

Board
Of Regents

STATE OF IOWA

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chapter

1999

ANNUAL
REPORT

Introduction

More than 90 years ago, the people of Iowa appointed a Board of Regents to oversee the workings of its state educational institutions. As an agency of the state of Iowa, its members are appointed by the governor, subject to approval by two-thirds of the Iowa Senate. The nine board members serve for staggered six-year terms.

For close to a century, Iowa taxpayers have entrusted this board to manage their valuable resources effectively and judiciously to establish this state as a national leader in quality education. It has been, and continues to be, among the most powerful assignments charged to an Iowa governing body. And to date, its resulting lessons have advanced both our collective knowledge and our state's reputation as an American leader in both learning and innovation.

Your tax-dollar investments in Regent institutions – the Universities of Iowa, Northern Iowa and Iowa State, the Iowa School for the Deaf and the Iowa Braille and Sight-Saving School, with a combined fall 1999 enrollment of more than 69,000 – continue to show superior cultural, social and economic returns for the state, the nation and the world. Study the following pages and take careful note. The subject is success – and how the results of one simple assignment decades ago now can be measured in volumes.

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Message From The President

SEP 14 2001



Owen J. Newlin
President

Since 1909, the Board of Regents, State of Iowa, has governed and coordinated Iowa's state universities and special schools with a commitment to providing the best possible educational services to the people of Iowa. Today, that commitment is as strong as it has ever been. The Regent institutions—the University of Iowa, Iowa State University, University of Northern Iowa, Iowa School for the Deaf and Iowa Braille and Sight Saving School—continue to provide these services at a level of quality expected by the people of a state that prides itself on excellence in education.

In recent years, the Board has renewed this commitment to excellence through a series of actions designed not only to improve the quality of the programs and services provided by the Regent institutions, but to instill in them the process for continuous quality improvement.

Each of the institutions has a specific mission, a vision and a strategic plan with objectives, strategies and action steps to measure its progress toward its vision. The institutions' strategic plans are part of a broader, Board of Regents Strategic Plan for Iowa's public education enterprise. Our mission is to be an exemplary model of governance and stewardship of the resources of Regent institutions, and our vision is to be the best public education enterprise in the nation. We are very serious in aspiring to this vision, because we believe it is what the people of Iowa want and expect of their educational institutions.

And just as the institutions measure their progress on their strategic plans, the Board of Regents also measures its progress on its strategic plan. The Board has adopted four Key Result Areas to guide our focus, planning and actions. Each has specific objectives, strategies and measurable outcomes so that the Board, the institutions and the people of Iowa can assess our progress toward our missions and visions. These Key Result Areas are:

Quality – aimed at maintaining and strengthening the quality of the Regent institutions in order to be the best universities and special schools of their kind;

Access – aimed at providing educational access and opportunities within our mission for all Iowans;

Diversity – aimed at providing equal educational opportunities and employment opportunities and diversifying the cultural base; and

Accountability – aimed at ensuring that the Board and its institutions are accountable for and achieve the objectives of the strategic plans, and provide effective stewardship of the institutions' state, federal and private resources.

This annual report is a report to the people of Iowa on the progress we are making. We are proud of the work that the students, faculty and staff of the Regent institutions are doing and we want to share their stories with you. As President of the Board, I welcome your comments and suggestions, especially about ways that the Regent institutions can better serve you.

OWEN J. NEWLIN

STATE LIBRARY OF IOWA
East 12th & Grand
DES MOINES, IOWA 50319

Board of Regents, State of Iowa



Annual Report 1999

Message From The Executive Director



Frank J. Stork
Executive Director

Prior to 1909, Iowa's three institutions of higher learning were governed by separate boards. Accounts of the time indicate conflicts among the three schools led to the state legislature's decision to combine governance of the three institutions by one board. Originally named the State Board of Education, the current Board of Regents was created with a broad statutory mandate to coordinate and govern the three state institutions of higher education.

During the past 90 years, Iowa has maintained this stewardship enterprise with timely modifications. The Board, with the support and consent of the Governor and General Assembly, has made important choices to assure quality, access and accountability of the Regent institutions.

For example, the state has invested in only three public universities and two schools to assist deaf and blind children – all subject to coordination as well as governance by a select group of nine Iowans from around the state. This approach has assured that a relatively modest state investment would be needed for infrastructure, equipment and personnel, and that a single entity would have appropriate legal authority to assure stewardship of and public confidence in the Regent institutions.

The Board of Regents has promoted a longstanding policy of open access to its institutions for Iowans, through relatively low tuition and automatic admission for Iowa students graduating in the top one-half of their classes.

Iowa also has decided not to mandate by law the governance or coordination of activities or programs among sectors of higher education. Rather, a voluntary council – with representatives from all sectors – exists to discuss and resolve issues of common interest, such as academic program duplication. This approach facilitates cooperation and minimizes costs.

Accountability has long been a Board priority and is exercised through many means. Generally, the Board delegates responsibility for operations to the institutions but regularly exercises oversight. Some examples include the following:

- development of extensive strategic plans – with yearly progress reports and performance measures;
- monthly review of key institutional operational decisions;
- approval and review of academic programs;
- implementation of extensive budget oversight procedures;
- systematic budget reallocations;
- approval and modification of personnel policies; and
- regular reviews of property management.

