

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Revisions to the Board of Regents Policy Manual
Date: August 20, 2004

Recommended Actions:

Accept, as a first reading, revisions to the following sections of the Policy Manual:

§1.02	Strategic Plan
§1.03	Governance
§3.01	Board Office Statement of Mission
§3.03	Responsibilities of the Executive Director and the Board Office

Executive Summary:

The revisions to §1.02 updates the Policy Manual to include the current Board approved Strategic Plan for 2004-2009.

The revisions to §1.03, §3.01 and §3.03 result from recommendations of the Public Policy Task Force. Additional revisions are proposed to §3.01 to add the current states of Mission, Vision, Values and Culture.

Background:

Standard revision process takes two Board meetings

Changes are proposed to the Policy Manual as a result of editorial review and Regent comments. The traditional revision process for substantive changes involves the Board reviewing proposed changes and additions at one meeting (the "first reading"), commenting on the proposals, and allowing institutional comments to be considered, and then providing final Board approval for publication at a subsequent Board meeting.

Revisions to the Policy Manual that have been approved by the Board to date are listed in **Attachment 5** (beginning on page 45).

Analysis:

Four sections of the Policy Manual are being presented for first reading at this meeting.

Strategic Plan Update

It is proposed to revise §1.02 of the Policy Manual to replace the 1998-2003 strategic plan with 2004-2009 plan.

Attachment 1 (beginning on page 3) reflects the current policy with the proposed revision, and also shows how the policy would appear if the revision is approved. This revision is being presented for first reading.

Governance

Revisions are proposed to §1.03 relating to the role the Director, Public Affairs will have in the Board's legislative and state relations activities.

Attachment 2 (beginning on page 26) reflects the current policy with the proposed revision, and also shows how the policy would appear if the revision is approved. This revision is being presented for first reading.

Board Office Mission

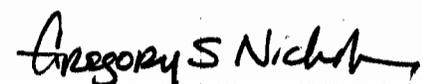
Revisions are proposed to §3.01 to revise add to the list of Board Office responsibilities to reflect the recommendations of the Public Policy Task Force and replace the 1998-2003 Mission, Vision, Value and Culture Statements with those approved for 2004-2009.

Attachment 3 (beginning on page 31) reflects the current policy with the proposed revision, and also shows how the policy would appear if the revision is approved. This revision is being presented for first reading.

Responsibilities of Executive Director

A revision is proposed to §3.03 to reflect the addition of position of Deputy Executive Director and Director, Public Policy to the Board Office.

Attachment 4 (beginning on page 40) reflects the current policy with the proposed revision, and also shows how the policy would appear if the revision is approved. This revision is being presented for first reading.

 Approved: 
Marcia R. Brunson Gregory S. Nichols

PROPOSED REVISION

I. BOARD OF REGENTS

. . .

1.02 Strategic Plan for the Board of Regents (~~1998—2003~~ 2004-2009)~~A. Mission Statement~~

~~The Board of Regents, State of Iowa, 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 the 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.~~

~~B. Responsibilities Statement~~~~Statutory Expectation~~

~~The Board of Regents, State of Iowa, was created in 1909 to perform two functions: govern and coordinate the functions of the state institutions under its jurisdiction. Iowa Code Chapter 262 authorizes the Board to "have and exercise all powers necessary and convenient for the effective administration of its office and of the institutions under its control . . ." The Board oversees the State University of Iowa, Iowa State University of Science and Technology, University of Northern Iowa, Iowa School for the Deaf, and Iowa Braille and Sight Saving School as the governing board responsible for the overall operation of the five institutions.~~

~~Operational Stewardship~~

~~The Board is responsible for the unique role of the Regent universities to provide stewardship for quality teaching, research, and service to the citizens of Iowa including undergraduate, graduate, and professional programs in a variety of fields. The Board also is responsible for ensuring quality programs for the deaf and visually impaired at the pre-collegiate level. In all areas of responsibility, the Board is responsible for appropriate and effective articulation with other sectors of postsecondary, secondary, and elementary education in the state. In addition, the Board's responsibilities include ongoing coordination between and among the Regent institutions, and between the Regent institutions and other organizations and agencies responsible for related educational functions. Together with other boards and agencies responsible for aspects of education, such as the Department of Education and the~~

Iowa College Aid Commission, the Board of Regents is responsible for interagency coordination and overall planning for postsecondary and special education in the state.

