

The State Board of Regents met on Thursday and Friday, October 9 and 10, 1997, at the Marriott Hotel, Des Moines, Iowa. The following were in attendance:

	<u>October 9</u>	<u>October 10</u>
<u>Members of State Board of Regents</u>		
Mr. Newlin, President	All sessions	All sessions
Ms. Ahrens	All sessions	All sessions
Mr. Arenson	All sessions	All sessions
Mr. Fisher	All sessions	All sessions
Dr. Kelly	All sessions	Excused at 1:00 p.m.
Mrs. Kennedy	All sessions	All sessions
Mr. Lande	All sessions	All sessions
Mrs. Pellett	All sessions	All sessions
Mrs. Smith	All sessions	All sessions
<u>Office of the State Board of Regents</u>		
Executive Director Richey	All sessions	All sessions
Deputy Executive Director Barak	All sessions	All sessions
Director Houseworth	All sessions	All sessions
Director Stadlman	All sessions	All sessions
Associate Director Brunson	All sessions	All sessions
Administrative Assistant Carter	All sessions	All sessions
Administrative Assistant Friedrich	All sessions	All sessions
Minutes Secretary Briggle	All sessions	All sessions
<u>State University of Iowa</u>		
President Coleman	All sessions	All sessions
Provost Whitmore	All sessions	All sessions
Vice President Rhodes	All sessions	All sessions
Vice President True	All sessions	All sessions
Legislative Counsel Stork	All sessions	All sessions
<u>Iowa State University</u>		
President Jischke	All sessions	All sessions
Provost Kozak	All sessions	All sessions
Assistant to the President Mukerjea	All sessions	All sessions
Assistant to the President Bradley	All sessions	All sessions
<u>University of Northern Iowa</u>		
President Koob	All sessions	All sessions
Provost Marlin	All sessions	All sessions
Vice President Follon	All sessions	All sessions
Executive Assistant to President Gadelmann	All sessions	All sessions
<u>Iowa School for the Deaf</u>		
Superintendent Johnson	All sessions	All sessions
Director Heuer	All sessions	All sessions
Interpreter Fowler	All sessions	All sessions
Interpreter Reese	All sessions	All sessions
<u>Iowa Braille and Sight Saving School</u>		
Superintendent Thurman	All sessions	All sessions

## RETREAT

The following business pertaining to strategic planning was transacted on Thursday and Friday, October 9 and 10, 1997.

President Newlin stated that the Board's activities would be related to developing a strategic plan for the Board of Regents. He said the Board held a retreat in January 1997 where it developed statements, objectives and strategies. The goal at this retreat was to reaffirm those statements, to work on the four key result areas, and develop measurable objectives, strategies and action steps. He asked that the break-out groups present no more than 3 or 4 objectives for each key result area and limit the strategies to three or four per objective.

President Newlin asked that the Regents affirm the statements of responsibilities, mission, vision, values and culture. Regent Arenson asked that reaffirmation wait until later in the retreat to allow time for further reflection on the statements.

President Newlin introduced the facilitator, Bob Smith, and described his background.

Mr. Smith stated that it was an honor to be invited to participate with the Iowa Board of Regents in its planning activities. Mr. Smith discussed the process of arriving at a strategic plan, vocabulary and backcasting.

Mr. Richey discussed a document entitled "Major Governance Policies of Board of Regents", which listed 14 policies areas, as follows:

1. Tuition and Residency
2. Admissions
3. Equal Opportunity

4. Strategic Planning/Statements of Mission, Role and Scope, etc.
5. Personnel
6. Budget
7. Board Policy on Governance/Legislative Liaison
8. Business and Budget Policies
9. Academic Program Review and Program Duplication
10. Purchasing Policies
11. Capital Improvement Policy and Procedures
12. Policies on University Housing and Dining Programs
13. Policy on Intercollegiate Athletics
14. Policy on Student Conduct

Discussion took place regarding strengths and weaknesses, competition, and strategic planning in a university versus a private corporation.

Following a refreshment break, there was discussion regarding the definitions of "mission statement", "vision statement", "culture statement", and organizational "values".

Mr. Smith stated that it was time for the work groups to discuss external and internal factors noting that some were responses versus influences.

Provost Marlin stated that each of the universities already has a strategic plan. The institutions have their distinctive missions, visions, values, goals and objectives that have been approved by the Board. At this retreat, goals and objectives relating to the areas of quality, access, diversity and accountability were going to be developed for the Board. However, the Board does not have those, the institutions do. She asked how their work during the next two days was going to affect institutional strategic plans.