Our world has changed dramatically since 1909. Fortunately, Iowa's foundations for an enduring system of public higher education were thoughtfully established then and have served the state well during the past century. Modifications have occurred on many occasions, but the system remains sound, responsive and flexible. As our state enters the 21st century, Iowans can have confidence that their Regent institutions are of high quality, are widely accessible and are responsible stewards.

A handwritten signature in black ink that reads "Frank J. Stork". The signature is written in a cursive, flowing style.

FRANK J. STORK

Peruse The Facts

The pursuit of knowledge is inherently dependent upon the search for information. Studies cannot be completed successfully without a diligent pursuit of the data, the answers, the recommendations. For that reason, the Board of Regents has been rigorous during the past 10 years in measuring its programs' workings by employing nationally recognized consultants. These experts have assessed existing programs for efficiency and effectiveness, allowing the Board of Regents to uphold its commitment to the most successful stewardship of state funds.

In particular, three major studies have been conducted since 1987 to help establish cogent benchmarks for the Regents' use. The most extensive, a two-year (1987-89) examination of the five institutions performed by Peat Marwick Main and Company (KPMG), examined the following areas:

- program duplication
- strategic planning processes
- organization and staffing
- program evaluation
- time spent completing undergraduate degrees
- financial management
- reporting systems and processes
- physical plant operations
- faculty workload
- policies and procedures evaluations

From these studies came 525 recommendations from KPMG, offering a potential savings of \$28 to \$31.5 million for the Regents' institutions. Upon thorough review of each of those suggestions, the Regents adopted several they deemed appropriate in upholding their mission.

As a follow-up to this formidable study, the Regents hired The Pappas Group in 1995 to analyze their responses to the initial Peat Marwick recommendations. In February 1996, the Pappas report was unveiled; its recommendations for both the board and the institutions included:

- Create, articulate and implement a strategic vision for the universities and two schools.

- Undertake a comprehensive review of report generation.
- Focus Board efforts at the Regent-wide/system level.
- Continue the practice of structuring board meetings to reflect the legal authority of the board.
- Develop formal performance objectives and a process for the periodic review of each institutional head.
- Enhance board orientation.
- Develop a performance review process of the board.
- Develop a board external communications strategy.
- Delegate more decision making to institutions and reduce information requirements.
- Implement staffing recommendations at board office, based on original KPMG study.

The Board of Regents and the state institutions have, indeed, adopted these Pappas recommendations. Subsequently, the board hired MGT of America to perform an independent and more detailed review of new recommendations stemming from the Pappas audit. Those new initiatives included the development of a Board of Regents governance information system, and the development of performance indicators. Both projects are designed to improve the organization and impact of the board, while offering a solid means of assessing progress toward the enhancement of services the Regent institutions provide to Iowans.

University of Iowa



Mary Sue Coleman
President

FACT FILE

Founded: 1847

Location: Iowa City

Enrollment (Fall 1999):
28,846

Number living alumni:
197,400

Annual budget:
\$1.486 billion
(FY 1998-99)

The University of Iowa seeks to advance scholarly and creative endeavor through leading-edge research and artistic production; to use this research and creativity to enhance undergraduate, graduate and professional education, health care and other services provided to the people of Iowa, the nation and the world; and to conduct these activities in a culturally diverse, humane, technologically advanced and increasingly global environment.

Over the past year, the University of Iowa moved forward in its progress toward full implementation of its current strategic plan, *Achieving Distinction 2000*, as measured in relation to the targeted indicators and progress indicators that help the University track its annual performance. Targeted indicators are those quality-related measures that can be associated with time-specific numerical objectives. Progress indicators are additional points of reference that cannot be set at predetermined levels but are useful in tracking the institution's direction and rate of improvement.

Entrusted with a threefold mission of teaching, research, and service, the University of Iowa is rooted in a culture that values education. The University seeks to engage all members of its community in their responsibilities, not only to their disciplines and professions but also to the institution and the state. In planning, setting priorities and making decisions, the University is guided by five interdependent commitments, or "core values": learning, community, responsibility, integrity and quality.

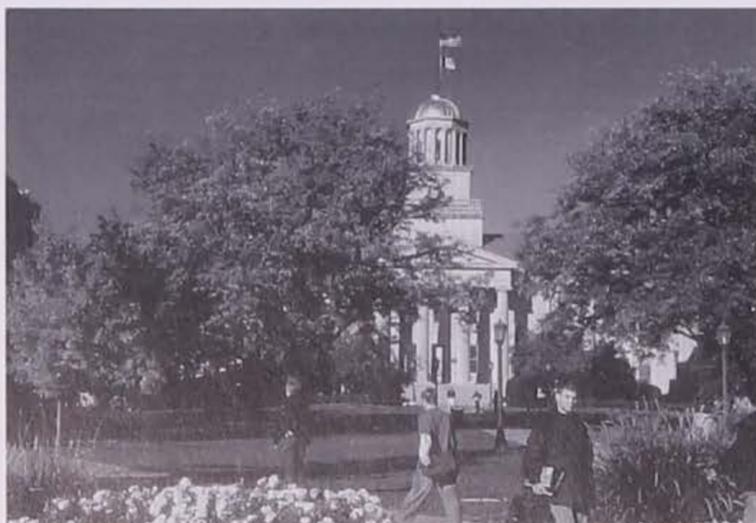
The University of Iowa is looking to the future. It's been a defining characteristic of this university since it was founded more than a century and a half ago. Here

are just a few examples of the University of Iowa's accomplishments, new initiatives and successes during 1998-99.

