

**BOARD OF REGENTS, STATE OF IOWA**

Iowa State University  
Ames, Iowa

**Education and Student Affairs Committee**

Memorial Union  
Sun Room

March 14, 2005 – 2:45 p.m. – 5:00 p.m..

Persons in attendance (not all-inclusive):

**Committee members:** Mary Ellen Becker, Chair, Amir Arbisser, Michael Gartner, Jenny Rokes, Robert Downer, ex officio

**Call to Order and Introductory Comments**

Regent Becker called the meeting to order at 2:45 p.m.

**EDU 1. Approval of Minutes**

<b>MOTION</b>	Regent Rokes moved to accept the previous minutes, dated December 15-16, 2005. Regent Arbisser seconded the motion.
	<b>MOTION CARRIED UNANIMOUSLY</b>

**EDU 2. Distance Education Strategic Plan**

Comments from Chet Rzonca, Interim Dean, Continuing Education, University of Iowa

Dr. Rzonca introduced Dr. Jim Bodensteiner, University of Northern Iowa, and Dr. Bill Tysseling, Iowa State University, as part of the team developing the plan. Dr. Rzonca presented a summary of the Distance Education Strategic Plan.

In August 2004, the Board requested a strategic plan be developed for distance education.

There is increasing competition for students that reside throughout the state. Cooperation among the institutions, including the state's community colleges, is desirable.

Distance education is a core of the University and enhances the Regents' ability to deliver throughout the state. Regent Downer said that in oral comments, the word "community colleges" was used. In the printed document the words were "other institutions of higher education". He asked for cooperation with community colleges to be mentioned specifically. Dr. Rzonca agreed to do so.

Dr. Rzonca indicated that one of the campus issues is diversity. Distance education will contribute to diversity, as it provides access to people that might be constrained by time, place, family and job conditions.

The team was also asked to look at economic development. Extension of the existing degree programs and courses throughout the state allows people to be better educated and prepared for the work force. The entrepreneurial education programs that are offered by each of the Regent universities are available online and are another way to contribute to economic development, by making the courses available to a larger audience. Each of the institutions provide small business assistance, in counseling and market analysis, as well as some short term, not for credit, online courses that are directly related to skill training of workers.

The team also looked at delivery methods. On-site, face-to-face delivery is still available and is still a viable method. The ICN is used and very well received in the graduate programs offered by the University of Northern Iowa in terms of their education programs.

Delivery methods also include web-based delivery through university software platforms, like Blackboard or Web CT, which allows an instructor to monitor quizzes, assignments, etc. Delivery has also been done by broadcast and video streaming. They still work in printed media, including former correspondence, which is guided independent study.

One of the items the team wanted to spend time on is the marketing program.

They have just started exploring sharing parts of curricular and other programs.

They are also looking at a common registration and transaction system. They also see the advantages of sharing software and possibly joint licensing, due to rapid changes in the technology field.

Regent Gartner asked about the role of the Iowa State University Extension Service in the plan. Dr. Bill Tysseling of Iowa State University said the key was that the Extension Service was not a credit providing institution, in general. Most of the work that the Extension does related either to non-credit courses or to more direct relationships with individuals or groups.

Regent Gartner asked if courses could be taken at the individual's speed. Dr. Rzonca said that there are courses that are available on a semester basis. They also have what used to be correspondence courses, where in most cases all the courses are available on the Web. They're basically set up for a nine month period. They work individually with the instructor.

Regent Arbisser said cooperation among the three Regents institutions was discussed. There are obviously courses on the Web from other sources. He asked if there had been any discussion about taking advantage of materials that may be at the proper educational level, which may have already been developed in other places, instead of replicating everything.

Regent Arbisser said he was thinking from the standpoint of some of the commercial educational institutions available, whether any of the material is at the appropriate level, so it doesn't have to be replicated. Dr. Rzonca said they would probably rely on the Academic Department to make that decision.

Regent Designate Bedell said that it sounded like the focus was how to take university programs and extend them out. He said most of the time you go to the marketplace and ask what the market needs or what it wants; then ask how it needs to be delivered. He wondered if the answer has been given before the question has been asked.

President Skorton, University of Iowa, said he thought that Regent Designate Bedell was asking a larger question. He thought the question was how they matched up what they have to offer with what the state needs, even in areas beyond direct education. If that was the case, President Skorton felt the universities have a long way to go to make that work. He feels the most honest answer is they do not have a singular way of matching up what is being asked. The University of Iowa does not do "formal" market research, comparing all of the things available with what the state needs. The most direct answer is that people "vote with their feet" about using the services, and in time it tends to change what they offer, both in terms of educational offerings and service offerings.