President Newlin provided an historic perspective. He stated that in 1989 the Board of Regents established 12 goals, which it subsequently reaffirmed in January 1997. It was his understanding that from those 12 goals, the three universities and two special schools developed their first five-year iteration of strategic plans. The institutions are in their second iteration of 5-year strategic plans. He said the Board of Regents needs to do what the institutions have already done. The Board needs to have measurable objectives. The Board's objectives have to be in harmony with institutional objectives. He said that was why institutional officials were participating in this process.

Provost Marlin asked if President Newlin anticipated that the outcome of the work done at this retreat would change the institutional strategic plans. President Newlin responded that he did not. The Board may adopt the average of individual institutional goals as Board goals or measurable objectives.

Provost Marlin said that was reassuring. She then questioned how the Board would talk about goals and objectives without talking about the institutions. President Newlin said they have to talk about the institutions but that they could be compatible in doing so.

Mr. Smith noted that the makeup of the break-out groups included institutional representation.

Regent Arenson stated that development of critical factors for success may require the Regents to rewrite the mission, vision and values statements. If not, how are the critical factors for success going to be utilized? Mr. Smith responded that the critical factors for success would help in development of quantified objectives and also in the selection of strategies.

Provost Kozak stated that when the institutions do their strategic planning process, a point of reference is identified; some notion of what they aspire to be. He asked if these discussions were independent of such a reference point. Is the Board thinking of itself in comparison to some fixed point in the heavens or is it going to internalize everything and have no reference point with respect to where it wants to go and to what it aspires?

President Newlin stated that in January during discussion of its vision, the Board of Regents indicated that it wanted its enterprise of public education to become the best in the United States.

Regent Kennedy emphasized that this was a Board retreat. The Regents are trying to come up with critical factors for success of the Board. She said the purpose of breaking out into small groups was for brainstorming.

President Coleman stated that the overall aspiration for this enterprise is to be the best in the country, which has resource implications. She said the Regent universities are not keeping up with their peers. A critical issue will be the Board's policy on tuition and its askings from the legislature. What are lowans willing to pay for top quality education? A tuition policy from the Board related to HEPI will not allow the universities to reach their aspirations.

Regent Arenson said he saw the process a little differently. He stated that the Board is trailing the institutions in the sense that the institutions have already developed plans and measurements which was what the Regents were about to do. He did not know how the Board could do without focusing on the institutions but the more they can do that, the better it will be.

Discussion continued regarding tuition policy as it relates to quality of the institutions, university operating budgets, Board goals and performance measures, and whether to break into small groups to discuss critical factors for success or to work as a committee of the whole.

Regent Kelly stated that the Board of Regents' management is considered in high regard. With regard to the issue of excellence, he questioned how the institutions can compete if they do not have higher tuition. What good is accessibility to mediocrity? They must compete on quality of education not bargain basement price of admission.

Participants broke into small groups to discuss and develop the critical factors for success.

Upon reconvening from small group discussion, each of the four break-out groups presented their critical factors for success. The minutes secretary compiled the four into one master document. Regent Fisher identified the common critical factors for success of all four groups.

The compilation of the four groups' critical factors for success follows:

Diversity group

*Effective and positive relationship with elected officials that flows from the trust of the people of Iowa.*

*Board's decisions will be fair and delivered with civility and compassion.*

*Champion for academic freedom.*

*Secure resources sufficient to meet institutional goals and aspirations.*

*Board continuously evaluates and sets standards in the pursuit of excellence.*

*The Board creates and supports an environment for diversity.*

*Recruit and retain excellent institutional heads and executive director.*

*Support and communicate the distinct missions of its institutions working together to meet the state's needs.*

Access group

*Integrity, credibility, independence -- builds public confidence, represent the institutions but govern them.*

*Advocacy -- resources and supporting institutional values making connection/commitment.*

*Favorable public perception -- awareness of political climate.*

*Consistency -- opportunities for Board to develop processes to develop consensus.*

*Connectedness -- recognizing our role of connecting institutions to citizens of Iowa.*

*Clear direction -- stayed the course.*

*Accountability -- holding institutions accountable for measurable outcomes.*

*Care and nurturing of institutional leaders -- honest and candid.*

#### Accountability group

*Most critical. Responsibility to maintain the Board of Regents' independence, authority, and governance autonomy as a whole.*

*Board is ultimately responsible for maintaining public understanding and confidence in the Regent enterprise. Essential to our success.*

*Most work. We need to find and maintain a harmony between aspirations and capacity. Do resources match goals? Harmony in increased funding from both public and private sector.*

*Regent institutions programs and services meet the needs of the state.*

*Attract and hire high quality leadership (i.e., presidents, superintendents, executive director). Provide stable management environment. Nose in, fingers out. Board approves the plan and then holds the institutional heads accountable for development and implementation of strategic plans.*

