

9.02 Property

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E. Leases

1. State law provides the Board with authority to lease properties and facilities, either as lessor or lessee, for the proper use and benefit of the institutions as detailed in Iowa Code §262.9[14]. The Board may, at its discretion, delegate authority to the universities to approve leases. All leases requiring Board approval must be approved by the Board by roll call vote in accordance with Iowa Code §262.11.
2. Authority for approval of leases for the special schools is delegated to Iowa State University, following the parameters outlined below. (Iowa State University is currently responsible for the overall administration of capital projects at the special schools – Regent Policy Manual, §9.11.)
3. Approval of tenant property rental rates is delegated to the universities.
4. Lease approval delegations to the universities include:
 - a. Those with the Board as both lessee and lessor as further outlined in this section, including individual subleases within the SUI – Technology Innovation Center and ISU – Iowa State Innovation System, and farm leases;
 - b. Those for less than 10,000 gross square feet, and with less than \$100,000 in annual rental costs, and for five years or less duration, including renewal periods within the lease. (Leases for more than 10,000 gross square feet, or more than \$100,000 in annual rental costs, or for greater than five years duration would require Board approval.) (The Board Office may annually increase the \$100,000 annual rental threshold by the Consumer Price Index – All Urban Consumers.);
 - c. Lease addenda increasing the amount of leased space, as long as the lease and addenda (in total) fall within the parameters of (b);
 - d. Lease addenda decreasing the amount of leased space; and
 - e. Lease renewals where there are no substantial changes in terms from the original lease or previous renewal, and the lease percentage rate increase (from the original lease or previous renewal) does not exceed the Consumer Price Index – All Urban Consumers.
5. Each university will report annually on the new leases and lease renewals into which it has entered during the last fiscal year (excluding renewal periods provided for in the original lease), as well as the approved tenant property rental rates. The reporting format will be developed by the Board Office, in conjunction with the universities.

6. Universities will identify one institutional office with authority to approve leases and inform the university community and Board Office of that identification.
 7. Lease agreements to be approved by the Board or the universities will use the standard Regent form developed by the Board Office unless exceptions are granted. Deviations from this form for university approved leases will require the approval of the university's general counsel office; exceptions for leases requiring Board approval will be made by the Board Office.
 8. A university or special school may opt, at its discretion, to submit a request for approval of a specific lease to the Board even if it were to fall within the parameters of delegated leases.
 9. All leases which include an option to purchase, a right of first refusal to purchase, or other right or option to purchase the improvements or the land on which the improvements are located, require Board approval.
 10. Land leases, excluding farm leases which would be delegated as per 4a above, require Board approval.
 11. 2. For purposes of implementing ~~this section of~~ Iowa Code §262.9[14], a lease is defined as the right to the sole use and occupation of property in exchange for consideration, usually rent.
 12. 3. The institution will prepare an exhibit for all lease agreements being presented for Board approval. The exhibit will include the information requested by the Board Office.
 13. 4. The institutions will notify the Board Office when a lease agreement has been terminated prior to the end of the lease term, or when a lease agreement has expired (i.e., when either a renewal option or monthly extension is not exercised).
 - ~~5. All lease agreements will be in the standard forms developed by the Board Office unless exceptions are granted.~~
 14. 6. When the Board is the landlord in a farm lease, the lease shall terminate on March 1 of a calendar year. Notification of termination shall be in accordance with Iowa Code §562.6 and §562.7
- F. Easements
1. The Board is authorized to grant easements pursuant to Iowa Code §262.67 §262.9[7].
 2. The institution will prepare an exhibit for all easements being presented for Board approval. The exhibit will include the information requested by the Board Office.

1. BOARD OF REGENTS

1.01 Appointment of Board Members (Iowa Code § 262.7)

~~A. Pursuant to Iowa Code Chapter 262, the Board of Regents, State of Iowa, shall govern the three Regent universities: the State University of Iowa (SUI, including the Oakdale Campus and the University of Iowa Hospitals and Clinics Center for Disabilities and Development, Iowa State University of Science and Technology (ISU, including Agricultural Experiment Station), and the University of Northern Iowa (UNI). The Board also governs two special schools, Iowa Braille and Sight Saving School (IBSSS), and the Iowa School for the Deaf (ISD).~~

Pursuant to Iowa Code Chapter 262, the Board of Regents, State of Iowa shall govern the three Regent universities:

State University of Iowa (SUI) including the University of Iowa Hospitals and Clinics (UIHC), the Oakdale Campus, and the University of Iowa Hospitals and Clinics Center for Disabilities and Development;
Iowa State University of Science and Technology (ISU) including Agricultural Experiment; and
University of Northern Iowa (UNI)

The Board also governs two special schools, Iowa Braille and Sight Saving School (IBSSS) and the Iowa School for the Deaf (ISD).

- B. The Board of Regents, State of Iowa, consists of nine members, appointed by the governor and subject to Senate confirmation, and also subject to removal by the Governor, with Senate confirmation, for cause. Board members are appointed to staggered six year terms. Appointment and selection criteria of board members are outlined in Iowa Code §§ 262(1) through (6).
- C. Following the Governor's announcement of a new member of the Board of Regents, and the Senate's confirmation, the President of the Board and the Executive Director shall plan and implement an orientation program for the new Regent that is appropriate for that individual's experience and background. In addition, the Board President shall assign to each new Regent a mentor who is a current member of the Board of Regents. Likewise, the Executive Director shall, after consultation with the Board President, identify for the new Regent a Board Office staff member who will serve as a specific resource person for that Regent. Both of these assignments shall extend throughout the new Regent's first year of service. The purpose of these mentoring and resource assignments is to provide the new Regent with support and assistance in learning about the Board of Regents, its structure, operations, and goals. It is anticipated that the Board mentor will meet with the new Regent periodically during this period of time.

1.02 Strategic Plan for the Board of Regents (2004 - 09)

The Strategic Plan for the Board of Regents, Benefiting Iowa Through Education, Research and Service (2004 – 2009) is on file in the Board Office.

**Board of Regents, State of Iowa
2004-09 Strategic Plan**

Mission (adopted May 22, 2003)

What we do today

~~Serving the people of Iowa, the Board of Regents~~

- ~~• Governs and coordinates the activities of Iowa's three public universities and two special schools;~~
- ~~• Advocates for and exercises responsible stewardship of resources;~~
- ~~• Engages capable presidents and superintendents to ensure that the institutions apply knowledge to benefit Iowans;~~
- ~~• Communicates the positive impact and value of the Regent institutions to the state, its citizens and society.~~

~~The Board expects the Regent institutions, in accordance with their respective missions, to~~

- ~~• Provide a high-quality accessible education to all students in concert with Iowa's other educational entities;~~
- ~~• Engage in high-quality research, scholarship, and creative activities to enhance the quality of life for Iowans and society in general;~~
- ~~• Provide needed public services;~~
- ~~• Support economic development in partnership with public and private sectors.~~

Vision (adopted May 22, 2003)

The aspirations we pursue

~~The Board of Regents, State of Iowa, expects its public education enterprise to become the best in the United States.~~