~~In its role as the Board of Trustees for the University of Iowa Hospitals and Clinics (UIHC), the Board is responsible for reviewing periodic reports on planning, programs, operation, and finance, and for governing the UIHC. As provided in the Bylaws approved for the UIHC, the Chief Executive Officer of the UIHC shall submit through the President of the University reports to the Board of Regents in its capacity as the Board of Trustees for the UIHC at least quarterly.~~

~~C. Vision Statement~~

~~The Board of Regents, State of Iowa, 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 and the world.~~

~~D. 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 its linkages with the Regent institutions and the synergies gained from communication links among the institutions themselves.~~

~~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, accountability, and strategic planning in all activities of the Board and the Regent institutions.~~

~~E. Culture Statement~~

~~Governance through Delegation~~

~~The overall authority to govern the Regent institutions is fully vested in the Board of Regents. The Board delegates appropriate authority to the institutional heads (e.g., the university presidents and the special school superintendents). Institutional governance structures are developed, with Regent oversight of operations and management. Effective management practices marked by continuous self-examination and improvement are intrinsic to the Board's operational culture.~~

~~Nurturing Environment~~

~~The Board of Regents is committed to a nurturing environment for the recruitment (where appropriate) and retention of high-quality, diverse faculty, staff and students. The Board believes that individual and collective accomplishments are enhanced by an environment characterized by collaboration of expertise, and cultivation of common as well as unique and individual interests.~~

~~Academic Freedom~~

~~The Board of Regents is committed to academic freedom as an integral part of an environment fostering excellence. The Board seeks an environment of critical thinking, free inquiry and open communication marked by academic freedom, and opportunities for educational endeavors enriched by the presence and active participation of people from diverse backgrounds and cultures.~~

~~Effective Service~~

~~At the core of the Board's culture resides the commitment to effective and responsive service to appropriately meet the needs of the people of Iowa, the nation, and the world. The Board will proactively communicate to the state's constituencies and the public its efforts toward this service.~~

~~F. Key Result Areas~~

~~Key Result Area 1.0.0.0~~

~~Become the best public education enterprise in the United States.~~

~~Key Result Area 2.0.0.0~~

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

~~Key Result Area 3.0.0.0~~

~~Establish policies to encourage continuous improvement of the climate for diversity, and ensure equal educational and employment opportunities.~~

~~Key Result Area 4.0.0.0~~

~~Meet the objectives of the Board and institutional strategic plans, and provide effective stewardship of the institutions' state, federal and private resources.~~

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 lowans 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 lowans' 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

POLICY AFTER REVISION:

I. BOARD OF REGENTS

...

1.02 Strategic Plan for the Board of Regents 2004-2009

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

Mission (adopted May 22, 2003)

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The ideals we uphold

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Culture Statement (adopted June 19, 2003)
How we do things

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- Leadership in demonstrating the highest levels of integrity, honesty, ethics, and civil discourse in all activities

Attachment 1

- Collaboration and coordination across the Regent enterprise and with other institutions and organizations, both public and private, to meet the needs of lowans
- A commitment to lowans, 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
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**Board of Regents, State of Iowa
2004-09 Strategic Plan:
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Adopted February 19, 2004**

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- 5.0. Discover new knowledge through research, scholarship, and creative activities.
- 6.0. Provide needed service and promote economic growth.
- 7.0. 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.