Quality group

*Retention of Board's authority to govern.*

*Assure that funding base is diverse and consistent with Board's aspiration for institutional excellence.*

*Commitment to the academic integrity of each institution and to academic freedom.*

*Embrace the mission of each institution.*

*Commitment to anticipating and responding to the changing educational imperatives for Iowa, the nation and the world. (Recommend that language be incorporated into the mission statement.)*

*Effective stewardship of resources.*

*Ensuring effective institutional leadership.*

The common critical factors for success of all four groups as identified by Regent Fisher follow:

*Effective and positive relationship with elected officials that flows from the trust of the people of Iowa.*

*Champion for academic freedom.*

*Secure resources sufficient to meet institutional goals and aspirations.*

*Board continuously evaluates and sets standards in the pursuit of excellence.*

*Recruit and retain excellent institutional heads and executive director.*

*Support and communicate the distinct missions of its institutions working together to meet the state's needs.*

Mr. Smith reviewed the schedule of activities to take place during the remainder of the retreat, most of which would involve work by the break-out groups in defining key result areas, measurable objectives and their strategies, and the development of action plans with resource requirements and cost/benefit analyses.

The four groups gathered and worked on their individual key result areas as well as the mission, vision and values statements.

The Regents were then presented with composite statements of mission, vision and values from two of the break-out groups. They discussed and revised the wording, with the final document as follows:

### **MISSION STATEMENT**

The Board of Regents will be an exemplary model of governance and stewardship of resources of Regent institutions. The Board establishes, coordinates and advances the individual mission and vision of each Regent institution and strives to meet the educational needs of Iowans in concert with Iowa's other educational institutions. The Board has responsibility for assuring effective relations with the various external constituencies of the Board of Regents and the long-term development of the capacity of the Regent institutions to achieve their missions. The Board challenges its institutions to become the best enterprise of public education in the United States through the unique teaching, research and outreach programs established for each university and school.

### **VISION STATEMENT**

The Board of Regents expects its enterprise of public education to become the best in the United States. The Board of Regents will be seen as the nation's higher education leader in developing the best educated state in the nation, in creating new knowledge that demonstrably improves the quality of life for Iowans, and in employing the resources of the Regent institutions to serve the needs of Iowa.

### **VALUES STATEMENT**

The values nurtured by the Board of Regents flow from the trust bestowed by the people of Iowa and the Board's educational mission. The Board values learning, knowledge, access, and public service. The Board values academic freedom and in every endeavor upholds the value of uncompromised integrity, conforming to the highest standards of ethics, honesty, trust, fairness, civility and compassion. The Board values quality and pursuit of excellence in a diverse educational community. The Board embraces the value of dedication to educational and public service of the highest standard. The Board values stewardship and accountability from the universities and schools.

**ACTION:** President Newlin stated the Board accepted those three statements, by general consent, noting that the Procedural Guide would be changed accordingly.

Each break-out group presented its proposed key result area with measurable objectives, strategies and action plans. (Note: not all groups developed actions plans.) The retreat participants discussed and critiqued each group's presentation and appropriate changes were made. The resulting documents are as follows.

<b>KEY RESULT AREA 1.0.0.0 QUALITY</b>
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**KRA 1.0.0.0 The Board of Regents' enterprise of public education will become the best in the United States.**

**Objective 1.1.0.0 Strengthen the core mission of undergraduate education of each Regent university and educational programs for the special schools as measured by strategies listed below.**

Strategy 1.1.1.0 By January 1, 1998, each institution will establish guidelines to include meritorious teaching as part of the reward structure relating to salary increases, promotions, tenure and professional development leaves. These data will be included in the relevant governance reports and presented to the Board.

Strategy 1.1.2.0 Increase the percentage of undergraduate courses taught by senior faculty as specified below:

University of Iowa

- A. By 2002, undergraduate student credit hours (SCH) taught by tenure-track/tenure faculty will equal or exceed 60%.
- B. By 2002, percentage of senior faculty teaching undergraduates will equal or exceed 80%.

Iowa State University

- A. By 1998, percentage of introductory courses taught by senior faculty will equal or exceed 80%.
- B. By 1998, percentage of senior faculty teaching at least one undergraduate course per academic year will equal or exceed 80%.

University of Northern Iowa

- A. Undergraduate student credit hours (SCH) taught by tenure-track/tenure faculty will equal or exceed \_\_\_\_%
- B. Percentage of introductory classes taught by senior faculty will equal or exceed \_\_\_\_%

Strategy 1.1.3.0 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies as listed below:

University of Iowa

- A. By 2002, the percentage of faculty using instructional technology will equal or exceed \_\_\_\_%
- B. By 2002, increase the number of general assignment technology equipped classrooms to greater than 100.