Teaching

Biosciences: The UI enrolled the first 12 participants in the Iowa Biosciences Advantage (IBA) program, designed to recruit talented minority students to a field that will require many new scientists in the coming years. Last summer, students spent their mornings in science classes and worked in research laboratories in the afternoons. The commitment to students didn't end in the fall. They will be part of a close-knit group for their entire undergraduate experience. In practice, that means the students will continue working with mentors in research laboratories through each summer and academic year of their undergraduate careers. Other enrichment opportunities include free tutoring, laptop computers, special workshops and seminars designed specifically for IBA students.

New College Established: The UI created a new college during 1998-99 – the College of Public Health. It's been a half-century since the last one (the College of Nursing) was added. The college is the centerpiece of the UI's Public Health Initiative (PHI). Public health is distinguished from health care by its focus on community-wide concern – the public interest – rather than the health interests of particular individuals or groups. PHI is an ambitious undertaking designed over the course of many months with meetings across the state attended by local public health officials, doctors, nurses, social workers, pharmacists, county supervisors, environmentalists, mayors and others. One goal of the PHI is to improve the health and independence of Iowa's growing elderly population. Another is to make the new College of Public Health the preeminent institution in the world when it comes to rural public health education, training, research and practice.





First-Year Seminars: The College of Liberal Arts offered a series of First-Year Seminars – small, discussion-based courses for first-year students that are taught by tenured or tenure-track faculty. Enrollment is limited to 15 students in order to give entering students an opportunity to work closely with faculty members and to provide new students with an introduction to the intellectual life of the University.

Research

Intellectual Property Gift: The UI Research Foundation received an appraised value of \$35 million in biotechnology patents, a gift of intellectual property that is the first of its kind at the University. The benefactor, DuPont Corp., felt that the expertise of the UI's Center for Biocatalysis and Bioprocessing makes the facility uniquely suited to complete work on the patents.

Projects include a low-waste production method for a widely used herbicide, as well as a process that yields a nutritional chemical used as a food additive.

NEH Fellowships: The National Endowment for the Humanities awarded \$30,000 each to four UI professors: Kathleen Diffley, associate professor of English; Henry Horwitz, professor of history; Leslie Schwalm, associate professor of history and Katherine Tachau, professor of history.

Nursing Outcomes: A goal of developing a major, unified language for nursing outcomes is closer to realization, thanks to a \$2.4-million grant to the Center for Nursing Outcomes Classification project. Nursing outcomes are changes in patients' health status that result from nursing care. Trends toward computerization of patients' records and managed care demand that patient information be accessible to different health care providers in a consistent format using standardized terms. The grant, from the NIH's National Institute of Nursing Research, will facilitate field testing of the project's standardized terms in hospitals, nursing homes and home-care settings.

Student Life

America Reads: The University is one of 1,000 U.S. colleges and universities participating in the America

Reads Challenge, an initiative to ensure that all children are able to read independently by the end of third grade. In 1998-99, 65 UI students received training and then worked one-on-one with 250 children at six Iowa City elementary schools.

Purposeful Planning: Student Services invited students, faculty and staff to participate in focus groups and to respond to questionnaires as part of a purposeful planning process for enhancing student-life facilities.

Feedback will help shape a master plan for redesigning the Iowa Memorial Union, clustering related services in convenient locations, developing an east-campus recreation facility and creating living/learning programs in the residence halls.

Service/Outreach

Alumni Association: The Alumni Association experienced a record-setting increase in membership during 1998-99. It achieved its June 2000 goal of 50,000 members 15 months ahead of schedule, as membership increased from 46,339 members as of Jan. 1, 1999, to 50,467 as of June 1, 1999. Communication with its members through marketing, a redesigned alumni magazine and an award-winning website have reached alumni and encouraged them to reestablish their UI ties.

Saturday Scholars: Saturday Scholars, a new College of Liberal Arts program, offered six faculty presentations during home football weekends, which were free and open to the public. Topics included fascinating frogs, development of behavior before birth, art and life in Africa, and Walt Whitman and 19th-century photography.

University of Iowa Health Care: University of Iowa Hospitals and Clinics and the College of Medicine have taken a new name to emphasize the breadth and scope of their commitment to serve the health care needs of all Iowans. The new name – University of Iowa Health Care – is used along with the individual names of all the organization's components to describe the world-class services and programs they provide.

University Services

Construction Projects: The most dramatic feature of the Biological Sciences Renovation and Replacement Project is the skywalk over Dubuque Street, which connects the old and new biology buildings. The groundbreaking ceremony for the Medical Education and Biomedical Research Facility was held Sept. 25, 1998, the same day as the launch of the "Seeking Knowledge for Health" campaign, the largest capital project ever undertaken by the University. The four-year Engineering Building Modernization Project began with the dismantling of the radio tower atop the newly renamed Seamans Center for the Engineering Arts and Sciences. The University Services Building, scheduled to be fully occupied by the end of 1999, houses the Offices of Human Resources, Information Technology and the Facilities Services Group.