Regent Designate Bedell said there are probably a lot of ways to approach this situation, and offered a suggestion. As an example, a community college meets with his company and asks what services are needed. The dilemma is that when you identify what those are, in most cases, the community college does not have the skills or resources to address the issue.

Regent Downer thanked the three Presidents for their collective work and felt they had done a lot of work. Regent Newlin offered some suggestions concerning the plan. He said there needs to be a culture statement containing words like "cooperation", "collaboration" and "participation. In the values statement, which he felt was good, nothing was said about honesty, integrity and high ethical behavior. Regent Newlin said that it would be important to mention those attributes. He said they could also expand on the culture statement beyond cooperation and collaboration. Another word could be "sharing". That's part of the culture, you will want to share among yourselves, to the benefit of the students that you are serving.

Regent Becker accepted the report by general consent and referred the report to the Council of Provosts. The Education and Student Affairs Committee will accept the report after the Provosts have had a chance to comment and review.

### **EDU 3. Regent Financial Aid Study**

#### *Comments from Dr. Gonzalez, Policy and Operations Analyst*

The Board received the results of a financial aid study the Board requested last September. The allocation of financial aid was analyzed by family income. The study population included dependent, full-time undergraduate students who were residents of the state. The study includes two years of data: FY 2003 and FY 2004.

Regent Becker asked Dr. Gonzalez what was included in the Cost of Attendance. Dr. Gonzalez said it includes the basic cost without budget adjustments, such as tuition, any standard fees, room and board, books, and transportation. The Average Total Need includes budget adjustments which are more program-specific or more specific to the particular needs of an individual.

Dr. Gonzalez said that the table includes a breakdown by grants, work study employment, and loans.

Column #13 is the Average Total Financial Aid that was accepted by the student. This is a key concept, because in some instances, the student and/or the family might choose to accept less than the package that is offered. In all cases, the student would be offered a financial aid package, which combines grants, work study employment and loans, to cover the cost of attendance. The final calculated column is #14, which is the difference between what was needed, column #6, and what was accepted, column #13.

Regent Gartner asked about Average Grants and the number of students with grants. Dr. Gonzalez said the average is calculated only on those that received that particular type of financial aid.

Regent Rokes asked in the Average Federal Grant why the second category \$15,000-29,999 got less than the category of \$75,000. Dr. Gonzalez said that the federal grant that was awarded in the upper income ranges is for a very small number of people, and would be something like ROTC, which is available to anyone. Regent Arbisser said Column #10 answered Regent Rokes' question.

Regent Becker said that for the Average Total Financial Aid accepted, people in the upper income brackets are accepting the amount of loan that they're getting. She asked why people in the lower income ranges would take less of the loan funds to supplement their education than what they were offered. Regent Rokes commented that "parent loans" are what they don't want to take, due to high rates. Regent Becker thought that the Plus loans were for higher income than for the lower levels. Dr. Gonzalez said anyone would be eligible for a PLUS loan, just as anybody would be eligible for an alternative loan. Regent Becker said that parents with no college education who take these loans will be saddled with a lot of loan if the student does not obtain a degree. Dr. Gonzalez said the research shows that assumption of debt is affected by socio-economic status. When purchasing a house, people are more likely to assume debt, because there's something tangible. With college loans, it's an intangible in the short term.

Regent Downer asked about the number of students applying for financial aid. It increased slightly at the University of Iowa and dropped slightly at the University of Northern Iowa. At Iowa State University, the number decreased by 12.7%. He asked if there was a reason that was identified that showed a substantial decline at Iowa State University. Dr. Gonzalez said that the original number was based on how the student population was defined. When that correction was made, the actual decrease was from 12.7% to 2%.

Regent Downer said that "all students are encouraged to submit a free application for federal student aid to determine eligibility for need-based grants". He asked what the process was, how it was communicated to the students and in what manner are they encouraged to do that. Regent Rokes said it's not mandatory, but a large number of students fill out a FAFSA, while in high school or during orientation.

Regent Rokes said the FAFSA is also required for a many scholarships. Some parents may not have been to college and don't understand the wording or don't understand what they're supposed to fill out. Dr. Gonzalez said that some do not submit all of the required information which excludes them from participation in some of the financial aid programs.