Iowa State University

- A. By 1998, the percentage of course sections in which computers are used as an integral part will equal or exceed 90%.
- B. By 1998, the percentage of faculty who use computers will equal or exceed 85%.

University of Northern Iowa

- A. By 2002, the percentage of faculty using instructional technology will equal or exceed \_\_\_\_%.

Iowa School for the Deaf

- A. By 1999, all students will have technology accessibility and competency as a part of their educational program.

Iowa Braille and Sight Saving School

- A. By 1999, all students will have technology accessibility and competency as a part of their educational program.

Strategy 1.1.4.0 By January 1, 1998, each institution that employs graduate teaching assistants will develop and implement language proficiency standards. Undergraduate students will have significant input in the prospective evaluation of each candidate for graduate teaching assistant. Prior to employment as graduate teaching assistant, each candidate must demonstrate language proficiency that meets or exceeds the standard.

Strategy 1.1.5.0 Special schools will report to the Board annually on student outcome as measured by:

Iowa School for the Deaf

Will ensure that:

- A. Students exceed the national deaf norms by class/grade level.
- B. Students will approximate the national norms by class/grade level for those students without multiple disabilities.
- C. 75% of the IEP goals and objectives are obtained for each student each year.
- D. 100% of students will have a transition plan and those plans will be implemented.

Iowa Braille and Sight Saving School

Aggregate data from individual education plans and/or from established procedures of accreditation process.

**Objective 1.2.0.0 Strengthen the quality of graduate and professional education of Regent institutions, within the unique mission of each institution, as measured by strategies listed below.**

Strategy 1.2.1.0 At least every seven years each institution, through internal and external reviews, will review every graduate and professional program to assess quality and evaluate operational effectiveness and will report to the Board through appropriate governance report.

Strategy 1.2.2.0 Where applicable, composite characteristic of entering students accepted into graduate programs will have GRE scores at or above the national average and will be reported to the Board annually.

Strategy 1.2.3.0 The percentage of professional students that pass licensing exams will exceed the national average in each field and will be reported annually by each institution.

**Objective 1.3.0.0 Strengthen research, creative work, and service by the Regent institutions as measured by strategies listed below.**

Strategy 1.3.1.0 Each institution will increase sponsored funding as follows:

University of Iowa

- A. By 2001, \$250 million.
- B. By 2001, 3000 external funding proposals.

Iowa State University

- A. By 1998, \$180 million.
- B. By 2000, the percentage of faculty as principal or co-principal investigators will be 67%.
- C. By 2000, sponsored funding per faculty member will be \$120,000.

Strategy 1.3.2.0. Each university will enhance its research efforts by meeting the goals listed below for faculty publications, citations of publications, and intellectual property disclosures.

University of Iowa

- A. By 2001, increase the annual publication index in all relevant disciplines by 15%
- B. By 2001, increase the citation index in all relevant disciplines by 10%.
- C. By 2001, increase intellectual property disclosures from 74 to 90.

Iowa State University

- A. Increase the percentage of tenure track faculty having at least one scholarly work published/creative work exhibited or performed during the last three years.
- B. Increase the percentage of faculty as principal or co-principal investigators.
- C. Increase the sponsored funding per faculty member.
- D. Increase the number of new technologies licensed.
- E. Increase the number of licenses generating revenues and total revenues.

Strategy 1.3.3.0. The Regent universities will increase their service to lowans as follows:

University of Iowa

- A. By 2001, increase non-degree enrollments from 2448 to 2800.
- B. By 2001, increase sites served by Hancher programming by the ICN from 0 to 30.
- C. By 2001, increase annual patient visits to UI health sciences centers from 701,900 to 750,000.

Iowa State University

- A. By 2000, increase enrollment in credit courses to 4,300 and non-credit courses offered through extended and continuing education to 95,000.
- B. By 2000, increase the total extension clients served and evaluations received to 60,000.

University of Northern Iowa

- A. Increase by 5% each year the availability of off-campus courses.

**Objective 1.4.0.0 Assure that the funding base is diverse and is consistent with the Board's aspirations for institutional excellence as measured by strategies listed below.**

Strategy 1.4.1.0 Through the Year 2001, each institution will utilize existing financial resources efficiently and effectively and will reallocate an average of 2% of its general funds annually. This will be reported annually to the Board.

Strategy 1.4.2.0 To support the Board's aspirations for excellence in academic programs and student services, the Board will seek state appropriations annually at a level at least three percentage points above the growth in the Higher Education Price Index through the Year 2003.

Strategy 1.4.3.0 Establish tuitions and fees annually at levels designed not only to keep pace with the Higher Education Price Index but to support the Board's aspirations for excellence in academic programs and student services.