Entrusted with a three-fold mission of teaching, research and service, the University of Iowa is rooted in a culture that values education.

Iowa State University



Martin C. Jischke
President

FACT FILE

Founded: 1858

Location: Ames

Enrollment (Fall 1999):
26,110

Number living alumni:
177,294

Annual budget:
\$699,874,433
(FY 1998-1999)

In 1998-99, Iowa State University made significant progress toward its aspiration of becoming the nation's best land-grant university by putting both students, and Iowans, first.

Putting Students First

The 1998-99 academic year was a celebration of the life of George Washington Carver, one of Iowa State's most famous alumni and former faculty member. Led by the theme "Inspiring Students to Become Their Best: The Legacy of George Washington Carver," the commemoration involved literally hundreds of events and activities, both on campus and throughout Iowa. They included a concert by Bill Cosby to kick off the year-long celebration; construction of a Habitat for Humanity house for a Story County family by ISU students during Homecoming; a Carver Artist in Residence and visits with more than 1,000 Iowa high school and middle school students to encourage them to follow the path that Carver blazed.

The George Carvers of tomorrow are on our campus today, and some are attending Iowa State thanks to Hixson Opportunity Award scholarships. Thirty students from the first Hixson class, who enrolled in fall 1995, are now alumni following their May '99 graduation. What have we learned from this program? First, given the opportunity, even students facing difficult personal and financial challenges can make it at Iowa State. Second, given some help and support, they can succeed at rates higher than our traditional averages in retention and graduation.

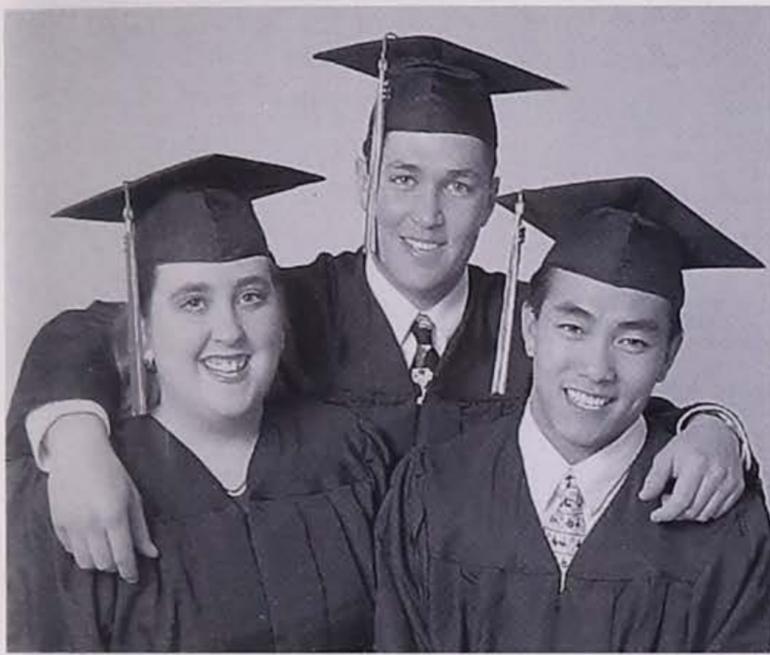
As a result, Iowa State expanded programs and services that support students.

- The learning communities program expanded from 340 students in 1995 to 1,300 students in nearly 60 communities in 1998-99. In addition to being organized around similar majors, students in new learning communities are grouped by similar interests, such as the Design Exchange and Program for Women in Science and Engineering.
- A \$100 million residence system building and renovation program was begun, including construction of

new apartment complexes in Hawthorne Court and the complete renovation of Maple Hall.

- In the fall of 1998, ISU unveiled a new Student Answer Center on the ground floor of Beardshear Hall, designed to be a one-stop help center for all kinds of students' questions. Staff answered more than 20,000 questions from students during its first year. The Student Answer Center was so successful that renovation plans for Beardshear Hall are designed around an expanded Student Answer Center concept.
- Last year, 862 Iowa State students enjoyed a study-abroad experience in 44 different countries, which surpasses ISU's goal (by 15 percent and one year early) of 750 students.
- ISU unveiled plans for a new campus computing system, called Project Acropolis, to help our students become effective "electronic" citizens for the 21st century. Other information technology advancements included creating a CyberCafe in the College of Design, where students can "surf the net" and do coursework on a computer while sipping a cappuccino and installing registration online.
- Last year, Iowa State student-athletes excelled in several sports. Highlights included the women's basketball team advancing to the NCAA "Elite Eight" and Cael Sanderson becoming the first freshman wrestler in NCAA history to go undefeated and win a national championship.
- Russ and Anne Gerdin of Coralville put Iowa State students first in the College of Business, and in a very big way. They announced a \$10 million gift to the college, which launched a \$35.5 million campaign to construct a new building for the college, provide more scholarships for students and support faculty through endowed positions and research support.
- ISU's Engineering Career Day was the largest event of its kind in the nation, and its combined Business and Liberal Arts and Sciences Career Day was one of the largest.
- ISU's GM Sunrayce entry, Team PrISUm, had its most successful race ever, finishing fifth.
- Fall 1998 enrollment of 25,858 was a 10-year high. ISU's 110 freshman National Merit Scholars ranked sixth among all public universities.