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1.0. Educational Opportunities

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 - 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)*

Attachment 1

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

- 1.2.1. Monitor and enhance opportunities for qualified lowans 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.)*
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 - 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 lowans' 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*

Attachment 1

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*

PROPOSED REVISION:**I. BOARD OF REGENTS**

. . .

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.

A. Statement on Governance

The Board of Regents, State of Iowa, by statute, governs Iowa's three state universities--the State University of Iowa, Iowa State University, and the University of Northern Iowa-- the Iowa School for the Deaf and the Iowa Braille and Sight Saving School. The Board, pursuant to this authority, establishes the missions, adopts strategic plans, makes educational policy, appoints presidents and other institutional officials, reviews and approves budgets for submission to the Governor and General Assembly, establishes annual operating budgets and personnel policies, oversees the business operations of the institutions, pursues public policy and budget priorities reviews and approves academic programs, and adjudicates disputes. The staff of the Board, headed by the Executive Director, is located in Urbandale. Board staff provide general assistance to support for the Board, including review and analysis of all institutional budget and policy proposals, and preparation of recommendations to the Board.

B. ~~Legislative Liaison Activities~~ State Relations

~~Legislative liaison~~ State Relations activities of the universities Regent enterprise are organized under ~~the overall governance authority of the Board of Regents.~~ These activities are vital to the continued academic and fiscal well-being of the institutions and of public higher education in Iowa. Such activities involve complex questions of public policy, Regental responsibility, institutional objectives, and budgetary considerations. For these reasons it is important that the principles governing ~~institutional legislative activities~~ state relations particularly those conducted by the legislative liaison representatives, be carefully specified.

C. Legislative Liaison Function

Legislative liaison representatives are responsible for transmitting and explaining policies of the Board of Regents and information from the institutions to the General Assembly and other state officials. The legislative liaison representatives conduct their duties under the direction of the Board of Regents. Operating under the overall mandate from the Board of Regents, each liaison representative has special responsibilities to the university by which the representative is employed at which the individual is assigned. These latter responsibilities include explanation and communication of Board policies specifically referring to that university; communication of information concerning the particular mission, programs, and strengths, needs, and goals of the institutions; and advocacy consistent with the accomplishment of the institutional objectives approved by the Board's goals.

D. Operating Guidelines for the Legislative Liaison Function

1. Legislative liaison representatives are employees of the individual universities and report to the presidents, sometimes through a vice president or other institutional official Board, reporting directly to the Director, Public Affairs. The Director, Public Affairs will consult with the institutional heads relating to the duties and responsibilities of the legislative liaisons. They serve in a line relationship through the presidents to the Board of Regents. In cooperation with one another, they the legislative liaisons 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 furtherance of its policy setting responsibilities, the Board of Regents through the president shall provide overall direction to the legislative liaison representatives. In carrying out this responsibility, the Board will consult with the institutional heads on policy setting responsibilities
3. The development of legislative strategy is the responsibility of the Board and the Board president in conjunction and consultation with the legislative liaison representatives, the Executive Director, and Director, Public Affairs, and the institutional heads.
4. The legislative liaison representatives Director, Public Affairs shall be responsible for the daily operation of the Regents' legislative activities and . The institutional heads and the legislative liaisons shall work closely with the legislative liaisons through the Executive Director to coordinate those daily activities effectively. The representatives 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 legislative liaison 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 ~~should~~ shall include only the Board president, the Executive Director, the Director, Public Affairs, the institutional heads, other Regents as determined by the Board president and the legislative liaison representatives. ~~The bulk of these conferences will be held during the legislative session. Other Regents, Board Office staff, and institutional representatives will be active participants in many of these discussions.~~
6. ~~Coordination among the institutions is essential. Such coordination will be enhanced by frequent communication as noted earlier. 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 institutions will have the opportunity to represent their own positions and to attempt to influence the Board's decisions. However, when the Board has adopted a legislative policy or strategy, the institutions will accept this policy or strategy and work to represent it to legislative and other officials in Des Moines.~~
7. The Executive Director, the 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, operation of legislative liaison activities 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.