Strategy 1.4.4.0 Each institution shall increase private giving funds in the following manner:

University of Iowa - By 2001, increase the number of annual contributors from 44,000 to 50,000.

Iowa State University - By 2001, raise \$300 million through completion of Campaign Destiny.

University of Northern Iowa - Through the Year 2001, will increase by 2% over the CPI.

Iowa School for the Deaf

Iowa Braille and Sight Saving School

Strategy 1.4.5.0 Within the context of each institution's mission, increase external grants and contracts from the federal governments, State of Iowa, foundations, and corporations as follows:

University of Iowa

By 2001, increase to \$250 million.

Iowa State University - By 1998, increase to \$180 million.

University of Northern Iowa

Iowa School for the Deaf

Iowa Braille and Sight Saving School

Strategy 1.4.6.0 Seek appropriate funding for the capital improvement needs including deferred maintenance in each of the institutions as set forth in the five year plan approved by the Board as follows:

Through Year 2003: \$\_\_\_\_\_

<b>KEY RESULT AREA 2.0.0.0 ACCESS</b>
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**KRA 2.0.0.0 Provide access to educational, research and service opportunities within the missions of the Regent institutions.**

**Objective 2.1.0.0 Analyze and, where appropriate, make recommendations to increase access to Regent institutions through annual assessments of educational opportunities, tuition policy and financial aid policy.**

Strategy 2.1.1.0 Approve policy on distance learning by next Thursday.

Strategy 2.1.2.0 Monitor implementation of distance learning policy through annual report.

Strategy 2.1.3.0 Evaluate differential tuition policies for off-campus distance learning and evening programs.

Strategy 2.1.4.0 Receive annual reports from institutions per established schedule including, but not limited to, enrollment, Regents centers, distance learning, outreach and non-traditional students.

**Objective 2.2.0.0 Increase access to the Regent institutions through marketing strategies for each institution.**

Strategy 2.2.1.0 Require the development and implementation of effective marketing strategies for each university as measured by student enrollment and retention.

**Objective 2.3.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational needs of the state.**

Strategy 2.3.1.0 Direct institutions to conduct targeted needs assessment in specific program areas and offer educational opportunities, as appropriate.

Strategy 2.3.2.0 Board Office will investigate collaboration with Workforce Development and other agencies and organizations to assess changing educational needs in Iowa and report back to the Board annually.

Strategy 2.3.3.0 Increase by 10% annually for the next 5 years off-campus student enrollment by expanding degree programs offered using distance learning technologies.

**Objective 2.4.0.0 Recognize the need of all Iowans for access to services provided by Regent institutions including health care services, extension and services provided by the special schools.**

Strategy 2.4.1.0 Provide oversight of services through periodic governance reports.

Strategy 2.4.2.0 Advocate for resources needed to provide services as measured by annual appropriations.

Strategy 2.4.3.0 Encourage institutions to develop strategic alliances which will enhance access to services, as measured by annual reports of individuals served.

**ACTION PLAN**

**KRA 2.0.0.0 Provide access to educational, research and service opportunities within the missions of the Regent institutions.**

Objective 2.1.0.0 Analyze and, where appropriate, make recommendations to increase access to Regent institutions through annual assessments of educational opportunities, tuition policy and financial aid policy.

Strategy 2.1.1.0 Approve policy on distance learning by next Thursday.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
Review policy developed by Priority Study Group	Board	10/10/97	10/16/97		
Take action	Board	10/10/97	10/16/97		

Strategy 2.1.2.0 Monitor implementation of distance learning policy through annual report.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
Receive annual report in October 1998	Board staff Institutions		10/98		
Take action	Board	10/98	10/98		

Strategy 2.1.3.0 Examine differential tuition policies for off-campus distance learning and evening programs.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks

Request report from Board Office	Executive Director		9/98		Report should include information on current tuition and fees and costs for off-campus distance learning and evening programs
Establish policies	Board	9/98			

Strategy 2.1.4.0 Evaluate annual reports from institutions per established schedule including, but not limited to, enrollment, Regents centers, distance learning, outreach and non-traditional students.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
Receive annual reports per established schedules	Board staff Institutions	Per schedule			
Take action	Board				

**Objective 2.2.0.0 Increase access to the Regent institutions through marketing strategies for each institution.**

Strategy 2.2.1.0 Require the development and implementation of effective marketing strategies for each university as measured by student enrollment and retention.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
Hold institutional heads accountable for developing marketing plans through the annual evaluation process.	Board	Ongoing			
Take action	Board				