- Freshman-to-sophomore retention of 84.4 percent was a 10-year high. Four-year and five-year graduation rates reached their highest rates of the decade.

Putting Iowans First

A land-grant university that aspires to become the best must place a high priority on meeting the needs of the people it serves. Following are some of the ways Iowa State University "put Iowans first" through research and outreach programs and services.

Research

- The Plant Sciences Initiative, possibly the biggest research and economic development initiative Iowa State has ever undertaken, was launched. A \$200,000 appropriation from the State of Iowa was used to begin building the bioinformatics and biostatistics piece of this initiative. The state appropriation was increased to \$2.2 million for 1999-2000, and \$4.7 million for 2000-01. ISU pledged to raise \$100 million privately and to increase sponsored funding by nearly \$20 million per year, both of which have nearly been reached.
- An Ames Lab team led by Ryszard Jankowiak and Distinguished Professor of Chemistry Gerald Small received ISU's 19th R&D 100 Award, placing ISU second among all U.S. universities in total R&D awards.
- ISU reached agreement with the U.S. Department of Agriculture to operate the new National Swine Research and Information Center, which opened in the fall of 1999.
- The discovery by Ames Lab researchers of a new silicon-aluminum-magnesium-boron compound that is the second-hardest material known has generated considerable interest from industry.
- Sponsored funding in 1998-99 totaled \$199.2 million, a new record, and key measures of new technologies licensed, licenses generating revenue, and total revenue from licenses all met or exceeded goals.

Outreach

- The Farm Economy team, led by ISU Extension and involving faculty from eight colleges, helped farmers, families and communities deal with disastrously low commodity prices.
- Extension and the Des Moines schools were partners in Summer Connections, a new program to help inner-city young people see that they can succeed academically and build a better future for themselves.
- The College of Family and Consumer Sciences conducted programs in Davenport, Sioux City and Des Moines to help minority students in grades six through 12 prepare for college.
- Twenty-four students entered ISU as freshmen because they received full-tuition scholarships as a result of completing the "Science Bound" program, begun several years ago by the Institute for Physical Research and Technology to increase the number of minority students going on to college in math and science.
- The College of Education's Center for Technology in Learning and Teaching was cited by the CEO Forum on Education and Technology as a national model program for incorporating technology into learning.
- The College of Design's "Iowa Living Roadways" visioning program helped several Iowa communities improve their surroundings and become more attractive in the competition for new residents and new businesses.
- The ISU Research Park completed its Phase 2 development and just opened its new multi-tenant facility.
- The John Pappajohn Center for Entrepreneurship, the College of Veterinary Medicine and the Small Business Development Center partnered to conduct an entrepreneurship training course for practicing veterinarians in Iowa.
- A new Children's Garden at the Reiman Gardens was completed and unveiled in the spring.
- Iowa State had 154 educational, research and development agreements in nearly 60 other nations last year, including serving as the lead institution in the new Global Consortium for Higher Education and Research in Agriculture to begin to address critical world food issues.
- In 1998-99, 3,333 persons enrolled in off-campus credit courses and 289,729 persons participated in non-credit conferences, courses and special programs.

Private Funding

Iowa State continued its record level of support from alumni and friends in 1998-99. Gift activity reached \$124 million, marking the third consecutive year private giving topped \$100 million, and the 54,000 alumni and friends who made donations also set a new record.

IOWA STATE UNIVERSITY

Inspiring students
to become their best.

The legacy of
George Washington Carver



As Iowa's land-grant institution, Iowa State University has three missions to the people of Iowa: education, research and outreach.

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DES MOINES, IOWA 50319

University of Northern Iowa



Robert D. Koob
President

FACT FILE

Founded: 1876

Location: Cedar Falls

Enrollment (Fall 1999):
13,553

Annual budget:
\$188,482,554

Living alumni:
84,510

The University of Northern Iowa is a comprehensive institution distinguished by its focus on undergraduate education. The University supports exemplary undergraduate programs founded on a strong liberal arts curriculum, and offers selected master's, doctoral and other graduate programs that provide students with specialized educational experiences.

Hallmarks of UNI's success include:

- An environment that places "Students First,"
- A commitment to Great Learning through Great Teaching, and
- A broad range of services designed to enhance the lives and livelihoods of Iowans.

UNI's culture has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. For the past several years, under the direction of President Robert Koob and with broad campus involvement, the university has been operating under a strategic plan that emphasizes:

- **Intellectual Vitality:** Create and maintain an intellectually demanding and stimulating environment for all members of the university community;
- **Community:** Create and nurture a sense of community within the university;
- **Resources:** Effectively manage internal resources and aggressively seek external resources to support university programs and aspirations; and
- **External Relationships:** Develop appreciation and support for the values, programs and services of the university.

Development of a new strategic plan, based on building both nationally recognized quality and enhanced sense of community, is currently underway.

Students First

The University of Northern Iowa puts students at the top of its priority list, striving always to provide an academically challenging environment that is strengthened by a continuous commitment to quality classroom experiences; provision of scholarships for talent, opportunity and academics; top-level extracurricular programs and organizations; and a diverse faculty with a commitment to teaching.