~~The Board of Regents will become the nation's higher education leader by developing the best educated state in the nation, by creating new knowledge that demonstrably improves the quality of life for Iowans, and by employing the resources of the Regent institutions to serve the needs of Iowa, its citizens, and the world.~~

Values (adopted May 22, 2003)

The ideals we uphold

~~The Board of Regents, State of Iowa, is committed to:~~

- ~~• intellectual development and creativity;~~
- ~~• academic freedom~~

- academic quality and access
- civility
- honesty, integrity, and fairness
- ethical behavior
- collaboration
- continuous improvement
- diversity among faculty, staff, and students
- open, effective communication
- public accountability, stewardship and service

Culture Statement (adopted June 19, 2003)

How we do things

The Board of Regents, State of Iowa, and its institutions nurture cultures, consistent with their values, that are characterized by the following:

- A passion for learning that enables individuals to achieve their full potential and enhances quality of life
- Academic freedom that stimulates creativity, inquiry, and the advancement of knowledge
- Leadership in demonstrating the highest levels of integrity, honesty, ethics, and civil discourse in all activities
- Collaboration and coordination across the Regent enterprise and with other institutions and organizations, both public and private, to meet the needs of Iowans
- A commitment to Iowans, our students, and our employees to seek continuous improvement in applying knowledge, using resources, and responding to needs and opportunities
- Respectful interaction among members of diverse backgrounds, cultures, and beliefs in nurturing environments that promote critical thinking, free inquiry, open communication, and broad participation
- Effective communications that inform citizens of the roles, value and impact of the Board and its institutions
- Governance that demonstrates effective, accountable service to the public through strategic planning, hiring of and delegation to presidents and superintendents, responsible oversight, and effective stewardship of resources

**Board of Regents, State of Iowa
2004-09 Strategic Plan:**

Priorities, Objectives, Strategies, and Indicators

Adopted February 19, 2004

The Board of Regents, State of Iowa, and its institutions serve Iowa, its citizens, and the world by being a recognized leader in these four priorities:

- 1.0. — Ensure high-quality educational opportunities for students.
- 2.0. — Discover new knowledge through research, scholarship, and creative activities.
- 3.0. — Provide needed service and promote economic growth.
- 4.0. — Demonstrate public accountability and effective stewardship of resources.

The Board of Regents has identified four sets of objectives that set its course for accomplishing the four priorities. The Board has also defined strategies for meeting these objectives. The success of the plan will be measured by progress in performance indicators or completion of appropriate action steps for each strategy.

Strategies, indicators, and action steps that fulfill more than one priority or objective appear more than once in the strategic plan.

1.0. Educational Opportunities

The Board expects the Regent institutions, in accordance with their respective missions, to:

- 1.1. Offer high-quality programs through ongoing program improvement for undergraduate, graduate, professional, and non-degree students and special school students.**
 - 1.1.1. Utilize continuing quality improvement processes for all academic programs.
 - 1.1.1.1. *Review of all academic programs at least once every seven years, including assessment of student outcomes*
 - 1.1.1.2. *Average undergraduate class size and faculty-to-student ratio*
 - 1.1.1.3. *Percent of undergraduate student credit hours taught by tenured/tenure-track/clinical faculty and lecturers*
 - 1.1.2. Continue to improve efforts to recruit, enroll, and retain a qualified and diverse student population.
 - 1.1.2.1. *Qualifications of new freshmen (e.g., ACT score, high school rank)*
 - 1.1.2.2. *Profile of undergraduate, graduate, and professional student populations by race, ethnicity, gender, disability, and socioeconomic status*
 - 1.1.2.3. *Total financial aid awarded to resident and nonresident undergraduate and graduate/professional students; number and percentage of resident and nonresident undergraduate and graduate/professional students receiving financial aid (1.2.2.1.)*
 - 1.1.2.4. *Retention rates of students by race, ethnicity, gender, disability, and socioeconomic status*
 - 1.1.2.5. *Development and implementation of an instrument to assess campus climate related to achieving the educational benefits from having a diverse campus community (1.1.3.4.)*

- ~~1.1.3. Expand educational experiences for Iowa's future workforce and foster cultural understanding by recruiting and retaining a highly qualified and diverse faculty, staff, and administration.
 - ~~1.1.3.1. Profile of faculty, staff, and administrators by race, ethnicity, gender, and disability, and ratio of tenured to non-tenured faculty by college or school~~
 - ~~1.1.3.2. Retention and tenure rates of faculty by race, ethnicity, gender, and disability~~
 - ~~1.1.3.3. Faculty and staff salaries as compared to peer institutions~~
 - ~~1.1.3.4. Development and implementation of an instrument to assess campus climate related to achieving the educational benefits from having a diverse campus community (1.1.2.5.)~~
 - ~~1.1.3.5. Percent of special school teachers and staff participating in professional development in collaboration with higher education programs (2.1.1.3.)~~~~
- ~~1.1.4. Provide special school students with skills for lifelong learning and community participation.
 - ~~1.1.4.1. Percent of Individual Education Program goals met and progress made, including diploma attainment, as appropriate~~
 - ~~1.1.4.2. Amount and type of services provided by special school personnel to off-campus students who are blind, visually impaired, deaf, and/or hard of hearing~~
 - ~~1.1.4.3. Development and implementation of an assessment instrument that tracks special school students' participation in extracurricular and community life activities~~~~

~~**1.2. Facilitate student access and transitions to the Regent universities.**~~

- ~~1.2.1. Monitor and enhance opportunities for qualified Iowans to access postsecondary education.
 - ~~1.2.1.1. Percentage of eligible Iowa high school seniors and community college students who apply for admission to the Regent universities and enroll~~
 - ~~1.2.1.2. Headcount enrollment in credit and non-credit courses offered through distance education and off-campus instruction in Iowa (1.3.2.1.)~~
 - ~~1.2.1.3. Number of courses and programs offered via distance learning (1.3.2.2.)~~~~
- ~~1.2.2. Continue efforts to maintain and enhance affordability of the Regent universities.
 - ~~1.2.2.1. Total financial aid awarded to resident and nonresident undergraduate and graduate/professional students; number and percentage of resident and nonresident undergraduate and graduate/professional students receiving financial aid (1.1.2.3.)~~
 - ~~1.2.2.2. Number of students demonstrating financial need who receive tuition set-aside aid~~
 - ~~1.2.2.3. Tuition and fees as a percentage of Iowa's per capita income, compared to surrounding states, peer institution states, and the national average~~~~