**Objective 2.3.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational needs of the state.**

Strategy 2.3.1.0 Direct institutions to conduct targeted needs assessment in specific program areas and offer educational opportunities, as appropriate.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
Evaluate assessment and direct course or program changes as required.	Board				

Strategy 2.3.2.0 Board Office will investigate collaboration with Workforce Development and other agencies and organizations to assess changing educational needs in Iowa and report back to the Board annually.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
2.3.2.1 Meet and explore opportunities for collaboration with appropriate agencies	Executive Director	ASAP	10/98		
2.3.2.2 Meet and communicate with institutions as appropriate	Executive Director	ASAP	10/98		
2.3.2.3 Facilitate meetings as needed between agencies and institutions.	Executive Director	ASAP	10/98		
2.3.2.4 Make recommendations to the Board	Executive Director	ASAP	10/98		

Strategy 2.3.3.0 Increase by 10% annually for the next 5 years off-campus student enrollment by expanding degree programs offered using distance learning technologies.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
Review annual report to establish baseline data	Board Office	10/98	10/98		
Take action	Board	10/98	10/98		
Repeat steps #1-2 on annual basis for five years	Board and Board Office	10/99	10/13		

Objective 2.4.0.0 Recognize the need of all lowans for access to services provided by Regent institutions including health care services, extension and services provided by the special schools.

Strategy 2.4.1.0 Provide oversight of services through periodic governance reports.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
2.4.1.1 Acting as trustees of the University Hospitals and Clinics, receive quarterly reports on the Clinical Enterprise	Board	Ongoing	Ongoing	Ongoing	Board recognizes significant changes in health care environment
Delegate to President and leadership of clinical enterprise authority to take actions to ensure access of lowans to Iowa's tertiary health care center and take action accordingly	University of Iowa President, College of Medicine Dean, University of Iowa Hospitals and Clinics Director	Ongoing	Ongoing	Ongoing	
2.4.1.3 Monitor actions taken by UI leadership to comply with charge of the Board	Board	Ongoing	Ongoing	Ongoing	

Strategy 2.4.2.0 Advocate for resources needed to provide services as measured by annual appropriations.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
2.4.2.1 Meet with Governor and legislative leadership to advocate for legislative actions and appropriations to support Board initiatives.	Board of Regents President, Board of Regents	Fall '97	Dec. '97	Dec. '97	Board must monitor but substantive changes in law which may affect access and appropriations which assure access
2.4.2.2 Establish legislative agenda for achieving goals	Legislative liaisons	Jan. '98	May '98	May '98	
2.4.2.3 Monitor progress of legislative agenda and direct activities of lobbyists	Board of Regents President, Board of Regents	Jan-May 1998	May '98	May '98	

Strategy 2.4.3.0 Encourage institutions to develop strategic alliances which will enhance access to services, as measured by annual reports of individuals served.

Action Steps	Who Responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
2.4.3.1 Delegate to U of I leadership authority to enter into agreements that will assure patient flow to UIHC.	University of Iowa President, College of Medicine Dean, UIHC Director	Ongoing	Ongoing	Ongoing	Compliance with these Board objectives will require collaboration with other state agencies and entities.
2.4.3.2 Delegate to directors of special schools authority to develop plans and collaborative relationships to meet needs of special populations.	Special schools superintendents	10/97	Report 10/98	10/98	
2.4.3.3 Monitor activities of institutions	Board	Ongoing	Ongoing	Ongoing	

<b>KEY RESULT AREA 3.0.0.0 DIVERSITY</b>
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**KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.**

**Objective 3.1.0.0 Review current Board policies and governance reports in light of current social and legal environment by October 1998.**

Strategy 3.1.1.0 Identify current Board policies and reports.

Strategy 3.1.2.0 Review relevant case and statutory law.

Strategy 3.1.3.0 Collect and review policies from peer institutions.

**Objective 3.2.0.0 Reaffirm or revise Board policies by October 1999.**

Strategy 3.2.1.0 Select best policies relevant to Iowa from review in Objective 3.1.0.0.

**Objective 3.3.0.0 Annually assess impact of Board's policies to ensure educational and employment opportunities and diversity of the cultural base of the institutions.**

Strategy 3.3.1.0 Develop and review governance reports according to the established calendar.