Roberta Johnson, Director, Student Financial Aid, Iowa State University, said one of the mechanisms used at Iowa State University is that they routinely broadcast emails to continuing students to remind them to complete the FAFSA form in a timely fashion. Letters are sent to incoming freshman students with notification regarding priority dates for financial aid. Post cards are also sent. A booth at the

Memorial Union during January serves as a reminder for the students. Also, the outside marquee displays a reminder to students of the date.

Regent Downer said that Appendix A indicates that the federal government covers 100% of the wages for students who are employed in community service positions, such as America Reads and America Counts. He asked how this information is disseminated. Dr. Gonzalez said that the student must be eligible for federal work study employment.

Regent Vasquez said it sounded almost too good to be true. She said what might impact it is the other 25% has to come from the employer organization. It would be difficult for a lot of organizations to come up with the money.

Regent Becker wanted to know what has happened to the buying power of the Pell Grants. Dr. Gonzalez said that in 1979, the maximum Pell Grant covered approximately 60% of college costs. Today it covers slightly more than 30%. Limited increases in Pell Grant from year to year have contributed to this situation.

Regent Becker said that costs increases during the past four years have shifted the cost to students. That has exacerbated the problem that is happening across the country with the Pell Grants not increasing at the rate tuitions are increasing. Even though the Regents' institutions have done a good job of re-allocating funds to meet these greater needs of students, students are still relying heavily on loans. Students in one of the lower income brackets work more. There are data showing that students working a great number of hours tend to suffer academically.

Dr. Gonzalez said that according to the research the academic performance of students who work more than 20 hours per week is affected.

Dr. Gonzalez recognized the following individuals for their contributions to the study. At the University of Iowa, Mark Warner and Pete Sidwell. At Iowa State University, Roberta Johnson and Julia Sullivan. At the University of Northern Iowa, Joyce Morrow.

Regent Becker accepted the report by general consent.

#### **EDU 4A. Guidelines for Recruitment of Prospective Student-Athletes**

##### *Comments by Tony Girardi, Policy and Operations Analyst*

In September, the Committee received copies of the universities' athletic recruitment guidelines and asked the universities to develop an over-arching statement of common principles related to athletic recruitment. The universities collaborated in developing the statement presented.

Regent Downer read the bullet point "Each Regent institution will develop a statement of its recruiting philosophy" and asked if those statements had been developed and under what time line.

Regent Gartner asked why there would be three statements of recruiting philosophy. Regent Becker said there were some differences in the conferences and what the conferences were recommending.

President Skorton said that the university reviewed its policies and procedures, as opposed to philosophy. President Skorton said he wasn't sure that any of the universities have something specifically spelled out called a recruiting philosophy.

President Skorton addressed Regent Downer's question regarding commonality. The athletes are also students and the universities have what is termed "codes of conduct" having to do with student behavior and student activities. There are also a variety of NCAA organizational rules and regulations that are commonly followed by the schools. He feels the differences are minor, compared to the commonalities that have to do with student behavior and NCAA infractions.

President Skorton said that the overall philosophy of having a student code of conduct and meeting and exceeding NCAA requirements, in the case of all three schools, is the norm.

Regent Harkin asked how athletic recruitment became a matter of particular concern. Regent Becker said in the general area of Education and Student Affairs, athletics can be an important issue when there are questions raised about whether people followed what they were supposed to in the institutional guidelines for recruiting.

President Skorton said there was an alleged incident of irregularity in athletic recruiting at the University of Iowa. The Deputy Attorney General did a review and found no evidence of wrongdoing. In spite of that, President Skorton asked the University's Athletic Director, to lead a review of the athletic recruiting guidelines. The Education and Student Affairs Committee asked that all three schools provide copies of recruiting guidelines. The individual recruiting guidelines are not included in the Docket book. Dr. Girardi said that the policies are on file at the Board Office.

Regent Newlin asked if they could have a common philosophy on recruiting athletes.

President Skorton said the three presidents would collaborate on creating a common philosophy statement in time for the June meeting. This was acceptable to the committee.

Regent Downer said the third bullet point speaks about a regulated environment governed by NCAA, conference and university rules. He suggested adding "Board of Regents", because there may be rules the Board may establish in some point in the connection and would anticipate that those rules be followed.

Regent Becker said when the statement of a common recruiting philosophy for the Regents' institutions is prepared, the first and third bullet points of the statement of common principles will have to be modified. The universities will make those modifications and bring the two documents back to the Board at the same time.