- ~~1.2.2.4. Comparative analyses of tuition and fees of Board-established peer groups of the Regent universities~~
- ~~1.2.3. Collaborate with other education sectors to inform potential students about the preparatory work required to enroll in the Regent universities.~~
 - ~~1.2.3.1. Profile of core/non-core courses taken by Iowa high school students who take the ACT~~
 - ~~1.2.3.2. Significant collaborative efforts of the Regent institutions with K-12 and community colleges~~
- ~~1.2.4. Ease Iowans' access to opportunities of the Regent institutions through enhanced customer service and communication, and clear and simplified admission processes.~~
 - ~~1.2.4.1. Assessment of undergraduate application processes to ensure seamless transitions to the Regent universities from other education sectors~~
 - ~~1.2.4.2. Creation of an online "gateway" among the Regent institutions, Iowa community colleges, and the Iowa Department of Education, and number of hits on the site~~
- 1.3. Provide educational experiences that enhance the knowledge, abilities, opportunities, and personal incomes of individual Iowans through educational attainment.**
 - ~~1.3.1. Determine levels of student program completion and promote degree attainment.~~
 - ~~1.3.1.1. Undergraduate student four-year and six-year enterprise graduation rates~~
 - ~~1.3.1.2. Undergraduate student length of time to degree~~
 - ~~1.3.1.3. Undergraduate post-graduation status~~
 - ~~1.3.1.4. Annual survey of reasons students withdraw from the Regent universities prior to graduation~~
 - ~~1.3.2. Maintain and create opportunities for distance learning.~~
 - ~~1.3.2.1. Headcount enrollment in credit and non-credit courses offered through distance education and off-campus instruction in Iowa (1.2.1.2.)~~
 - ~~1.3.2.2. Number of courses and programs offered via distance learning (1.2.1.3.)~~

2.0. Research and Scholarship

~~The Board expects the Regent institutions, in accordance with their respective missions, to:~~

- 2.1. Support and increase research, scholarship, and creative activities at the Regent institutions to serve the needs of Iowa and its citizens.**
 - ~~2.1.1. Continue efforts to increase the quantity and quality of research, scholarship, and creative activities.~~
 - ~~2.1.1.1. Development of specific measures of scholarly productivity~~

~~2.1.1.2. Library system ranking~~

~~2.1.1.3. Percent of special school teachers and staff participating in professional development in collaboration with higher education programs (1.1.3.5.)~~

~~**2.2. Create and pursue opportunities to widely disseminate knowledge to other sectors to enhance applications, including those that stimulate economic growth in Iowa.**~~

~~2.2.1. Stimulate commercial application of knowledge and creation of jobs in Iowa through business and technology incubation, relationships with external partners, and services for businesses, entrepreneurs, and communities statewide.~~

~~2.2.1.1. Periodic reports by the Regent institutions on efforts to encourage, support, and/or fund faculty and staff entrepreneurship and outreach to Iowa businesses~~

~~**3.0. Service and Economic Growth**~~

~~The Board expects the Regent institutions, in accordance with their respective missions, to:~~

~~**3.1. Attract investment to Iowa and grow a variety of business opportunities in the state by building on research strengths and increasing technology transfer to commercial and nonprofit entities.**~~

~~3.1.1. Increase collaborations that enhance the Regent enterprise's economic impact.~~

~~3.1.1.1. Major economic development collaborative projects with other state agencies, other public education institutions, and community/government entities~~

~~3.1.1.2. Major economic development collaborative projects with Iowa businesses and entrepreneurs~~

~~3.1.1.3. Economic development appropriations~~

~~3.1.1.4. Number of intellectual property disclosures; number of patent applications filed; number of patents issued; number of license and option agreements executed on institutional intellectual property; number of licenses yielding income and amount of income; number of clients served by the Small Business Development Centers; amount of total sponsored funding for Regent universities; employment in Iowa for incubator tenants, incubator graduates, and research park tenants; number of new start-up companies, annually, utilizing technology developed by a Regent university~~

~~**3.2. Improve the quality of life in Iowa through educational outreach programs, exceptional and accessible health care, cultural and recreational opportunities, and other valued public services in response to the needs of Iowans.**~~

~~3.2.1. Provide, support, and evaluate outreach services and opportunities that benefit Iowans.~~

~~3.2.1.1. Numbers of individuals, organizations, counties, and communities served annually by educational outreach programs of the Regent institutions, reflecting statewide geographic impact~~

~~3.2.1.2. Regent institutions' major outreach programs in promoting education, health, agriculture, economic development, community vitality, and other areas~~

~~3.2.1.3. Number of patients served annually by University of Iowa Hospitals and Clinics, national measures of the quality of care, and increased patient satisfaction with the clinical experiences, reflecting statewide geographic impact~~

~~3.2.1.4. Number of institution-wide cultural, fine arts, athletic, and other events offered annually, and number of attendees in each category~~

4.0. Public Accountability

~~Serving the people of Iowa, the Board of Regents and its institutions will:~~

4.1. Utilize management and oversight systems that regularly measure achievements in Board and institution strategic priorities, while pursuing continuous quality improvement in programs and services.

~~4.1.1. Pursue opportunities to realize greater efficiency in operations, consistent with best practices in the delivery of education and other services.~~

~~4.1.1.1. Periodic evaluation of Board operating processes, including internal reallocations~~

~~4.1.2. Monitor types and implications of governance reports.~~

~~4.1.2.1. Periodic evaluation of all governance reports, including possible revisions and deletions, to ensure their continued value to the Board~~

~~4.1.3. Periodically review the Board's strategic plan and the Regent institutions' strategic plans and assess progress.~~

~~4.1.3.1. Periodic review of the Board's and institutions' strategic plans~~

4.2. Maximize benefits to Iowans and other citizens by determining and fulfilling appropriate resource needs for education, research and scholarship, service activities, and economic development efforts.

~~4.2.1. Advocate for adequate support and optimize funding for Regent institutions from all sources for high-quality educational opportunities accessible to Iowans, research and scholarship, service activities, and economic development efforts.~~

~~4.2.1.1. Submission of regular Board-approved appropriations requests to state elected officials~~

~~4.2.1.2. Trend data on Regent enterprise share of state appropriations~~

~~4.2.1.3. Analyses of increased/decreased state higher education appropriations compared to surrounding states, peer institution states, and the national average~~

~~4.2.1.4. Trend data on external grants and gifts, including federal appropriations~~

~~4.2.1.5. Trend data on state and federal financial aid resources for undergraduate students~~

~~4.2.1.6. Trend data on state support for capital projects that support teaching, research, scholarship, and service activities~~

~~4.3. Expand opportunities for individuals by strengthening Iowa's educational system through collaboration with other education sectors.~~

~~4.3.1. Serve as active partners in developing and implementing statewide education improvement initiatives.~~

~~4.3.1.1. Demonstrated leadership and participation in statewide education improvement initiatives and organizations~~

~~4.4. Ensure compliance with Board policies and legal mandates through responsible oversight of operations.~~

~~4.4.1. Monitor policies to ensure compliance with legal mandates and other regulations.~~

~~4.4.1.1. Review of audit recommendations and implementation of corrective actions as necessary~~

~~4.5. Serve as an active and enthusiastic advocate and communicator for the Regent institutions, their students, and the citizens they serve by maintaining positive relationships with elected officials, other education sectors, the media and the public at large.~~

~~4.5.1. Communicate the opportunities, value, impact on the quality of life in Iowa, and accountability of the Regent enterprise to targeted constituents through cost-effective methods.~~

~~4.5.1.1. Implementation, evaluation, and enhancement of Board's communications plan, including regular online newsletter, web site, news releases, submission of editorials, media responses, and outreach activities with targeted constituents~~

~~4.5.1.2. Utilization of research and public dialogue to evaluate and enhance awareness and understanding of the Regent enterprise~~

~~4.5.2. Develop a program of continued interaction and outreach with elected officials.~~

~~4.5.2.1. Number of legislative contacts completed other than those made during the legislative session~~

1.03 Governance

The Board of Regents, State of Iowa, has broad statutory authority, as outlined in Iowa Code Chapter 262, to exercise all the powers necessary and convenient for the effective administration of its office and the institutions under its control. As provided by law, the Board both governs and coordinates the operations of the Regent institutions.