POLICY AFTER REVISION:

I. BOARD OF REGENTS

. . .

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.

Attachment 2

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 institutional 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 and Director, Public Affairs.
4. The Director, Public Affairs shall be responsible for the daily operation of the Regents' legislative activities and shall work closely with the legislative liaisons to coordinate those daily activities effectively. The representatives 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 legislative liaison 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, the institutional heads, other Regents as determined by the Board president and the legislative liaison representatives.
6. The institutions acknowledge the preeminence of the Board's policy-making authority and its responsibility for institutional governance.
7. The Executive Director, the 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, operation of legislative liaison activities 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.

PROPOSED REVISION:**III. BOARD OFFICE**

. . .

3.01 Board Office Statement of Mission

- A. The Board Office provides administrative and professional support to the Board of Regents. The Board Office has diverse responsibilities, which include review, analysis, and policy recommendations on all matters coming before the Board. The Board Office coordinates the distribution of information to the Board of Regents. Representative responsibilities of the Board Office include the following:
- Monitors and interprets Board policy for the Regent institutions;
 - Maintains oversight on matters related to academic affairs, business and finance, diversity, personnel and employment relations;
 - Administers the Regent Merit System;
 - Coordinates collective bargaining;
 - Conducts studies, either alone or in association with the institutions and/or other agencies, and reports findings and recommendations;
 - Conducts special investigations as directed by the Board;
 - Monitors institutional planning and analyses to support the Board's strategic planning efforts;
 - Coordinates and advises the Board regarding system-wide projects and initiatives;
 - Assists the Board in institutional head searches;
 - Monitors and coordinates legislative matters and interactions with other state agencies;
 - Coordinates public affairs activities;
 - Coordinates economic development efforts by the Regent institutions;
 - Coordinates communication activities and processes;
 - Works with other matters as determined by the Board of Regents.
- B. The Executive Director and the Board Office serve as an important extension of the Board Regents. The Executive Director and the President of the Board serve as the ~~"Officers of the Board of Regents"~~ Officers of the Board of Regents.

The Board considers a request from the Board Office to the institutions to be a request from this Board and expects that such requests will be responded to accurately and in a timely manner. In addition, the Board expects to be kept informed of critical and important happenings at the institutions through timely reporting to the President of the Board and the Executive Director.

These roles the Board has defined for itself and its Executive Director are the keystones for facilitating the Board's strategic plan and for achieving the Board's goal of being a national leader in the governance of public higher education.

The Board of Regents office is the staff arm of the Board of Regents, State of Iowa, and is responsible for protecting the academic integrity and autonomy of the institutions, while maintaining institutional accountability. In executing its duties, the Board Office adopts and embraces the mission, vision, values, and culture expounded by the Board of Regents.

MISSION STATEMENT (1998-2003 2004-2009)

~~The Board of Regents, State of Iowa 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 the 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 public education enterprise in the United States through the unique teaching, research and outreach programs established for each university and school.~~

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 STATEMENT (1998-2003 2004-2009)

~~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 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 and the world.~~

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 STATEMENT (1998-2003 2004-2009)

~~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 its linkages with the Regent institutions and the synergies gained from communication links among the institutions themselves.~~

~~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 strategic planning, stewardship, and accountability in all activities of the Board and the Regent institutions.~~

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 (1998-2003 2004-2009)

~~**Governance through Delegation**—The overall authority to govern the Regent institutions is fully vested in the Board of Regents. The Board delegates appropriate authority to the institutional heads who are the university presidents and the special school superintendents. Institutional governance structures are developed, with Regent oversight of operations and management. Effective management practices marked by continuous self-examination and improvement are intrinsic to the Board's operational culture.~~

~~**Nurturing Environment**—The Board is committed to a nurturing environment for the recruitment (where appropriate) and retention of high-quality, diverse faculty, staff and students. The Board believes that individual and collective accomplishments are enhanced by an environment characterized by collaboration of expertise, and cultivation of common as well as unique and individual interests.~~

Academic Freedom—The Board of Regents is committed to academic freedom as an integral part of an environment fostering excellence. The Board seeks an environment of critical thinking, free inquiry, and open communication marked by academic freedom, and opportunities for educational endeavors enriched by the presence and active participation of people from diverse backgrounds and cultures.