#### **EDU 4B. SUI Procedures for Action on Students Involved with Legal Issues**

##### *Comments of Dr. Jones, Vice President for Student Services for the University of Iowa*

Dr. Jones reported on the universities efforts to develop procedures for action on students involved with legal issues. He said the Code of Student Life is part of a publication called Policies and Regulations Affecting Students.

Students facing criminal charges may also be involved with the Code of Student Life; legal issues that occur on campus would also involve discipline that involves student life. For incidents related to violence and sexual assault, the University will take action for off-campus incidents. If students are involved in issues on campus and there are also criminal charges involved, the university may defer taking action until the criminal actions have been dealt with so that students are not required to testify against themselves. In these instances, the university usually takes interim sanction. If the student, or his/her attorney, wants an immediate hearing, they could have one. The university does make it very clear to the student that when that occurs, those records are available or subject to subpoena. An interim sanction could last for the period of time that the case is going through the judicial process.

Regarding the areas relating to Section K, Policy on Violence, the university takes action on incidents that happen anywhere by a university community member and can be shown to have a demonstrable, articulable and adverse affect on the university. Section D is the area where they actively analyze the situation to make a determination about whether they could or should take action in a case.

Regent Gartner commented that when a basketball player recently got in trouble, there was an article in the newspaper asking about the policy because apparently the student had been in trouble before. After the first incident two years ago, the University was asked to develop a policy; the article mentioned that the policy is under review in the Athletic Department. He asked if there was a separate policy for athletes than for other students. If so, why has it taken two years to develop that policy? Why the policy is still within the department and hasn't emerged?

Dr. Jones said that the Code of Student Life applies to all students. The Department of Athletics can have other guidelines or rules for involvement. The newspaper article Regent Gartner referred to involved the Department of Athletics Code of Conduct; they are still in the process of finalizing that. Regent Gartner asked why it's taken two years to develop that policy. Dr. Jones said he wasn't involved in the process and didn't know how the committee worked. Dr. Jones said that his representative on the committee reported there was extensive research done on areas having to do with things like drug testing and other issues that the department was putting into their Code of Conduct.

President Skorton said that there were policies and procedures prior to the report that suggested that those policies be looked at again and revised. He did not want to make excuses for the two year time lapse, but wanted to impress that there were procedures prior to that. The deliberations were not totally within the Department of Athletics. President Skorton said he asked that a review involve not only the Department of Athletics, but the Vice President for Student Services office, the General Counsel's office, the Provost's office and others, who interact with students. President Skorton said he wanted to be satisfied that a change in the policy would go through sufficient deliberations, that it would be a seamless policy that would hold them in good stead if there were future occurrences.

President Skorton said that the President's Council on Athletics, which includes faculty, staff, students, athletic administrators and others, has sent that policy to his office. President Skorton said he released the policy to the public as soon as he received it. There were two stipulations on that policy.

- First, that the members of the President's Council suggested it be re-written to make it easier to understand.
- Secondly, they asked for a formal review by the General Counsel, who was not on the committee.

At the present time, the policies are being rewritten for understandability and are in the General Counsel's office for review.

General Counsel Mark Schantz reviewed the steps taken by the University concerning the student referenced above. In the first instance, there was a felony arrest and the Athletic Director suspended the student, pending the outcome of the criminal process. In the second instance, the student was dismissed from the team. There is a consistent practice of making a distinction between felonies and misdemeanors, regarding suspensions or waiting for the outcome of the criminal proceeding.

Regent Becker received the report by general consent.

**EDU 5A. Discussion of Issues Regarding Changing Expectations of High School Students That Might Affect Regent University Admissions Standards.**

*Comments of Gene Vincent, President of Board of Education*

Mr. Vincent said the Iowa Learns Council, a committee appointed by the Governor, made a recommendation last spring, including:

- What improvements were needed in terms of expectations of students and parents.
- Align the student curriculum to make it more relevant with post-secondary curriculum.
- Improve career guidance and planning.
- Improve the traditional K-12 education and the workplace.
- Establish a connection between education, business and labor.

These are goals that the State Board has had for a number of years. A long-standing Board priority is to provide more rigorous courses that relate to the needs of the students, to prepare them for post-secondary education.

*Comments of Judy Jeffrey, Director of Department of Education*

Ms. Jeffrey said the State Board has had a priority of looking at the high schools for the past four years. As a result of that initial priority, the Department undertook a major study and released that report last year, Focus on High Schools, which can be found on the Department's web site. At the same time, the Urban Network undertook a study and released its findings. In both the state and national reports, there are three items that come up consistently regarding: the 3 R's - rigor, relationships and relevance in the high school work.