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B. The Board will convene in its statutory role as Trustees of the University of Iowa Hospitals and Clinics (UIHC) as often as necessary to perform its appropriate

role in providing fiduciary guidance, oversight and governance. The areas of the Board's governance include but are not limited to the following:

- Evaluation and approval of UIHC strategic plans, policies, procedures, bylaws, and accreditation issues.
- Providing guidance to and oversight of UIHC administration.
- Providing guidance to and oversight of management, budget, financial resources, and operations of the UIHC enterprise.
- Making decisions concerning proposed budgets, rate increases, capital plans, and bonding and other financial needs of the UIHC.
- Review of information regarding UIHC interactions with related parties, such as with the University of Iowa and the University of Iowa Roy J. and Lucille A. Carver College of Medicine.

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E. Operating Guidelines for the State Relations Function

1. State Relations Officers are employees of the Board, reporting directly to the ~~Director, Public Affairs~~ Executive Director/Director Public Affairs. The ~~Director, Public Affairs~~ Executive Director/Director Public Affairs will consult with the institution heads relating to the duties and responsibilities of the State Relations Officers. In cooperation with one another, the State Relations Officers work with the General Assembly and other state officials to implement Board policy.
2. Only the Board of Regents, State of Iowa, can make legislative policy for the Regent institutions. In carrying out this responsibility, the Board will consult with the institution heads on policy setting responsibilities.
3. The development of legislative strategy is the responsibility of the Board and the Board president in consultation with the ~~Executive Director, Director, Public Affairs~~ Executive Director/Director Public Affairs, and the institution heads.
4. The ~~Director, Public Affairs~~ Executive Director/Director Public Affairs shall be responsible for the daily operation of the Regents' legislative activities and shall work closely with the State Relations Officers to coordinate those daily activities effectively. The State Relations Officers are the Regents' primary contact with the legislators and are authorized to communicate as needed with members of the General Assembly, representatives of state agencies, and others with respect to tactical and operational detail.
5. Because of the inherent complexity of the state relations function and the possibility of misunderstanding, it is essential that open lines of communication be developed and maintained. To that end and to avoid the evolution of institutional initiatives inconsistent with Board policy, regular

conferences should be held. Participants shall include only the Board president, the Executive Director, the ~~Director, Public Affairs~~ Executive Director/Director Public Affairs, the institution heads, other Regents and others as determined by the Board president and the State Relations Officers.

6. The institutions acknowledge the preeminence of the Board's policy-making authority and its responsibility for institutional governance. As plans for legislative and other initiatives are developed by the Board, the institutional leadership will have the opportunity to represent their thoughts and to attempt to influence the Board's decisions. However, when the Board has adopted a legislative policy or strategy, institutional leadership will support this policy or strategy and work as requested to represent it to legislative and other officials.
7. The ~~Executive Director, the Director, Public Affairs~~ Executive Director/Director Public Affairs and other Board Office staff will provide analysis, staff support, and coordination of legislative activities. As the staff of the Board of Regents, the Board Office has important responsibilities in assisting with the implementation of Board policies.
8. In summary, the activity of the State Relations Officers is characterized by recognition of the authority of the Board of Regents, State of Iowa, and its established policies and directions; recognition of the individual and complementary missions of the institutions; communication among the Board, the Board Office, and the institutions; and frequent consultation.

F. Governance Reports

The Board of Regents considers a number of governance reports throughout the course of the year. ~~Items with an asterisk (*) behind them are received by the Board but generally are not docketed for discussion. Typically the list below indicates the subject matter of a report to be considered by the Board though the name of the actual report may vary from the list. The reports include:~~ The listing below is a representative sample of the governance reports and other items presented to the Board.

Periodic:

- ~~_____ Appropriations, Requests, Preliminary and Final~~
- ~~_____ Budget Adjustments — Current Year~~
- ~~_____ Capital Program, Preliminary and Final~~
- ~~_____ Legislative Program~~
- ~~===== Legislative Session Reports, including Governor's Budget~~
- ~~===== Miscellaneous Fees and Charges, Preliminary and Final~~
- ~~_____ Operating Budgets, Preliminary and Final~~
- ~~_____ Parking Fees, Preliminary and Final~~
- ~~_____ Residence System Rates, Preliminary and Final~~
- ~~_____ Strategic Plans~~
- ~~_____ Tuition Policies and Rates, Preliminary and Final~~
- ~~_____ UIHC to Board of Regents as Hospital Trustees~~

Annual:

~~Affiliated Organizations*~~
~~Comprehensive Fiscal Report for Previous Year~~
~~Comprehensive Compensation Report~~
~~Designated Tuitions and Fees, Allocation of~~
~~Distance Education Report~~
~~Diversity, Annual Report of (includes Affirmative Action Employment,
Targeted Small Business, Regents Minority and Women
Educators Enhancement Program)~~
~~Economic Development, Report on~~
~~Facilities Report~~
~~Faculty Activity Report~~
~~Fall Enrollment Report — Parts I & II~~
~~Graduation and Retention Rates~~

***~~Institutional Reports on Academic Program Review/Student
Outcomes Assessment~~***

~~Institutional Roads Program~~

~~Competition with Private Enterprise*~~
~~Professional Development Assignments, Report on~~
~~Professional Development Assignments, Request for
Purchasing*~~
~~Regents Merit System Report~~
~~Residence Systems Five-Year Plan and Preliminary Budget~~
~~Student Financial Aid Report~~

Biennial:

~~Unit Cost Study~~

Banking Committee:

~~Internal and External Audit Reports~~
~~Internal Audit Plans~~
~~Investment and Cash Management~~

Appropriations Requests

Institutional and Board Office Operating Budgets

Budget Adjustments

Capital Program

Legislative Program

Tuition Policies and Rates

Miscellaneous Fees and Charges

Residence Systems Rates, Reports and Five-Year Plans

UIHC Reports to the Board as Hospital Trustees

Facilities Report

Comprehensive Human Resources Report

Diversity Report

Distance Education Report

Faculty Activities Report

Fall Enrollment Report

Student Financial Aid Report

Internal Audit Plans
Internal and External Audit Reports
Unit Cost Study
Economic Development Report

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- E. In the event of an emergency situation in which the institutional head of a Regent institution is judged by the President of the Board of Regents as being incapacitated and unable to perform ~~their~~ normal duties of the office, the Board President, in consultation with the Executive Director, may name an “acting President/Superintendent” until such time as the Board is able to ratify the appointment of an “Interim President/Superintendent”.