Objective 3.1.0.0: Review current Board policies and governance reports in light of current social and legal environment by October 1998

Strategy 3.1.1.0: Identify current Board policies and reports

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Extract from the Procedural Guide policies related to diversity	Executive Director	11/97	2/98		
2. Review Board minutes of previous 5 years	Executive Director	11/97	2/98		
3. Review reports for the previous one year period	Executive Director	11/97	2/98		
4. Review minutes of the AA Priority Study Group for the previous 5 years	Executive Director	11/97	2/98		
5. Create an index and executive summary for Board review	Executive Director	2/98	3/98		
6. Present to the Board	Executive Director	4/98	4/98		Early completion date to allow Board to review recommendations before October 1998

Objective 3.1.0.0: Review current Board policies and governance reports in light of current social and legal environment by October 1998

Strategy 3.1.2.0: Review relevant case law and statutory law.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Research student enrollment case law	University Counsels	11/97	1/98		
2. Research employment case law	University Counsels	11/97	1/98		
3. Review by collected university legal counsels and Affirmative Action Officers	University Counsels	1/1	2/98		
4. Consult with the Attorney General's office	University Counsels	2/98	3/98		
5. Report to the Affirmative Action Priority Study Group	Executive Director	3/1	3/1		
6. Present to the Board	Executive Director	4/98	4/98		Presentation to be given by appropriate institutional officials and Attorney General's Office. Early completion date to allow Board to review recommendations before October 1998

Objective 3.1.0.0: Review current Board policies and governance reports in light of current social and legal environment by October 1998

Strategy 3.1.3.0: Collect and review policies from peer institutions.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Collect and review SUI peer group policies and practices	Institution	11/97	1/98		
2. Collect and review ISU peer group policies and practices	Institution	11/97	1/98		
3. Collect and review UNI peer group policies and practices	Institution	11/97	1/98		
4. Collect and review policies and practices of peer special schools	ISD and IBSSS	11/97	1/98		
5. Consolidate and prepare summary for the Board	Executive Director	2/98	4/98		
6. Present to the Board	Executive Director	4/98	4/98		

Objective 3.2.0.0: Reaffirm or revise Board policies by October 1999.

Strategy 3.2.1.0: Select best policies relevant to Iowa from review in Objective 3.1.0.0

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Revise the mission of the Affirmative Action Priority Group	Board	4/98	4/98		
2. Review membership of the study group in light of revised mission	Institutions	5/98	6/98		
3. Review the data collected in Objective 3.1.0.0	Study Group	6/98	10/98		
4. Consult with each institution	Study Group	10/98	10/98		
5. Revise or reaffirm policies	Executive Director	11/98	3/99		
6. Present to the Board	Executive Director	4/99	4/99		

Objective 3.3.0.0: Annually assess impact of Board's policies to ensure educational and employment opportunities and diversity of the cultural base of the institutions

Strategy 3.3.1.0: Develop and review governance reports according to the established calendar

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Review the calendar of governance reports					
2. Design reports based on revised policies	Executive Director				
3. Monitor the social and legal environment relative to student enrollment					
4. Monitor the social and legal environment relative to employment					
5. Analyze the completed governance reports for their implications for diversity					

**KEY RESULT AREA 4.0.0.0 ACCOUNTABILITY**

**KRA 4.0.0.0 ( 4.0.0)The Board and its institutions are accountable for meeting the objectives of their strategic plans and providing effective stewardship of the institutions' state, federal, and private resources.**

**Objective 4.1.0.0 Institutional strategic plans shall be annually reviewed for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.**

Strategy 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the institutional strategic plans.

Strategy 4.1.2.0 Annually examine outcomes of strategic plan initiatives and resource investment to verify the level of achievement of strategic plans.

**Objective 4.2.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal setting and monitoring.**

Strategy 4.2.1.0 Adopt rational standards for preserving functionality of facilities.

Strategy 4.2.2.0 Review annual budgets for adequacy in meeting operation and maintenance standards.

Strategy 4.2.3.0 Seek additional funds to preserve and expand facilities and equipment.

**Objective 4.3.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.**

Strategy 4.3.1.0 Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

Strategy 4.3.2.0 Increase cooperation and collaboration among the Regents institutions and with other state agencies to meet the needs of the state as indicated by joint programs and services reported annually.

**Action Plan**

**Objective 4.1.0.0 Institutional strategic plans shall be annually reviewed for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.**

Strategy 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the institutional strategic plans.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Develop and disseminate common budget submittal requirements agreed upon by Board of Regents institutions.	Board Office/ Institutional budget officers	March			
2. Request institutional proposals in approved format and Board office review and make recommendations to Board of Regents.		May			
3. Board preliminary review of recommendations and hearing of institutional presentations.		May/ June			
4. Final Board action to approve annual budget.		July			

Strategy 4.1.1.0 (con't.) Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the institutional strategic plans.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
5. Board approval of all budget ceiling increases.		May			
6. Review implementation of institutional budgets for prior fiscal year.		October			