Some of the efforts that have been made include the following. Last fall, a high school summit was held with approximately 1400 participants. This was encouraging because it was the first time that teachers, administrators, professional associations, higher education, state board members, the Governor's office and local board members were in attendance to discuss what is happening in the high schools.

Ms. Jeffrey, the Governor and other individuals attended the National Governor's summit on high school reform in Washington, D.C.

The Department has also started "community conversations". These are very structured conversations that occur with trained facilitators and scenarios of what really needs to happen in Iowa's high schools. Individuals are invited from communities to participate in those conversations and they react to the scenarios that are developed and make recommendations to their local high schools about the path to strengthen their high schools. Those structured conversations will be available through materials and trained facilitators to any community across the state to look at their high schools.

Ms. Jeffrey said they were currently reviewing the graduation requirements in Iowa, a local decision, by statute. Every local school district establishes its own graduation requirements. The department is currently reviewing what is required by the local school districts and is undertaking conversations with them about whether or not these are rigorous enough and signify what they should expect high school students to know as they graduate.

The department is also sponsoring some Iowa Communication Network meetings this spring to look at what "rigor" means in the curriculum at the high school level. That will start some interesting conversations about what rigor means in math, science and communication skills. There have also been K-12 networks established with trained facilitators across the state to improve the skills in reading, math and science.

Ms. Jeffrey said the Department is interested in developing stronger connections between the K-12 system, the community college and the four year system, to look at how they communicate with one another about expectations the Regents and the community colleges have for the graduates of the K-12 institutions.

The State Board has undertaken another endeavor that hasn't been done before, which is visiting with all of the high school principals, superintendents and local board presidents, between now and June, to look at what they are currently requiring at the local level. They are having conversations about what rigor means in their high school, discussing the Iowa Learns recommendations relating to graduation requirements, and what counts for graduation. It is not enough to say that students should have three years of math and three years of science. It is important to know what is being counted when you say three years of math and three years of science. The department is also discussing with local boards what types of barriers there might be, as well as the strengths of their own systems in revising the high school curriculum.

Ms. Jeffrey said one of the areas they have talked about in those conversations is the culture that surrounds Iowa high schools. It is important to realize those are very social institutions and you have to look at that at the same time you look at the rigor that's included in the curriculum for the students. The department also wants to improve the dropout rate. There is a significant dropout rate for minority students and there is a need to develop very strong relationships with the students and with the adults in that community.

The problem is there is not rigor for all students. Taking that rigor to all students is probably the major concern the Department of Education has. Ms. Jeffrey said they are also asking about barriers that they perceive for a student's success in post-secondary education.

Mr. Vincent said that many high school principals discussed grade point average and class ranks, which students were trying to maximize to get scholarships and obtain college admissions, rather than taking the more rigorous courses.

GPA is sometimes seen as a barrier because students feel they need to achieve a certain rank in class to qualify for scholarships. Sometimes they don't take the most rigorous courses because of a fear of dropping that grade point average. Institutions should look at the courses taken by the students, rather than just the GPA. They felt it was a better indicator of the quality of the graduate, and the knowledge and skills that they carry. At the same time, they are concerned about making sure that all students can achieve very high standards; they need to look at the relevance of the curriculum in math, science and communication skills, so that students stay engaged in school and make headway in the skills they are gaining.

Ms. Jeffrey said they want to collaborate more extensively with all sectors. The department is interested in raising the rigor of the high school curriculum so that all students can succeed in future endeavors, whether at a job, a community college, or four year college. They believe they have a responsibility to make sure that all students are prepared for that kind of success.

She said they can work more closely together to look at the guidance that can be provided to students and families at a much earlier age. There are many students approaching colleges that are first time members of a family to attend a post-secondary institution. Not all families are aware of what it takes for a student to succeed.

Ms. Jeffrey referred to the Regent institutions' brochure about courses required for admission. More discussion needs to occur with the K-12 system about admission requirements and of how well graduates from individual school districts are doing at the post-secondary institution; there needs to be communication between the local school districts and the post-secondary institutions about the success of high school graduates.

#### **EDU5B. Response from Council of Provosts**

##### *Comments from Provost Podolefsky, University of Northern Iowa*

Provost Podolefsky spoke on behalf of the Council. He said that success at the Regents' institutions is clearly tied to the Department of Education's success, which is reciprocal, as they train teachers and receive students. Instructors and faculty who teach freshman classes would appreciate rigorously educated undergraduates. He said the Regent universities are committed to working with the Department of Education regarding aligning high school curriculum with university entrance requirements.