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1.06 Interinstitutional Committees

~~The Board has approved several interinstitutional committees, identified as follows: Council of Provosts, Committee on Library Coordination, Regent Information Committee, Regent Committee on Educational Relations, State Extension, Continuing Education and Distance Education Council, Committee on Affirmative Action and Equal Opportunity and Iowa Public Radio Executive Council.~~

A. Council of Provosts

The Council of Provosts shall consist of the Provost from each of the three universities, appointed by the Board upon nomination of their respective presidents. An ex-officio representative of the Board Office will be appointed by the Executive Director.

The function of the ~~committee~~ Council shall be to study such aspects of the relationships of the teaching, research, and service programs of the institutions as may be referred to it by the Board, the Education and Student Affairs Committee or that may come to its attention from other sources from time to time.

The ~~committee~~ Council shall report directly to the Education and Student Affairs Committee and its report shall, in each case in which Board action is considered desirable, embody its recommendation in a form appropriate for such action, or be only factual if so directed. In case of disagreement among the members of the ~~committee~~ Council, majority and minority reports and recommendations may be submitted to the Education and Student Affairs Committee.

In order that the presidents of the three universities may be fully informed and may register agreement or disagreement with the terms of any report of the ~~committee~~ Council at the Education and Student Affairs Committee meeting at which the report is to be presented, the Council of Provosts shall, not less than 10 days before submission of report, furnish a copy of the report to the presidents of the three universities. When majority and minority reports are submitted, each president shall be furnished with a copy of both.

The Council shall ~~select~~ nominate its own chairperson to serve a two-year term. That name shall be submitted to the President of the Board who shall appoint the Chair.

The following committees serve under the direction of the Council of Provosts and report to the Council of Provosts. The Council of Provosts shall assign duties and responsibilities to each committee.

1. Committee on Library Coordination-Cooperation

~~The membership of the committee shall consist of the librarians of the State University of Iowa, the Iowa State University, and the University of Northern Iowa.~~

~~The powers and duties of the Committee on Library Coordination shall be as follows:~~

- ~~a. To organize and name its chairperson.~~
- ~~b. To meet from time to time to consider matters in connection with the coordination of library resources.~~
- ~~c. To consider such other related matters as might be referred to it by the Council of Provosts.~~
- ~~d. To submit reports and recommendations to the Council of Provosts to be handled in the same manner as reports and recommendations of the Council of Provosts.~~
- ~~e. To prepare an annual report for presentation to the Council of Provosts at a stated time.~~

2. Regent Committee on Educational Relations

~~The committee functions are as follows:~~

- ~~a. To establish closer relationships and cooperation with post-high school institutions in the state.~~
- ~~b. To facilitate articulation between and among secondary schools and colleges in the state.~~

- ~~c. To determine the acceptability of credit from nonpublic Iowa colleges not fully accredited by the regional accreditation association.~~
- ~~d. To develop procedures for the validation or acceptance of credit in instances other than those delineated herein.~~
- ~~e. To recommend for consideration by the Regents possible modifications in the general policy concerning admission of undergraduate students.~~
- ~~f. To coordinate student record keeping practices and support joint research efforts related to student academic progress and performance within the Regent universities.~~
- ~~g. To coordinate and make recommendations on other matters concerning relations with secondary schools and with other segments of post-secondary education as assigned by the Council of Provosts.~~
- ~~h. To prepare an annual report for presentation to the Council of Provosts at a stated time.~~

Organizational Structure

~~—This committee reports directly to the Council of Provosts.~~

- ~~a. Specific assigned committee responsibilities are received from the chair, Council of Provosts, and reports are submitted to the same council.~~
- ~~b. Joint committee meetings with the Council of Provosts are called by the chair, Council of Provosts.~~
- ~~c. Ad hoc committees shall be set up as needed to undertake specific problems. Membership on these committees may be drawn from outside the Regent Committee on Educational Relations membership. The ad hoc committee shall report to the Regent committee acting as a whole.~~

Committee Membership

- ~~a. The committee is comprised of four representatives appointed by the Board of Regents, State of Iowa, from each of the universities, including the registrar, the director of admissions, a representative from Academic Affairs Administration, and another academic representative.~~
- ~~b. An ex-officio representative of the Division of Community Colleges and Workforce Preparation will be appointed by the state Director of Education. An ex-officio representative of the Iowa Association of Community Colleges, a president of an Iowa community college, will be appointed by the Executive Director of the Iowa Association of Community Colleges. These representatives will be non-voting members.~~
- ~~c. An ex-officio representative of the Board Office will be appointed by the Executive Director. This representative will be a non-voting member.~~

- ~~d. The term of service of each member will be at the discretion of the appointing authority.~~
- ~~e. Officers of the committee shall consist of a chair and a secretary. The officers are to be elected at the last meeting of the spring semester for the forthcoming academic year. There shall not be more than one officer from each university.~~

3. State Extension, Continuing Education and Distance Education Council Committee

~~The State Extension, Continuing Education, and Distance Education Council makes its reports and recommendations through the Council of Provosts.~~

~~The council is composed of two members from each of the three universities. Members are nominated by the presidents and appointed by the Board for three-year terms. Members are eligible for reappointment. At least one council member from each institution will, at the time of appointment, have administrative responsibility for the conduct of extension/continuing/distance education work. The chair of the council rotates among the three universities on an annual basis.~~

~~The duties of the council are as follows:~~

- ~~1) To review the extension/continuing/distance education resources and existing programs at the institutions and make recommendations for needed improvements.~~
- ~~2) To review the continuing and emerging problems of the people of Iowa with which extension/continuing/distance education services should be concerned.~~
- ~~3) To make recommendations concerning expanded cooperative efforts and coordination to meet the problems studied.~~
- ~~4) To make recommendations concerning the establishment and operation of new programs or the discontinuance of a program.~~
- ~~5) To provide staff support at each institution for development of the annual distance education report to the Council of Provosts.~~

4. Iowa Lakeside Laboratory Coordinating Council

~~B. Regent Information Committee~~

~~The committee shall consist of the principal information officer of each Regent university and a representative of the Board Office, to be designated by the Executive Director. The committee will meet "at the call" of the Executive Director.~~

~~_____ The functions and responsibilities of the committee are as follows:~~

- ~~_____ 1. In general, to act as the professional information resource of the Board by combining the talents and resources of individual members and the organizations they represent into a unified and coherent information effort on behalf of the Board and its institutions.~~
- ~~_____ 2. To develop and implement such information projects as may be assigned to it by the Board and provide such information and assistance as may be requested by the Executive Director.~~
- ~~_____ 3. To develop and maintain for the Board at its Board Office an information system consisting of statistical and other vital information regarding all major aspects of institutional operations. The system should be designed to permit quick and accurate retrieval of information required by the Board, the Board Office, the institutions, the committee, and other agencies of state government, or the public.~~
- ~~_____ 4. To assist in the development for Board consideration of policy positions on matters having public relations implications by examining and making recommendations on the public relations aspects thereof.~~
- ~~_____ 5. To advise and make recommendations to the Board Office regarding any major policy matter which has or may have public relations implications.~~
- ~~_____ 6. To assist in the preparation of reports, brochures, pamphlets, and other factual or promotional material as required in support of legislation programs, public information efforts, or professional publications requirements of the Board.~~