Highlights of UNI's efforts to dedicate resources to

students first include:

- **Data Access Program.** The program brings central data and processes to faculty, staff and students, including grade reports, degree audits, forms, financial aid and scholarship information, enrollment data and budget information.
- **Gallagher-Bluedorn Performing Arts Center.** This acoustically outstanding facility brings world-class artists to the greater student population, as well as practice/performance facilities to School of Music students.
- **Students First Scholarship Campaign.** The Northern Iowa Foundation raised approximately \$14 million in a special "Students First" scholarship effort. The two-year project exceeded its \$10 million goal in just one year. The university solidified its pledge to put "Students First" when the UNI Foundation Board of Trustees approved a broader, \$75 million "Students First" capital campaign, the largest fundraising campaign in the institution's history. Nearly two-thirds of the funds will go directly to meet the needs of students through scholarships and academic programs. The remaining one-third will support students through construction of new facilities, equipment upgrades and renovation of existing facilities.

Great Learning through Great Teaching

Solid principles and a commitment to classroom instruction are the hallmarks of the university's 800 faculty members. Established as a teaching institution, the university continues its tradition of great teaching through several programs and initiatives, developed by world-class teachers and routinely lauded nationally or internationally. Just a few examples include:

Division of University Continuing Education and Special Programs. Last year, UNI courses were provided in 126 communities in 74 Iowa counties. Off-campus programs include 14 different master's degrees and four certificate programs. Our total off-campus enrollment of more than 7,300 students includes 1,268 enrollments

via the Iowa Communications Network, making UNI the fourth-largest ICN user in terms of total hours.

The College of Business Administration reaccreditation. The college has been re-accredited for 10 years, one of just 340 out of 1200 business colleges nationally that gain accreditation. The college is also home to the Department of Accounting, whose graduates were recently ranked fourth nationally for their pass rate on the CPA exam.

Communications Disorders. The UNI graduate program in communication disorders ranks among the top 20 percent of similar programs nationwide, according to U.S. News and World Report.

School of Music. The UNI School of Music has the largest undergraduate music program in the state and boasts a 100 percent job placement rate for music education graduates in elementary and secondary schools.

Camp Adventure. This program offers more than 750 students annually the opportunity to travel abroad, providing summer recreation programs.

Master's of Social Work. The university offers the largest undergraduate social work program in the state, and was recently granted approval by the Board of Regents, State of Iowa, to develop and offer a master's in this field. Classes for the 60-hour program begin this fall.

Speech Pathology Program. U.S. News and World Report ranked UNI's graduate-level speech pathology program among the top 25 of its type in the country.

Dr. Grammar. A UNI English professor provides a service, including a web site, that answers questions about grammar, usage, spelling and language concerns.

Service to Iowa

Among UNI's greatest contributions to the state of Iowa are those made by its graduates. Approximately 93 percent of UNI's students are Iowa residents, and they represent all 99 of the state's counties. According to the most recent placement survey, 69 percent of the university's students accept their first jobs in Iowa, helping to meet the demand for an increasingly educated population and contributing to the state's livability quotient.

UNI also provides comprehensive assistance and economic development for Iowa's communities and small businesses. These "Service to Iowa" programs provide a tangible link between the university and the needs of Iowa. UNI's programs have served more than 2,500 business and community clients in all 99 of Iowa's counties. Approximately 1,200 students have benefited from participation in these programs, and more than 3,000 new jobs have been created at least partially due to these outreach programs:

Agriculture-Based Industrial Lubricant (ABIL) Research Program. The program studies and promotes agricultural-based oils for use in hydraulic and industrial applications. In 1999, ABIL launched two new soy-based products: a chainsaw bar oil, and a semi-truck fifth-wheel lubricant.

Institute for Decision Making (IDM). The institute's mission is to strengthen Iowa's economy by providing hands-on technical assistance to communities that will help them create jobs, sustain economic growth and enhance quality of life.

Iowa Waste Reduction Center (IWRC). The center provides free, confidential on-site environmental assistance to Iowa's small businesses. The IWRC is actively involved in applied research, seeking practical solutions for the small business.

Management and Professional Development Center (MPDC). The MPDC provides education and training tailored to the individual needs of public and private sector organizations.

Strategic Marketing Services (SMS). Through long-term market research and technical assistance provided by university staff, SMS helps small businesses identify marketing strategies to penetrate domestic and international markets.

Metal Casting Center (MCC). The MCC is a testing and applied research center providing consultation and assistance in new technologies for Iowa metal casting industries.

Small Business Development Center (SBDC).

This center provides technical assistance to small business, linking resources to identify and resolve issues in business-related areas.

John Pappajohn Entrepreneurial Center (JPEC).

The JPEC provides seed grants, research and consultative services, working primarily with new/entrepreneurial businesses.

Recycling and Reuse Technology Transfer Center (RRITC). The RRITC works with businesses on both brief consultations and in-depth research projects.

National Program for Playground Safety. This program plays a national leadership role in helping to prevent injuries on playgrounds.

Good Stewardship

The University of Northern Iowa also prides itself on being a good steward of state resources. For example:

Financial Reporting. For the sixth consecutive year, UNI has received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada – just one of 38 universities nationally to receive this distinction.