The Provosts met before this meeting with three directors from the AEAs to talk about some of the same topics. They have already identified one subject area and potential strategy for beginning that conversation.

Regent Rokes asked how many districts there were for 370 high schools and what the number of graduates was per year. Ms. Jeffrey said approximately 30,000 graduates in roughly 367 districts, which averaged out to less than 90 per class. Ms. Jeffrey said there was a huge range of graduating classes, anywhere from 10 to 800.

President Koob said that the Regent enterprise has taken the lead in terms of establishing entrance requirements. They publish the expectations for the courses that must be taken in high school. Each year, they report to each school on the success that the students from that school have had.

Ms. Jeffrey said they have been encouraging high schools to use the feedback reports and request reports if they are not automatically sent, and review the trend lines of their graduates into the post-secondary institutions to see how well they were doing over time.

Regent Becker asked the Provosts about their meeting with Jim Maxey from ACT. She asked about what is already being done and what Mr. Maxey is proposing, and what might be of interest to the Board of Regents and to the Board of Education.

Provost Podolefsky said he was unclear as to what information is currently being provided. The ACT study would provide feedback on success at the Regent institutions in comparison to the courses completed at the high schools. Provost Podolefsky said that in the discussion held earlier in the day, they focused on what mathematics competencies students may be lacking as first year students.

Regent Becker said there was discussion about how the content of courses might be different between high schools. The competencies correlate to student success at the Regents' institutions.

Provost Hogan said that the Provosts will report to the Committee on a list of best practices regarding what the universities do as first year retention efforts. The Provosts also decided to recommend to the Board that the ACT study be conducted to gather data from local school districts on the preparation levels of students and correlate that with student success in the first year programs at the Regent institutions. The Provosts would provide that information and ACT would provide that information to the Regent institutions, community colleges and local high schools. The local high schools would get a "report card" on how their students were doing. The report card would correlate student success with the rigor and content of the curriculum.

Regent Harkin complimented the Provosts and said that the admission requirements at the Regent universities makes an impact on the courses provided by high schools. She felt any feedback provided to the high schools and school districts would be helpful.

Executive Director Nichols said that the Regents would be coming to the State Board in their dual roles working with K-12 schools and community colleges. The kinds of data systems that might be useful to K-12 might also be useful to the community colleges the Education department works with as well as to Regent universities. The message relative to this type of data sharing and gathering is that the Regents are looking to be proactive partners in terms of the efforts, costs and benefits with the other sectors of education.

He also said another message is broader for the Regents and the Board of Education; there will be many opportunities available in the next few months for shared project work between the two groups, in terms of grant opportunities and other kinds of statewide efforts. Executive Director Nichols said that was part of their meeting with the Governors about state grant opportunities for high school curriculum and expectations redesign.

Regent Becker said an earlier agenda item was a Student Financial Aid study that provided good information in a way that wasn't available before. She said it might be of some interest to the Board of Education for the community colleges.

Regent Newlin said there are roughly 371 high schools in Iowa currently and asked how many there were 10 years ago. Ms. Jeffrey said there were more than that, possibly 470. Regent Newlin asked how many high schools there would be 10 years from now and Ms. Jeffrey said it would be a "crystal ball" projection. Ms. Jeffrey said consolidation is difficult and is done at the local levels and more

districts are now engaged in the consolidation discussion, because of existing financial conditions. School districts might be entering another area of consolidation.

**EDU 6. Filing of Notice of Intended Action to Amend Administrative Rules Regarding Personal Conduct.**

*Comments of Susan Anderson, Associate Counsel, Board Office*

Ms. Anderson said the Committee is asked to consider approval of filing of Notice of Intended Action to Amend rules which govern all three Regent universities on personal conduct of students and employees. The reason the proposed amendments are before the Committee is two-fold: (1) research showing that the number of celebratory riots, as opposed to protest riots, is rising across the nation and (2) recent events in Iowa.

The filing of Notice of Intended Action, if approved by the Committee and the full Board, sets into motion a series of deadlines and events under the rule making process, including the time for publication of notice for public hearings. After that process goes through, the Committee and Board would be asked to vote on the final adoption of the amendments. Timing is such that if the Notice is approved by the Committee and the Board at this meeting, these amendments could be in effect by the beginning of the 2005-2006 school year, so the Regent universities could educate students at orientation about the amended rules.