Effective Service—At the core of the Board's culture resides the commitment to effective and responsive service to appropriately meet the needs of the people of Iowa, the nation, and the world. The Board will proactively communicate to the state's constituencies and the public its efforts toward this 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

POLICY AFTER REVISION:

III. BOARD OFFICE

. . .

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- Coordinates collective bargaining;
- Conducts studies, either alone or in association with the institutions and/or other agencies, and reports findings and recommendations;
- Conducts special investigations as directed by the Board;
- Monitors institutional planning and analyses to support the Board's strategic planning efforts;
- Coordinates and advises the Board regarding system-wide projects and initiatives;
- Assists the Board in institutional head searches;
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- Coordinates public affairs activities;
- Coordinates economic development efforts by the Regent institutions;
- Coordinates communication activities and processes;
- Works with other matters as determined by the Board of Regents.

B. The Executive Director and the Board Office serve as an important extension of the Board Regents. The Executive Director and the President of the Board serve as the Officers of the Board of Regents.

The Board considers a request from the Board Office to the institutions to be a request from this Board and expects that such requests will be responded to accurately and in a timely manner. In addition, the Board expects to be kept informed of critical and important happenings at the institutions through timely reporting to the President of the Board and the Executive Director.

These roles the Board has defined for itself and its Executive Director are the keystones for facilitating the Board's strategic plan and for achieving the Board's goal of being a national leader in the governance of public higher education.

The Board of Regents office is the staff arm of the Board of Regents, State of Iowa, and is responsible for protecting the academic integrity and autonomy of the institutions, while maintaining institutional accountability. In executing its duties, the Board Office adopts and embraces the mission, vision, values, and culture expounded by the Board of Regents.

MISSION STATEMENT (2004-2009)

Mission (adopted May 22, 2003)

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- Governs and coordinates the activities of Iowa's three public universities and two special schools;
- Advocates for and exercises responsible stewardship of resources;
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- 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;
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VISION STATEMENT (2004-2009)

Vision (adopted May 22, 2003)

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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 STATEMENT (2004-2009)

Values (adopted May 22, 2003)

The ideals we uphold

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- 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 (2004-2009)

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

Attachment 3

- 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 lowans
- A commitment to lowans, 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

PROPOSED REVISION:

III. BOARD OFFICE

. . . .

3.03 Responsibilities of the Executive Director and the Board Office

- A. The Executive Director of the Board of Regents is responsible for the administration of the Board Office.
- B. The Board Office shall provide the general staff work necessary to assist the Board in arriving at sound decisions on policies, procedures, and future plans. This includes among other activities the preparation of surveys, reports, recommendations and other necessary research.
- C. The Executive Director shall have the authority relative to legislative liaison activities as provided for in Chapter 1.03D of the Policy Manual.
- D. The Executive Director shall be the principal contact, when necessary, between the Board and other state agencies. The Executive Director shall work to provide information for the Legislature and the public in regard to the Board askings and other legislation in which the Board has an interest.
- E. The Executive Director shall analyze and make recommendations concerning all matters coming from the institutions to the Board for action by the Board, the strategic plans proposed by institutions and shall develop and recommend, in consultation with the Board and institutions, a strategic plan for the Board.
- F. The Executive Director shall work with the Board's financial consultant in the preparation and completion of all matters relating to the financing of capital improvements.
- G. The Executive Director, in consultation with the institutions, shall develop and recommend to the Board annually a capital improvement program.
- H. The Executive Director shall take those actions authorized and deemed appropriate relative to capital projects as provided for under Chapter 9.02 of the Policy Manual. The Executive Director shall execute such contracts and instruments as may be authorized by the Board.

