

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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**5.B.1.** The Iowa Board of Regents is responsible for the oversight of ISU, along with two other public universities and two special pre-K-12 schools. Through Board meetings, committee work, and interactions with office staff and the universities, Board members gain knowledge about the university to fulfill their governance and fiduciary responsibilities. New members meet with institutional leaders and administrators of each university as a part of their orientation to the Board. Board meetings rotate between the various institutions, giving each institution the opportunity to highlight activities and issues from its campus at the meeting. [Board committees](#) are aligned with responsibilities and allow a subset of board members to gain more in-depth knowledge about certain aspects of the institution, such as academic programs (via the Education and Student Affairs Committee) or the financial health of the University (via the Audit/Compliance and Investment Committee). The Board requests [standard reports](#) on a variety of topics throughout the year. Dockets of agenda items from recent meetings ([March 2015](#) and [April 2015](#)) show the topics of discussions and information shared with the board. The Board has a small staff in place to assist the board in overseeing the financial and academic aspects of the University. Board policy established the [Internal Audit function](#), which conducts regular audits across all university functions on behalf of the Board.

Board oversight of ISU's academic offerings is handled in several different ways. The Education and Student Affairs Committee (ESAC) routinely reviews information on proposals for new programs, programs being discontinued, etc. The [curriculum approval process](#) states certain types of program/curricular changes must be approved by the board (e.g. new programs, discontinuing programs, program name changes, etc.). ESAC provides input to the Board on these requests. The Board requires that academic programs go through a program review process every seven years. [Annual summary reports](#) of reviews completed are forwarded to the Board office each spring. Similar to program reviews, any specialized or regional accreditation actions taken in a year are submitted to the board for review/discussion. In recent years, the ESAC committee has requested presentations from programs that underwent accreditation reviews in the previous year. The Board requests regular reviews and reports on Board-approved research centers and institutes. The Board also approves promotion and tenure for all faculty positions, and the appointment of all administrators.

**5.B.2.** ISU has a strong history of shared governance. There are five [governing councils](#) (including

Faculty Senate, P&S Council, and Student Government) in place, representing various employment and student classifications. The Faculty Senate constitution outlines the shared governance roles between the faculty, administration and the Board. The leadership of the various representative councils meets regularly with University administration. There is internal constituency engagement in governance on the nearly 100 [University committees and councils](#) which provide guidance and recommend policies/processes on a wide range of issues (e.g. budget advisory, benefits, advising, diversity, and sustainability committees). The President holds a monthly meeting (Presidents Council) to share information and facilitate discussion of current topics with all university leaders (department chairs, directors, deans, etc.). The University utilizes a variety of surveys, open forums, and web feedback to solicit internal constituency feedback on topics. Examples of these include the [COACHE \(Collaborative on Academic Careers in Higher Education\) survey](#) of all faculty members, institutional surveys (such as Surveys of [Academic Advisers](#) and [University Life](#)), and open forums associated with the TIER efficiency study (see 5.D.2. for details).

**5.B.3.** While governance councils have membership from the employment or student classification the group is representing, most other University committees include a broad range of constituencies. As an example, the University Committee on Disabilities includes a representative from each academic college, the Library, Faculty Senate, Professional and Scientific Council, Supervisory and Confidential Council, Merit employees, Student Government, Graduate and Professional Student Senate, Alliance for Disability Awareness student organization, and two University administrators appointed by the Provost. In addition to university-level committees, there are hundreds of college and/or departmental committees that allow faculty, staff, and students the opportunity to be engaged in ISU's governance.

All policies developed for inclusion in the ISU Policy Library follow a [Policy Development Plan](#) that identifies all potential stakeholders, and how input will be gathered from these groups. There is an open comment period for the University community before a policy is approved.

The setting of academic requirements and development of curriculum initiates with the faculty, via departmental, college, and Faculty Senate committees (e.g. curriculum committees and academic standards committees). In addition to faculty members, staff and students, are often included as ex-officio members on several Faculty Senate committees. For example, the Faculty Senate Academic Standards and Admissions Committee includes ex-officio members from the Provost's Office, Institutional Research, Admissions, Registrar, Multicultural Student Affairs, and Student Government. The [curriculum/academic program development process](#) includes reviews at the department, college, university, and board level.

Faculty members are engaged in all aspects of the university. This high level of faculty engagement within departments is supported by the 2013 [COACHE survey of faculty](#), where ISU was in the top two within its peer group for the category of departmental engagement.

## Sources

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- Academic Program Review Report to the Board 2014-15
- Adviser Survey 2011
- Audit - External and Internal - Board of Regent Policy Manual

- BOR Agenda Items April 2015
- BOR Agenda Items March 2015
- COACHE Executive Summary 2013-2014
- Faculty Handbook - Chapter 10.8 - Development of Courses and Curricula
- Governance Organizations
- Governance Report Schedule Calendar Year 2015
- Policy Development Plan Form
- Standing Committees - Board of Regents Policy Manual
- University Committees and Councils
- University Life Survey 2011 Final Report