~~_____ The following relationships should obtain among committee members and between the committee and other elements of the Regent organization:~~

- ~~1. Individually, each committee member acts for his or her own organization; collectively, they act for the Board and its institutions. In either case, the member should be guided by the best interests of the entire Regent operation.~~
- ~~2. To function effectively, the committee must have a clear and continuing understanding of the programs, policies, and problems of both the Board and its institutions. There must, therefore, be a free exchange among committee members of documents, correspondence, background information, and oral briefings related to both institutional and Board matters which are, or may become, of public interest.~~

~~C. Iowa Public Radio Executive Council~~

~~_____ Membership~~

~~—The Iowa Public Radio Executive Council shall consist of five members, an appointee of the president of each of the Regent universities, and two individuals appointed by the Board of Regents. One additional ex-officio, non-voting member may be appointed by the Board to represent a statewide “Friends” organization, if one is created.~~

~~—Term of Membership~~

~~—The length of membership on the Iowa Public Radio Executive Council for the three institutional representatives will reflect the fact that they serve at the pleasure of their respective presidents. The two public members will serve a three-year staggered, renewable term. The ex-officio, non-voting member representing a statewide “Friends” organization will serve a three-year term.~~

~~—Mission~~

~~—Iowa Public Radio Executive Council shall oversee all public radio facilities and operations of the Regent universities which together shall be known as Iowa Public Radio and identified in print and on air as a service of the University of Iowa, Iowa State University and the University of Northern Iowa.~~

~~—In doing so, the Iowa Public Radio Executive Council shall be guided by the following mission statement:~~

~~Iowa Public Radio reflects and enhances the civic, cultural and intellectual life of Iowa, statewide and regionally, making the state a better place to live and work.~~

~~The station contributes to the outreach mission of the three Regent universities and fosters communication between the universities and Iowa residents.~~

~~—Responsibilities~~

~~—The Iowa Public Radio Executive Council shall:~~

- ~~1. Evaluate continuously the performance of Iowa Public Radio and report to the Board annually using established criteria;~~
- ~~2. Recruit, identify, select and annually evaluate an Executive Director for Iowa Public Radio;~~
- ~~3. Recognize an independent statewide “Friends” organization to receive, insert, and disburse funds on behalf of Iowa Public Radio.~~

D. Committee on Affirmative Action and Equal Opportunity

The Committee on Affirmative Action and Equal Opportunity shall consist of two representatives from each of the institutions and the Board Office. The members shall be appointed by the Board upon nomination of their respective institutional heads and the Board Office. Their term of office shall be two years.

The responsibilities of the committee shall be as follows:

1. To organize and name its chairperson. The term of chairperson shall be one year and the office shall rotate among the institutions.
2. To meet periodically to develop common guidelines and general procedures for administration for Regent policies on equal employment opportunities and to exchange pertinent information.
3. To cooperate to minimize duplicative reporting as required by the Regent Equal Employment Opportunity Policy.
4. To prepare an annual report for presentation to the Executive Director who may include the report in the annual report on AA/EEO.

The committee shall seek the advice and assistance of the following:

1. Specialized personnel from each higher education institution who will act as consultants as needed.
2. The Iowa Civil Rights Commission.
3. Affected and interested employees, associations, groups, and organizations, such as human relations groups, labor organizations, and associations of manufacturers, contractors, and retailers, as may be appropriate and necessary in development and implementation of guidelines, procedures, and policies.

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1.08 Membership on Other Boards, Commissions, Councils, and Committees

Members of the Board of Regents will also serve or appoint others to serve on a number of boards, commissions, councils, and committees. The following is a list of known examples of groups to which the Regents appoint representatives. For example:

Iowa College Student Aid Commission (Iowa Code § 261)
Iowa Public Broadcasting Board (Iowa Code § 256.82)
Iowa Coordinating Council for Post-High School Education
Iowa Workforce Development Board (Iowa Code § 84A.1A)
Education Telecommunications Council
Iowa Student Loan Liquidity Corporation
Iowa Department of Economic Development Board
Tri State Graduate Study Center Board
Quad Cities Graduate Study Center Board
Midwest Higher Education Commission

~~A. Iowa College Student Aid Commission (Iowa Code § 261)~~

~~The Iowa College Student Aid commission, formerly known as the Higher Education Facilities commission, was established by legislation in 1990. The Commission is charged with preparing and administering a state plan, to be submitted to the Secretary of Education, regarding the participation of Iowa in programs authorized by the federal "Higher Education Facilities Act of 1963" and amendments. The Commission also administers scholarship, tuition loan, and grant programs as described in Iowa Code § 261.~~

~~Membership of the College Aid Commission includes a member of the Board of Regents, State of Iowa, to be named by the Board, or the Executive Director if appointed by the Board. The Board representative shall serve for a four-year term, or until the expiration of the member's term of office.~~

~~The Board representative shall serve for a four-year term, or until the expiration of the member's term of office. Additional membership of the Commission is as outlined in Iowa Code § 261.1, to include one student at a Regent institution.~~

~~B. Iowa Coordinating Council for Post-High School Education~~

~~The main function of the council is to provide an effective means of voluntary cooperation and coordination among the various boards which are ultimately responsible for post-high school education in Iowa. The council provides a means for gathering data and information, studying problems and policies, and making recommendations to governing boards and institutions.~~

~~The general membership of the council consists of all colleges and universities in Iowa that participate in state supported student financial aid programs administered by the Iowa College Aid Commission and constituent organizations. The 24 voting members include three members of the Board of Regents, one of whom may be from the Board of Regents staff and the president from each of the three Regent universities.~~

~~There are also five non-voting ex-officio representatives, to include one staff member from the Board of Regents.~~

~~C. Iowa Workforce Development Board (Iowa Code § 84A)~~

~~The Iowa Workforce Development Board consists of nine voting members appointed by the governor and seven ex-officio nonvoting members. The ex-officio nonvoting members are four legislative members; one president or the president's designee of the University of Northern Iowa, the State University of Iowa, or Iowa State University of Science and Technology, designated by the Board of Regents on a rotating basis; one representative from the largest statewide public employees' organization representing state employees; and one superintendent or the superintendent's designee of a community college, appointed by the Iowa Association of Community College Presidents.~~

~~The rotating terms of Regent appointees shall be for a period of two years.~~

~~————— D. Education Telecommunications Council (Iowa Code § 8D)~~

~~The Education Telecommunications Council consists of eighteen members and includes the following: two persons appointed by the Board of Regents; two persons appointed by the Iowa Association of Community College Trustees; two persons appointed by the area education agency boards; two persons appointed by the Iowa Association of School Boards; two persons appointed by the School Administrators of Iowa; two persons appointed by the Iowa Association of Independent Colleges and Universities; two persons appointed by the Iowa State Education Association; three persons appointed by the director of the Department of Education including one person representing libraries and one person representing the Iowa Association of Nonpublic School Administrators; and one person appointed by the administrator of the public broadcasting division of the Department of Education~~

~~The council establishes scheduling and site usage policies for educational users of the network, coordinates the activities of the regional telecommunications councils, and develops proposed rules and changes to rules for recommendation to the commission. The council recommends strategic plans for enhancements needed for educational applications. Administrative support and staffing for the council shall be provided by the Department of Education.~~