- I. The Executive Director of the Board of Regents is empowered in the Board's name to act in its stead with respect to such matters as may arise prior to the certification of a bargaining representative in an appropriate unit at the concerned Regent institution. The Executive Director, prior to taking any action pursuant to this resolution, shall consult with Board members and the institutional executive of any institution that may be affected by any such action.
- The Executive Director, in consultation with the Board, Board president and institutional heads, shall direct the Board's representatives in collective bargaining.
- J. The Executive Director shall participate in institutional budget preparations, (1) to coordinate such preparation as to format and basic assumptions, and (2) to interpret the final budget to the Governor, other state agencies and the Legislature.
- K. The Executive Director shall review the preliminary annual budget summaries for each institution prior to their submission to the Board in order to advise the Board as to their acceptability.
- L. The Executive Director shall be consulted when an institution seeks appointment of legal counsel on any matter and shall initiate consultation prior to such appointment. Any request for approval of outside counsel shall be submitted through the Executive Director. The Executive Director shall coordinate any representation of the Board and institutions with the Attorney General's office.
- M. The Executive Director, in cooperation with the institutional treasurers, shall have the responsibility for the investment of funds belonging to the institutions.
- N. The Executive Director, pursuant to Chapter 7.08A of the Policy Manual, shall approve proposed responses to state audits prior to submission to the State Auditor's Office.
- O. The Executive Director shall take such action as appropriate relative to the call and receipt of bids as required by the Policy Manual.
- P. The Executive Director shall visit the institutions as often as necessary to conduct the business of the Board Office.
- Q. The Executive Director is the lawful custodian of the records of the Board and shall keep and carefully preserve complete files of documents and records of the proceedings of the Board.

- R. The Executive Director may recommend to the Board the designation of emeritus status for members of the Board Office staff who retire after substantial service to the Board of Regents and the Board Office. Emeritus status will not confer any economic benefit or right upon a retired staff member and may include continued access to Board Office e-mail and other benefits as determined by the Executive Director and the Board.
- S. In the absence of or at the direction of the Executive Director, authority granted to the Executive Director may be delegated to the Deputy Executive Director.

POLICY AFTER REVISION:

III. BOARD OFFICE

. . .

3.03 Responsibilities of the Executive Director and the Board Office

- A. The Executive Director of the Board of Regents is responsible for the administration of the Board Office.
- B. The Board Office shall provide the general staff work necessary to assist the Board in arriving at sound decisions on policies, procedures, and future plans. This includes among other activities the preparation of surveys, reports, recommendations and other necessary research.
- C. The Executive Director shall have the authority relative to legislative liaison activities as provided for in Chapter 1.03D of the Policy Manual.
- D. The Executive Director shall be the principal contact, when necessary, between the Board and other state agencies. The Executive Director shall work to provide information for the Legislature and the public in regard to the Board askings and other legislation in which the Board has an interest.
- E. The Executive Director shall analyze and make recommendations concerning all matters coming from the institutions to the Board for action by the Board, the strategic plans proposed by institutions and shall develop and recommend, in consultation with the Board and institutions, a strategic plan for the Board.
- F. The Executive Director shall work with the Board's financial consultant in the preparation and completion of all matters relating to the financing of capital improvements.
- G. The Executive Director, in consultation with the institutions, shall develop and recommend to the Board annually a capital improvement program.