Strategy 4.1.2.0 Annually examine outcomes of strategic plan initiatives and resource investment to verify the level of achievement of strategic plans.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Review of strategic plan progress reports from each institution.		Nov			Annual Cycle
2. Board review of comprehensive fiscal report for prior year.		Oct			Annual Cycle
3. Institutional update of strategic plans and presentation of changes to Board of Regents for approval.		Nov			Five Year Cycle

**Objective 4.2.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal setting and monitoring.**

Strategy 4.2.1.0 Adopt rational standards for preserving functionality of facilities.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Approve the standards for maintenance of basic building and infrastructure integrity to avoid deferred maintenance.	Board Office/ Institutional Business Officers	Nov	August		Annually
2. Approve standards for avoiding functional obsolescence of facilities.		Nov	Aug		Annually
3. Approve standards for meeting fire and environmental safety requirements.		Nov	Aug		Annually
4. Approve standards for the replacement of computer equipment and other technology requirements.		Nov	Aug		Annually

Strategy 4.2.2.0      Review annual budgets for adequacy in meeting operation and maintenance standards.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Annually assess against standards the institutional building repair budget allocation.	Institutional budget officers	May	July		Annual
2. Annually assess against standards the institutional equipment budget allocation.	Board office Budget and Finance Director	May	July		
3. Annually assess against standards the institutional physical plant operation and maintenance.		May	July		
4. Annually assess against standards the institutional opening new buildings budget.		May	July		
5. Board review and approval of the above listed standards.			July		

Strategy 4.2.3.0      Seek additional funds to preserve and expand facilities and equipment.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Approve list of capital needs for each institution in priority order.	Board	July	Sept		Annual
2. Request capital appropriation or bonding authority from Governor and General Assembly.	Board	Sept	January		
3. Approve institutional requests for use of self-liquidating revenue bonds to build enterprise facilities.	Banking Committee	Continuous as required			
4. Develop matrix of all funds capital expenditures and compare year to year trends.	Institutional budget officers/ Board office	May	June		

**Objective 4.3.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.**

Strategy 4.3.1.0 Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Expand Regent interinstitutional committee on public information to include Board representation.	Board President appoints two	Immediately			Appoint two members
2. Review existing data sources and measures of public understanding and confidence in the Board of Regents to identify common data elements desired.	Executive Director	Jan 98	April 98		
3. Develop processes to collect desired data on an annual basis utilizing existing institutional processes to the extent possible and initiating new processes as needed.	Executive Director	April 98	May 98		

Strategy 4.3.1.0 (con't.) Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
4. Analyze findings and develop plans to targeted audiences, i.e. elected officials, general public, designed to improve understanding and increase confidence.	Executive Director	May 98	July 98		
5. Annually evaluate results of efforts and incorporate into plans for the year ahead.	Executive Director	May 99	July 99		

Strategy 4.3.2.0 Increase cooperation and collaboration among the Regent institutions and with other state agencies to meet the needs of the state as indicated by joint programs and services reported annually.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
1. Identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board.	Institutions report to Board Office	Feb 98	April 98 and annually thereafter		
2. Review state (Executive Branch) Strategic Plan and identify opportunities for cooperation/collaboration.	Each institution and Board Office	Mar 98	May 98		
3. Develop joint/common budget initiatives as part of the annual legislative agenda.	Toledo Society	June 98	July 98		
4. Explore opportunities for partnership among the Regents institutions and with other sectors of post-secondary education as new program and site offerings are developed.	Interinstitutional Committee on Education	Immed.	On going		

Strategy 4.3.2.0 (con't.) Increase cooperation and collaboration among the Regent institutions and with other state agencies to meet the needs of the state as indicated by joint programs and services reported annually.

Action Steps	Who responsible	Starting Date	Scheduled Completion Date	Actual Completion Date	Remarks
5. Explore opportunities for collaboration between the special school programs and LEA's, AEA'S and other state agencies who are providing programs/services to individuals between the ages of 0-22 years.	Special Schools Superintendents and Board Office Staff	Start on immediately/ annually review			

The Regents discussed the proposed timelines in the action plans and agreed that non-controversial and research activities could begin immediately. The documents developed at this meeting would be studied and then presented for Board approval at its next retreat.

President Newlin thanked everyone for their diligent participation. He acknowledged the clerical support provided by the Board Office staff and indicated that it had been vital in their work during the retreat. He thanked Bob Smith for his assistance in facilitating the retreat.

President Newlin stated that the next retreat of the Board of Regents would be held on January 20 and 21, 1997. He anticipated the January retreat would adjourn by 4:00 p.m. He said he would accept suggestions or comments to improve the retreat process.

RETREAT  
October 9-10, 1997

**ADJOURNMENT.** The meeting of the State Board of Regents adjourned at 3:43 p.m. on Friday, October 10, 1997.

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R. Wayne Richey  
Executive Director