Modern Executive Management and Financial Information Systems (MEMFIS). This cutting-edge software system will replace all of the university's core financial systems including chart of accounts, general ledger, budget, purchasing, human resources, payroll, fixed assets, cash management, grants and contracts, stores, inventory and projects. Phase-in will be complete by 2003.

For more information about UNI programs and services, visit www.uni.edu.



The University of Northern Iowa features a strong sense of community that is characterized by a student-centered educational experience.

Iowa Braille and Sight Saving School



Dennis Thurman
Superintendent

FACT FILE

Founded: 1852

Location: Vinton

Enrollment: 422 students served through outreach programs; 40 students enrolled on campus

Annual budget:
\$4,456,387

For nearly 150 years, the Iowa Braille and Sight Saving School has provided direct educational services to children and youth with visual impairments in the State of Iowa. It also has served both a leadership and resource role in statewide efforts to meet the needs of all Iowa children with this disability.

The educational programs of the Iowa Braille and Sight Saving School are consistent with the philosophy, reflected in federal and state legislation, that disabled and nondisabled children and youth should be educated together to the greatest extent possible. IBSSS assumes responsibility for providing educations to the visually impaired, including those with additional disabilities, for whom the comprehensive educational programs of the School are most appropriate.

IBSSS educational programs are based on the premise that the School exists to serve its students by providing a learning environment that maximizes each child's potential to become a contributing member of society. Areas integrated

within that educational program include the development of communication skills, knowledge, self-realization, human relationships, economic independence and a sense of civic and social responsibility. The needs of each child are determined with a team made up of parents, appropriate professional staff members, school leadership personnel and others working with the child.

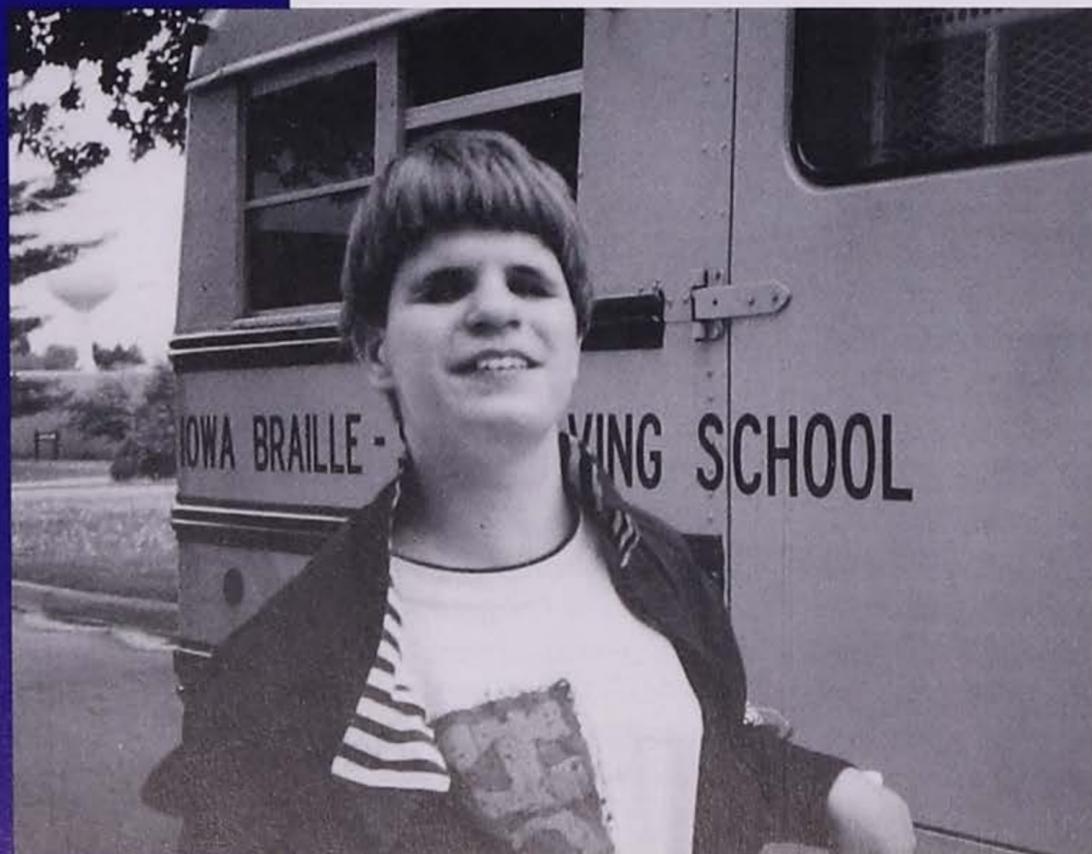
The needs of each child are determined with a team made up of parents, appropriate professional staff members, school leadership personnel, and others working with the child.

IBSSS educational programs work with students who are blind or visually impaired, from early childhood through secondary education.

Students may enroll in one of several options: full-time school-year placement, day placement, summer programming and other short-term choices. Students have activities and experiences available on a 24-hour basis when residing in a dormitory setting.