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- H. The Executive Director shall take those actions authorized and deemed appropriate relative to capital projects as provided for under Chapter 9.02 of the Policy Manual. The Executive Director shall execute such contracts and instruments as may be authorized by the Board.
- I. The Executive Director of the Board of Regents is empowered in the Board's name to act in its stead with respect to such matters as may arise prior to the certification of a bargaining representative in an appropriate unit at the concerned Regent institution. The Executive Director, prior to taking any action pursuant to this resolution, shall consult with Board members and the institutional executive of any institution that may be affected by any such action.
- J. The Executive Director, in consultation with the Board, Board president and institutional heads, shall direct the Board's representatives in collective bargaining.
- K. The Executive Director shall participate in institutional budget preparations, (1) to coordinate such preparation as to format and basic assumptions, and (2) to interpret the final budget to the Governor, other state agencies and the Legislature.
- L. The Executive Director shall review the preliminary annual budget summaries for each institution prior to their submission to the Board in order to advise the Board as to their acceptability.
- M. The Executive Director shall be consulted when an institution seeks appointment of legal counsel on any matter and shall initiate consultation prior to such appointment. Any request for approval of outside counsel shall be submitted through the Executive Director. The Executive Director shall coordinate any representation of the Board and institutions with the Attorney General's office.
- N. The Executive Director, in cooperation with the institutional treasurers, shall have the responsibility for the investment of funds belonging to the institutions.
- O. The Executive Director, pursuant to Chapter 7.08A of the Policy Manual, shall approve proposed responses to state audits prior to submission to the State Auditor's Office.
- P. The Executive Director shall take such action as appropriate relative to the call and receipt of bids as required by the Policy Manual.
- Q. The Executive Director shall visit the institutions as often as necessary to conduct the business of the Board Office.

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- R. The Executive Director is the lawful custodian of the records of the Board and shall keep and carefully preserve complete files of documents and records of the proceedings of the Board.
- S. The Executive Director may recommend to the Board the designation of emeritus status for members of the Board Office staff who retire after substantial service to the Board of Regents and the Board Office. Emeritus status will not confer any economic benefit or right upon a retired staff member and may include continued access to Board Office e-mail and other benefits as determined by the Executive Director and the Board.
- T. In the absence of or at the direction of the Executive Director, authority granted to the Executive Director may be delegated to the Deputy Executive Director.

Board approved revisions of sections of the Policy Manual

- Chapter V. Equal Opportunity, in January 2002.
- Chapter II. Meetings and Chapter IV: Personnel, in March 2002.
- Chapter IV. Personnel -- §4.04: Appointment of Presidents, Superintendents, and Executive Director and §4.11: Employment and Supervision of Immediate Family Members, in April 2002.
- Chapter III. Board Office, in April 2002.
- Chapter VI. Academic Policies and Procedures (with the exception of §§6.03 and 6.04), in April 2002.
- Chapter I. Board of Regents, in May 2002.
- Chapter VI. Academic Policies and Procedures, §§6.03 and 6.04, in May 2002.
- Chapter VIII. Charges and Fees, in May 2002.
- Chapter IV. Personnel -- §4.37: Regent Employees Representing the Board of Regents and the Regent Enterprise, and §4.38: Regent Employees Serving on State Committees as Regent Employees, in June 2002.
- Chapter I. Board of Regents -- §1.07(A)(2)(b) (amended to include a community college president as a representative on the Committee on Educational Coordination), in June 2002.
- Chapter VII. Business Procedures -- §7.04: Purchasing, in July 2002.
- Chapter IV. Personnel -- §4.39: Conflict of Interest of Public Officers and Employees – Gifts, §4.40: Conflict of Interest – Duty of Loyalty, and §4.41: Inclement Weather, in January 2003.
- Chapter VII. Business Procedures -- §7.01: Authority, §7.02: General Practices, §7.04: Financing, §7.06: Risk Management, §7.07: Compliance and Reporting, and §7.08: Audits, in January 2003.
- Chapter IX. Property and Facilities -- §9.03: Register of Capital Improvement Business Transactions, §9.04: Permission to Proceed with Project Planning, §9.05: Program Statement, §9.06: Project Descriptions and Budgets, §9.07: Consultant Agreements and Amendments, §9.08: Construction Contracts and Change Orders, §9.09: Acceptance of Completed Construction Contracts, and §9.10: Final Reports, in January 2003.
- Chapter I. Board of Regents -- § 1.03: Report of Special Schools Advisory Committees; §1.04, subsections C and E; and §1.06I: Regent Advisory Committees on Iowa School for the Deaf and Iowa Braille and Sight Saving School, in April 2003.
- Chapter IV. Personnel -- §4.42: Interinstitutional Staff Sharing, in April 2003.
- Chapter VI. Academic Policies and Procedures -- §6.05: Academic Review and Program Approval and subsection 6.05B(3), in April 2003.
- Chapter IX. Property and Facilities -- §9.07: Consultant Agreements and Amendments, in April 2003.
- Chapter I. Board of Regents -- §1.03: Governance, subsection E: Governance Reports – Banking Committee, in May 2003.
- Chapter I. Board of Regents -- §1.05: Board of Regents Committee, in May 2003.
- Chapter VII. Business Procedures -- §7.09: Printing, in July 2003.
- Chapter VII. Business Procedures -- §7.02: General Policies, A. Budgets, 6. Reallocation, in October 2003.