~~————— E. Iowa Student Loan Liquidity Corporation~~

~~The Board of Directors has eleven board members appointed by the Governor of the State of Iowa from specific business segments and the general public, as follows:~~

- ~~————— Iowa banking institutions (2)~~
- ~~————— General public (2)~~
- ~~————— State Superintendent of Banking (ex officio)~~
- ~~————— Iowa private colleges~~
- ~~————— Iowa Regent institutions~~
- ~~————— Iowa area merged schools~~
- ~~————— State guarantor~~
- ~~————— Iowa savings and loan institutions~~
- ~~————— Iowa credit unions~~

~~Each board member is appointed for three years with the exception of the State Superintendent of Banking, who serves for the duration of his/her tenure in office.~~

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1.10 Public Broadcasting Station Advisory Council

~~_____ In recognition of continuing state interest in the public radio stations each station shall submit a biennial report to the Board. The report may include a report from the advisory council, if one exists. These reports should include information on programming, funding, audiences, and related activities of interest to the Board.~~

1.10 Iowa Public Radio Executive Council

_____ The Iowa Public Radio Executive Council shall:

1. Evaluate continuously the performance of Iowa Public Radio and report to the Board annually using established criteria;
2. Recruit, identify, select and annually evaluate an Executive Director for Iowa Public Radio;
3. Include in its membership an ex-officio representative of the Board Office appointed by the Executive Director of the Board of Regents.

II. MEETINGS

2.01 Regular Meetings (Iowa Code §262.8)

- A. The Board shall meet at least four times a year.
- B. Meetings shall be held at sites designated by the Board. ~~The Board shall approve the place of each meeting at least one month in advance.~~

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2.04 Agendas

- A. The Board Office shall be responsible for assembling all matters to be brought before the Board, together with all supporting material. These matters are commonly referred to as the Board's "agendas" and will be indexed and included in a binder for Board reference.
 - 1. Each institution will prepare its own portion of the agenda and forward same, with all supporting material, to the executive director on a schedule provided by the Board Office. Agenda materials are due in the Board Office by noon of the scheduled day.
 - 2. The executive director shall establish and inform the institutions of the size, composition, and format of all agenda materials.
- B. Assembled agendas will be mailed to members of the Board ~~at least~~ approximately one week prior to a Board meeting.
- C. Only urgent and compelling items shall be brought before the Board after the agenda is released.
- D. Nothing in these instructions will be construed as preventing direct communication by the ~~presidents~~ institutional heads with the Board.

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2.05 Conduct of Meetings

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- D. Board Procedures for Holding a Closed Meeting

The procedure for calling an executive closed session will begin with the president of the Board determining whether a suggested topic is a proper one for an executive closed session in accordance with the reasons given for holding such a session, as detailed above. The president will notify the Board in public session that such a request has been made and will identify by letter or topic the specific exemption for holding a closed session and then request a roll call vote which, in accordance with the law, will require an affirmative vote of two-thirds of the Board or all of the members present before the executive closed session can be approved.

At the beginning of the executive closed session, the president will inform the Board more specifically of the topic of the session. The topic will not be considered in executive closed session if one-third of the Board members present object. The minutes of the regular Board meeting will reflect the roll call vote for the executive closed session and the time at which the executive closed session began and ended. If the same topic is continued at another executive closed session during the same regular monthly Board meeting, or prior to the next meeting of the Board of Regents, the president may announce it as a continuation and not require another roll call vote.

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2.07 Presentations to and ~~Hearings Before~~ Board

- A. Any person may request to make a written or oral presentation ~~or have a hearing before~~ to the Board. All such requests must be in writing and state the specific subject to be discussed and the reasons why a personal appearance is necessary. The ~~Board~~ Executive Director will determine, in ~~its~~ his/her discretion, whether a hearing request is to be granted and whether such a request for hearing oral presentation is relevant to the business before the Board. Requests for hearing must be accompanied by any supporting documentation that the petitioner wishes the Board to consider. If a hearing request is granted, fifteen copies of each document to be considered must be submitted to the Board Office at least seven days prior to the Board meeting.
1. Students, faculty, and other employees of Regent institutions must route their ~~petitions~~ requests through the head of the institution concerned. The institutional head will forward the request, with comments, to the executive director of the Board. The Executive Director of the Board will ~~put the item on the agenda for consideration by the Board~~ in his/her discretion grant or deny the request.
 2. ~~Employees aggrieved of a final institutional decision will have their appeal considered pursuant to section 4.22 of this~~ Policy Manual.

3. All other persons may make requests by written petition directly to the Executive Director of the Board. The Executive Director shall cause the subject matter of the petition to be investigated and make a determination as to its appropriateness for Board consideration.
- ~~B. Individuals, including corporations, aggrieved by business decisions of the Regent institutions or the Board shall have their appeal considered pursuant to appropriate chapters of this manual.~~
- C. If the ~~Board~~ Executive Director grants a hearing request, it shall be conducted in the manner prescribed by the ~~Board~~ Executive Director.

2.08 Communications of Students, Faculty, and Staff with Board

- A. The university presidents are authorized and encouraged to utilize appropriate faculty, students, and staff representatives as institutional resource persons at each meeting when, in their judgment, it is desirable.
- B. Students, faculty, and staff, except when appealing under the provisions of Chapter 10, may request an opportunity to appear before the Board to discuss matters of interest and may request that an item be included on the agenda. Such requests should be made in writing to the ~~president of the Board~~ Executive Director with a copy to the president of the university concerned. The request should include a statement as to the reason why a personal appearance is desired or why an item should be included on the agenda. A statement as to the exhaustion of local campus remedies, including specific persons or groups approached and their disposition of the matter, should also be included in the request. The ~~president of the Board~~ Executive Director is empowered to permit such person or persons to appear or an item to be on the agenda, if, in the ~~president's~~ judgment of the Executive Director, it is appropriate or unless there are unusual circumstances.

The ~~president of the Board~~ Executive Director shall report to the ~~full~~ president of the Board all requests made for permission to appear or to include an item on the agenda, whether or not the request was granted.

The procedure set forth in this section does not replace, alter, or supersede the procedures for formal appeals to the Board by students or employees who feel aggrieved by any final adjudicatory order or rule-making decision as set forth in ~~Chapter 4.22~~ Chapter 10 of this Policy Manual or in other rules and regulations of the Board.

- C. Representatives of appropriate campus constituencies may seek permission to comment on a given item on the agenda during a Board meeting by oral request to the president of the university and upon authorization of the president of the Board of Regents.

