assistant Professor
Julie Stanik-Hutt, Clinical Professor
Ann Weltin, Clinical Associate Professor

Instructional Track Faculty

Molly Frommelt-Kuhle, Associate Professor of Instruction
Michelle Gillitzer, Assistant Professor of Instruction
Emily Griffin, Assistant Professor of Instruction
Brenda Krogh Duree, Professor of Instruction
Betty Mallen, Assistant Professor of Instruction
Nicola Stickney, Associate Professor of Instruction

Syeda Thomas, Associate Professor of Instruction

Tenure Track Faculty

Nai-Ching Chi, Associate Professor

Young-Eun Cho, Assistant Professor

Amany Farag, Associate Professor

Keela Herr, Professor

Anna Krupp, Assistant Professor

Daniel Liebzeit, Assistant Professor

Wen Liu, Associate Professor

Julie Vignato, Assistant Professor

Janet Williams, Professor

Campaign Advisory Board

Dayna Ballantyne, Director of Development, UI Center for Advancement

Stephanie Brigger, Vice President of Development, Scottish Rite Hospital for Children

Peg Stessman, former President, CEO, and owner of Strategic Health Solutions

Charles Swanson, former Executive Director, Hancher Auditorium

Student Leadership

Samantha Bjornson, former President, Association of Graduate Nursing Students, PhD 2021

Genevieve Martinez, President, Student Nurse Association at the University of Iowa, 4th year BSN

Angela Shanahan, former PhD Forum Representative, Association of Graduate Nursing Students, PhD 2022

Mikayla Siddel, former Vice President, Association of Graduate Nursing Students, DNP 2024