

CRITERIA TO BE USED IN EVALUATING EXECUTIVE DIRECTOR CANDIDATES

Preface

Candidates for the Executive Director of the Board of Regents will be evaluated by the following criteria. It is recognized that no candidate is likely to have demonstrated exceptional strength in regard to every one of these criteria. However, it is expected that candidates will possess in high measure all of the "General Attributes" described below; to have outstanding ability in most of the areas listed as "Specific Attributes" and to have shown high competence in many of them; and to exhibit the "Personal Qualifications" that are regarded as indispensable.

General Attributes

1. An understanding of the mission and responsibilities of a state board of higher education with governing authority, the General Assembly and the Governor.
2. An appreciation of the need for strategic planning to maintain and build on the existing excellence of the five Regent institutions by national and international standards, and to achieve the strategies and goals approved by the Board of Regents.
3. An understanding of finance, budgeting, human resources, academics, and facilities management of complex educational institutions.
4. The ability to listen, to provide articulate leadership, and to retain the confidence of the Board of Regents, administration, faculty and staff, alumni and friends of the institutions, and the people of the State of Iowa and their representatives.
5. A strong commitment to academic freedom in the educational community and for the need to promote diversity and to maintain the academic integrity of the institutions.
6. An understanding of governmental processes including knowledge and experience in developing legislative strategies, supporting legislative positions, and working collaboratively with other governmental entities.
7. Sound analytical ability and excellent oral and written communication skills.

Specific Attributes

1. The ability to identify and analyze problems, to conceive practical steps to resolve them, to develop sound recommendations, to make decisions, and to explain decisions persuasively.
2. The ability to recruit, develop, and retain an excellent staff.
3. Ability to work effectively with the Governor and staff.
4. Ability to work with the General Assembly in conjunction with the state relations officers to represent the interests of the Board and institutions.

5. The ability to work with the Board, administrators, faculty, staff, and students in a collaborative fashion in the coordination and governance of the institutions.
6. The ability to plan, coordinate, and monitor the academic, human resource, financial, and budgetary affairs of a large-scale educational system.
7. An understanding of the value of cooperation among the Regents' institutions and the importance of working cooperatively within the Regents' governance system.
8. An understanding of the conditions in which high quality education flourishes.
9. An appreciation of the national and international responsibilities of the institutions.
10. Knowledge, experience, and commitment to affirmative action/equal opportunity issues.
11. An appreciation and understanding of the varied disciplines and functions that comprise the universities, including the teaching, research, service/outreach missions, and patient care mission of the health sciences in the context of a dynamic and rapidly evolving market and policy environment. An appreciation and understanding of special education and special schools.
12. An understanding of collective bargaining in an academic environment.

Personal Qualifications

1. An earned advanced degree.
2. A record of success in state-level higher educational and/or governmental administration, or equivalent experience.
3. An ability to approach controversy constructively and a commitment to a fair process in its resolution.
4. Unquestionable personal integrity.