The rules incorporate aspects of Iowa law found in Iowa Code Chapter 723 on riots, unlawful assembly and failure to disperse. Mr. Gartner asked if "failure to disperse" would include a "sit-in". Mr. Gartner used an example of a restaurant discriminating against an individual because of ethnicity and the students sit-in to protest. Ms. Anderson responded that if the sit-in is peaceful and not a riot, it would not be considered a failure to disperse. Regent Becker felt the Code referred to rioting.

Regent Becker clarified that what the Board is being asked to do is support the Filing of Notice of Intended Action. At this point, they do not need to approve the final document, but allow it to be published for public comment so questions can be asked and aired in a public forum. Ms. Anderson said that was accurate, with possible hearings at all three campuses simultaneously over the ICN, as well as an opportunity for written comments.

Ms. Anderson said if the Notice of Intended Action is approved at this meeting, the earliest the amendments could be published in the Iowa Administrative Bulletin was April 13. They must wait at least 20 days after that for an oral proceeding, which puts the earliest date to May 3. She has talked with counsel on all three campuses to coordinate this. May 6 is being targeted at this point; however, it is at the end of the exam period for Iowa State and the University of Northern Iowa. The University of Iowa has exams the following week.

Regent Becker asked if students not able to attend the May 6 proceedings could provide written feedback. Ms. Anderson said the April 13 notice will give instructions for where to file written comments, which will then be summarized and presented to the Board before voting on whether to formally adopt the amendments.

President Geoffroy felt it was important for the students to have the opportunity to give input during a time that they could focus their thoughts on the issues, rather than on final exams. He said Paul

Tanaka, University Counsel, suggested that the university could schedule opportunities on campus for students to express comments and opinions, which can be recorded and transmitted before May 6.

Regent Becker felt that would be very important if that could be arranged. She asked the universities to coordinate with Ms. Anderson. Ms. Anderson said it would be up to the individual campuses to decide how they wanted to do that, but she would take all the information gathered informally. The Committee members supported having the universities do what they could do to gather student comment information.

<b>MOTION</b>	Regent Rokes moved to recommend to the full Board the approval of filing of Notice of Intended Action for Chapter 9 of the administrative rules regarding personal conduct. Regent Arbisser seconded the motion.  <b>MOTION CARRIED UNANIMOUSLY</b>
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#### **EDU 7. Reports from COP and Board Office**

##### **A. Post-Audit Report**

- **M.S. and Ph.D. in Bioinformatics and Computational Biology**

##### Comments from Provost Hogan

On behalf of the Council of Provosts, Provost Hogan recommended that the Committee accept the Post-Audit Report for the Iowa State University M.S. and Ph.D. degrees in Bioinformatics and Computational Biology and that the programs continue. The programs were approved by the Board in July, 1999 and implemented in the spring of 2000. Enrollments and placements have been good. The program is run by a very small staff which is completely supported by grant money. This report has been reviewed by the Council of Provosts and the Board Office and both recommend continuance.

<b>MOTION</b>	Regent Arbisser moved to accept the post-audit report and to approve continuance of the M.S. and Ph.D. programs in Bioinformatics and Computational Biology at Iowa State University. Regent Rokes seconded the motion.  <b>MOTION CARRIED UNANIMOUSLY</b>
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##### **A. Post-Audit Report**

- **Ph.D. in Health and Human Performance**

##### Comments by Provost Hogan

Provost Hogan said the post-audit of the Ph.D. in Health and Human Performance program is in order. The post audit report was reviewed by the Council of Provosts and the Board Office and recommended continuation of the program.

<b>MOTION</b>	Regent Rokes moved to accept the post-audit report and approve continuance of the Ph.D. in Health and Human Performance program at the University of Iowa. Regent Arbisser seconded the motion.  <b>MOTION CARRIED UNANIMOUSLY</b>
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## **B. Catalog Changes**

### Comments from Provost Podolefsky

Provost Podolefsky presented the 2005-2007 catalog changes for Iowa State University. He said the changes are in order and recommended approval by the Committee. The catalog changes were reviewed by the Council of Provosts and the Board Office.

<b>MOTION</b>	Regent Arbisser moved to accept the 2005-2007 catalog changes for Iowa State University. Regent Rokes seconded the motion.  <b>MOTION CARRIED UNANIMOUSLY</b>
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## **C. Name Change for the Department of Chemical Engineering**

### Comments by Provost Hogan,

On behalf of the Council, Provost Hogan recommended that the Committee accept the proposed name change for the Iowa State University Department of Chemical Engineering to the Department of Chemical and Biological Engineering. The new name was chosen to more accurately depict the biological content that is already in place. Both the Council of Provosts and the Board Office have reviewed the proposal and support the name change.