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- Chapter I. Board of Regents - §1.06E: Economic Development and Technology Transfer, in October 2003.
- Chapter III. Board Office -- §3.03: Responsibilities of the Executive Director and Board Office, emeritus status for Board Office staff, in November 2003.
- Chapter IV. Personnel -- §4.16: Holidays, in December 2003.
- Chapter IV. Personnel -- §4.31: Drug-Free Environment and Controlled Substances, Subsection C, in December 2003.
- Chapter VI. Academic Policies and Procedures -- §6.05: Academic Review and Program Approval, in December 2003.
- Chapter V. Equal Opportunity -- §5.06: Affirmative Action Committee, in December 2003.
- Chapter VII. Business Procedures -- §7.09: Printing, Subsection D-4, in December 2003.
- Chapter I. Board of Regents -- §1.09, Affiliated Organizations, in January 2004.
- Chapter VII Business Procedures -- §7.04B, Master lease drawdowns, in January, 2004.
- Chapter VII Business Procedures -- §7.04C, Assistance in reporting, in January, 2004.
- Chapter VII Business Procedures -- §7.04I, Purchasing report, in January, 2004.
- Chapter VIII Fees and Charges -- §8.06A, Residence system reporting, in January, 2004
- Chapter I Board of Regents -- §1.03E, Governance Reports, in February 2004
- Chapter I Board of Regents -- §1.02, Strategic Plan, in April, 2004
- Chapter I Board of Regents -- §1.01C, Orientation of Board Members, in May, 2004
- Chapter IV. Personnel -- §4.40: Conflict of Interest, in May, 2004.
- Chapter I Board of Regents -- §1.04, Board Officers, in May, 2004
- Chapter I Board of Regents -- §1.05, Board of Regents Committees, in May, 2004
- Chapter I Board of Regents -- §1.06, Interinstitutional Committees, in May, 2004
- Chapter I Board of Regents -- §1.07, Special Committees, in May, 2004
- Chapter VII Business Procedures -- A number of non-substantive editorial corrections were implemented to ensure that the Policy Manual conformed to the revisions in the Board's committee structure (e.g., "Banking Committee" references were removed or revised) in May, 2004
- Chapter I Board of Regents -- §1.05b, Board Committee responsibilities, in June, 2004
- Chapter I Board of Regents -- §1.05d, Standing Committees of the Board, in June, 2004
- Chapter VI. Academic Policies and Procedures -- §6.01: Admissions Requirements (application fees), in June, 2004.
- Chapter VI. Academic Policies and Procedures -- §6.20: Admission Requirements (Iowa Braille and Sight Saving School) Approval, in June, 2004.
- Chapter VII Business Procedures -- §7.05B.12, Definition of "movable equipment, in January, 2004.