Outreach services are also accessible through the Iowa Braille and Sight Saving School. The School maintains a central and vital mission to the statewide education of students with visual impairments, and provides training to other educators, related field professionals, parents and other interested Iowans. Other outreach services include:

- Educational Services
- Instructional Materials
- Low-Vision Services
- Assistive Technology
- Infant and Preschool Services
- Large-Print Materials
- Orientation and Mobility Services
- Itinerant Teachers
- Workshops for Parents and Teachers



Iowa School for the Deaf



William P. Johnson
Superintendent

FACT FILE

Established: 1855
(in Iowa City)

Location: Council Bluffs
(since 1870)

Enrollment: 154 on-
campus; 115 off-campus

Annual budget:
\$9,531,000 (FY '99)

The Iowa School for the Deaf (ISD) is a public facility that offers a special learning environment for deaf and hard-of-hearing students from Iowa and Nebraska. Academic and vocational day classes, mainstream programming, residential services and extracurricular activities are provided by professional faculty and staff.



Situated on a beautiful 115-acre campus on the southeast edge of Council Bluffs, the School's education program is designed to provide successful and satisfying learning experiences that promote intellectual and social growth.

The mission of the Iowa School for the Deaf is to enable deaf and hard-of-hearing children to attain personal excellence by providing comprehensive and appropriate educational programs and services. The school also is committed to serve a leadership and resource role in statewide efforts to meet the needs of the deaf and hard-of-hearing community.

A total communication philosophy ensures students are trained in the use of sign language, oral speech, residual hearing, speechreading, writing and reading. In an effort to help students make the transition to adulthood with confidence, they are encouraged to be flexible and utilize strategies that enable effective communication to occur.

The Iowa School for the Deaf is a referral agency — students are not recruited for enrollment. Parents can approach ISD to request admission for their children but ultimately the local school where the family resides must make a student referral. ISD is open to every deaf and hard-of-hearing child in Iowa and Nebraska from birth to age 21. There is no charge for enrollment or room and board.

Contemplate the Future

As we enter the 21st century, we may both marvel at the multitudinous changes in our Iowa Regent institutions and yet ponder their fates. The thoughtful stewardship of state resources has resulted in unprecedented successes, accomplishments that have reverberated around the globe. And yet the study continues, as the Board of Regents persists in its obligation to steer those schools and universities in the new millennium.

In the spirit of strategic planning, the Iowa Board of Regents offers these blueprints for the future.

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 public education enterprise in the United States through the unique teaching, research and outreach programs established for each university and school.

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Vision Statement

The Board of Regents 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.

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

Reaching Conclusions

Members of the Board of Regents in 1999:

Owen J. Newlin
President
Des Moines

Lisa E. Ahrens
Osage

David J. Fisher
Des Moines

Clarkson L. Kelly, Jr., M.D.
Charles City

Ellengray G. Kennedy
Bancroft

Roger L. Lande
Muscatine

David G. Neil
La Porte City

Beverly A. Smith
Waterloo

Deborah A. Turner, M.D.
Mason City

Frank J. Stork
Executive Director

Iowa is a state rich in natural resources. But by far its greatest resource is its people. Education is the most important investment that can be made in that richest of all resources – from the youngest to the oldest; from those who fit the traditional student mode to the non-traditional; and from those who want to learn practical things to those who want to learn for the sake of learning.

Since they settled this state, Iowans have made the investments necessary to cultivate this richest of all resources. They have built excellent schools, hired top teachers and administrators, and provided the most modern and effective educational tools to ensure that the education Iowa young people receive is the best possible. Today, that investment is being made for people of all ages – from preschool programs, to K-12, to post-secondary, to new and expanded opportunities for lifelong learning. And by making a commitment to excellence in this full spectrum of education – to the importance of lifelong learning for its citizens – Iowa will remain a national leader in education.

Excellence has a price, and Iowans have always been willing to pay that price for excellence in education.

They know that this kind of excellence pays big dividends – in the competition for economic development and in the quality of life in this state. At the same time, Iowans want to make sure that the money they invest – through their taxes, tuition and donations – is spent wisely and effectively.

The Board of Regents and the Regent institutions are proud to be a part of Iowa's commitment to education. The Regent institutions – the three state universities and two special schools – are dedicated to excellence in programs and in the effective stewardship of the funds entrusted to them to carry out their responsibilities. We believe we have shown excellent progress in both areas, as this report demonstrates, and we are committed to continuing this progress.

It is our hope, indeed our vision, that the Regent universities and special schools will become an even more active and vital part of Iowans' lives in the future, and that they will, together, become the best public education enterprise in the United States. By fulfilling our missions and achieving the goals we have set, the Regent institutions will contribute significantly to maintaining Iowa's tradition of leadership in excellence in education – a tradition that dates back to the opening of the first school in Iowa.

We welcome your comments and suggestions about ways we can improve public education in Iowa and become more effective in meeting your needs. Please contact us at: Board of Regents, State of Iowa, 100 Court Avenue, Suite 203, Des Moines, Iowa 50319 Telephone: 515-281-3934, Fax: 515-281-6420, Website: <http://www.state.ia.us/educate/regents>



Left to right: **Front Row** (sitting) Lisa Ahrens, Deborah Turner, Owen Newlin, Beverly Smith **Back row** (standing) David Fisher, Ellengray Kennedy, Roger Lande, David Neil, Clarkson Kelly, Jr.

1999

University of Iowa
Iowa State University
University of Northern Iowa
Iowa Braille and Sight-Saving School
Iowa School for the Deaf