- D. The president may, on rare occasions, recognize an individual seeking, without advance written or oral notice, to comment during deliberations on an agenda item.
- E. Board members will plan to meet informally throughout the year with students, faculty, and staff to discuss problems of mutual interest. Members of these groups are encouraged to contact Board members and to develop plans for informal meetings.
- F. The presidents of the universities should continue to forward without editing, change, or delay, all communications or reports to the Board from faculty, students, and staff members.
- G. Faculty, students, and staff are welcome to attend Board meetings. All sessions of the Board are public except for those authorized by law to be considered in ~~executive~~ closed session (see Section 2.05D of this Policy Manual for details). The Regents have no objection to the appointment of representatives by the various university constituencies to attend meetings of the Board as observers.
- H. The Board will attempt to give advance notice on any issues to be considered by the Board at a later date so that students, faculty, and staff will have the opportunity to seek to be heard if they so desire.
- I. The agenda for each Board meeting will be available for review at the Board Office, the university relations offices at each university, and special school, and at least 24 hours preceding the Board meeting on the Regent website (www.state.ia.us/educate/regents). Interested parties will have ample opportunity to review items of particular concern to them. Upon request, copies may be made available at cost to interested parties.
- J. The presidents of the universities are urged to report to the Board the views of faculty, staff, and students, where pertinent and to the extent known, on any matter before the Board for consideration.

It is the Board's expectation that the policies set forth above will be administered to the end that the Board understands the viewpoints of faculty, students, and staff and that these groups understand the viewpoints of the Board.

~~4.22 Appeals by Employees to Board~~

- ~~A. Any employee, including, but not limited to, a faculty member or other teacher, of an institution under the jurisdiction of the Board of Regents, State of Iowa, who feels aggrieved by any final action of the institution may appeal as follows:~~
- ~~1. An appeal arising out of a contested case under Iowa Code § 17A may be appealed as provided by 681 IAC 20.27.~~
 - ~~2. After exhausting all appeals within the institution, an appeal from an employee grievance or hearing which is not handled as a contested case under Iowa Code § 17A, may be appealed as provided by Subparagraph B and C, below.~~
 - ~~3. An appeal from adoption of a rule or policy of the institution is provided by Subparagraph B and C below. "Rule or policy of the institution" means all or any part of an institutional statement of general applicability and future effect designed to implement the law or Board of Regents rules whose purpose is to regulate or to provide benefits to employees or to prescribe institutional rules, regulations, or policy regarding employees or conditions of employment.~~
- ~~B. Requests for review shall be in writing and shall state the specific reasons. Requests shall be submitted to the institution head of the institution concerned who will forward the request, with the comments of the institution head, to the Executive Director of the Board. Requests for review of a grievance or hearing determination must be submitted to the institution head within 20 days after the employee receives notice of the order. Requests for review of a rule or policy of the institution may be submitted at any time after all institutional remedies have been exhausted. The employee may ask for an evidentiary hearing before the Board. Such a request must be supported by a statement of reasons for requesting the hearing. Supporting documents may be submitted with the request. The Executive Director shall place the request on the agenda for consideration by the Board as soon as practicable.~~

- ~~C. The Board may, in its discretion,~~
- ~~1. Determine that an evidentiary hearing should be held as provided under subparagraphs D through F.~~
 - ~~2. Determine that there is insufficient basis to grant a review of the appeal, and deny review.~~
 - ~~3. Review the matter based on the record and grant or deny the appeal, in whole or part, or modify the institution's action.~~
 - ~~4. Request the parties to present further information in writing, and then grant or deny the appeal, in whole or in part, or modify the institutions, action after reviewing the matter.~~
- ~~D. If an evidentiary hearing is granted by the Board, the Board shall determine who shall hear the matter, and the procedures to be used. In any case, technical rules of evidence shall not apply at any hearing, and the Board or its delegate shall determine the admissibility of all evidence. The Executive Director shall promptly notify the employee and the institution head, by letter, of the Board's decision and of the time and place of any subsequent hearing.~~
- ~~E. On appeal from an order dismissing a faculty member with tenure or terminating during its term the appointment of a faculty member without tenure, the faculty members shall, on request, have a right to be heard orally.~~
- ~~F. After the evidentiary hearing, the Board may affirm, modify, remand, or reverse all or any part of the order or decision of the institution and may, based upon either the record or an evidentiary hearing, make independent findings of fact and conclusions on appeal from an adjudicatory order. The Board may, in its discretion, accompany its decision with a written opinion. The decision of the Board on the merits is final. The employee may thereafter seek judicial review as permitted by law.~~

7.06 Purchasing

B. Organization and Responsibilities

1. The Board of Regents shall establish policies and maintain oversight of all procurement functions. The Board Office and institutions shall meet regularly to insure coordination of purchasing policies and procedures.
2. Goods and services are purchased by the chief business officer of each institution, acting through the institutional purchasing director, on the basis of competitive procedures. Such purchases need not be reported to or approved by the Board of Regents, provided that the chief business officer has determined that there is no unusual circumstance which requires the special attention of the Board, and provided the purchase does not involve a lease which must be approved or reported.

Policies related to capital projects, including bidding, bid security, selection of architects/engineers for Regent institutions are in Chapter 9 of this Policy Manual.

3. Each Regent institution, through an institutional purchasing department, shall be responsible for purchasing goods and services. Institutions may delegate purchasing responsibility to departments. Low dollar procurement authority may also be delegated to institutional units through the use of credit cards or other appropriate procurement instruments, consistent with prudent, contemporary business and audit practices.
 - a. For low dollar transactions (i.e. procurement cards), each university shall establish specific procedures for departments that identify employee contractual obligations, department approval responsibilities, training requirements for users, appropriate uses, preferred vendors, restricted uses, processes for approval of exceptions, reconciliation and analysis of purchases, and other pertinent information.
 - b. Each university shall monitor uses of these instruments to reduce the potential for misuse, periodically review and update processes as necessary for effective administration, and, in consultation with each university's chief business officer, determine appropriate use of rebates created with such instruments.
4. Each Regent institution shall establish a purchasing procedure for goods and services.
5. Each Regent institution shall maintain a purchasing policy and procedure document.
6. Each Regent institution shall be custodian of its purchasing records, including but not limited to purchase requisitions, requests for quotations, purchase orders, vendor correspondence and related documents and shall maintain such records in accordance with applicable law.

7.08 Compliance and Reporting

~~B. Matters for the State Executive Council~~

~~Items to be submitted to the State Executive Council shall be submitted through the Executive Director.~~

- ~~a. Subsequent to Board approval for any transactions requiring Executive Council approval, institutions are to submit a letter to the Board Office, under institutional head signature, requesting that the transaction be submitted to the Executive Council for approval. The letter should include the following information:
 - ~~1) Information on Board approval of the transaction with date of approval, a short description, and the approved purchase or sale price;~~
 - ~~2) The legal description for the transaction (include as an attachment to the letter if the description is lengthy);~~
 - ~~3) A general description of the transaction as presented to the Board in the docket memorandum, including a map of the property (if used for the docket item);~~
 - ~~4) Justification for the transaction, source of funds (for property purchases), and the planned use of the proceeds (for property sales); and~~
 - ~~5) Any additional information beyond that presented to the Board that may be needed for Executive Council consideration.~~
 - ~~6) Requests will be reviewed in the Board Office. Upon satisfactory submission of all requested data, the Executive Director will forward the institutional request to the Executive Council for its consideration (along with the Attorney General's Office review of the transaction).~~~~
- ~~b. The institution is responsible for arrangements when institutional officials are to attend an Executive Council meeting to discuss the transaction. The institution should notify the Board Office of these arrangements.~~

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