<b>MOTION</b>	Regent Rokes moved to accept the name change for the Iowa State University Department of Chemical Engineering to the Department of Chemical and Biological Engineering. Regent Arbisser seconded the motion.  <b>MOTION CARRIED UNANIMOUSLY</b>
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## **EDU 8. Iowa School for the Deaf Sesquicentennial Celebration**

### Comments of Superintendent Prickett, Iowa School for the Deaf

Superintendent Prickett provided information regarding the Iowa School for the Deaf's Sesquicentennial Celebration. The school has been operating continuously for 150 years. There will be a banquet on May 26 and the Regents are invited to attend. Dr. I. King Jordan, President of Gallaudet University, is the first deaf President of the University and will speak at the banquet and graduation.

Regent Becker received the report by general consent.

**EDU 9. Establishment of Iowa Center for Immigrant Leadership and Integration**

*Comments by Provost Podolefsky*

Provost Podolefsky said the Committee has previously heard from Mark Gray, describing the work the New Iowans program and its service to immigrant populations. That project has been funded by an NIH grant.

Provost Podolefsky indicated that the program will receive more visibility as a center. Per Board policy, this is an informational item because it is below the cost threshold established by the Board for a center. It will remain a center, as long as there are external funds.

In the past, Regent Becker received information from the center that is sent to local communities, to help them to integrate new immigrant populations and help use the knowledge and expertise those people bring to those communities in a positive fashion. She indicated that was a great idea making it a center and that it will help advertise and expand the use of the materials that they have developed.

Regent Becker received the report by general consent.

**EDU 10A. University of Iowa Accreditation Reports**

- **Business**
- **Accounting**
- **Doctor of Pharmacy**
- **Master's Program in Rehabilitation Counseling**
- **Master's Program in School Counseling**
- **Master's Program in Student Development in Post-Secondary Education**
- **Doctoral Program in Counselor Education**
- **Internship Program in Professional Psychology**

*Comments by Provost Hogan*

Provost Hogan said that each of the programs underwent a very thorough self-study that is required by the accrediting agencies and all had an on-site visit by peer evaluators. All of the programs were approved and reaccredited for the full period.

Regent Becker accepted the report by general consent.

**EDU 10B. Iowa State University Accreditation Reports**

- **College of Veterinary Medicine**
- **Child Development Laboratory School**
- **Bachelor of Science in Computer Science**
- **Doctoral Program in Counseling Psychology**
- **Bachelor's degree programs in the Department of Music (4)**
- **MPA In the Department of Political Science**

Comments by Provost Allen

Provost Allen said there that the six programs went through the same process that Provost Hogan explained, which included self-study, site visits and follow-ups on the recommendations and concerns expressed in those reports. Four of the programs were reaccredited for the full term, one is reaccredited fully for a shorter term and one, the College of Veterinary Medicine, has a limited accreditation.

Regent Becker asked about the College of Veterinary Medicine's limited accreditation and whether the plans that are in place for building modifications will help them gain full accreditation. Provost Allen said that most of those issues dealt with facilities.

Comments by John Thomson, Dean, College of Veterinary Medicine, Iowa State University

Dean Thomson said that a comprehensive program review has been completed with the architectural firm to address the building needs. A master plan is in the final stages and will be presented to the public by April 30, 2005. That is the same time the University will be celebrating its 125<sup>th</sup> anniversary, making it the first state supported veterinary college in the country. An invitation has been extended to the Board of Regents to attend the celebration.

Dean Thomson said they have been granted a two year extension on the limited accreditation. The agency will look at what actual construction modifications are made. It is premature to expect them to grant full accreditation at this point. It is expected they will come back and review the university in 2007.

Regent Becker asked about the limited accreditation in Computer Science.

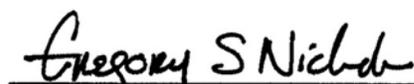
Comments from Carl Chang, Department Chair

Mr. Chang said in 2000, ABET issued a three year accreditation to the Computer Science program, with listed 11 concerns. In 2003, the department went through a re-evaluation, which eliminated most of the concerns. With this re-evaluation, ABET issued a three-year extension to the previous accreditation through September 30, 2006.

Regent Becker accepted the report by general consent.

Regent Becker adjourned the meeting at 5.00 p.m.

  
Diana Gonzalez, Policy and Operations Analyst

  
Gregory S. Nichols, Executive Director