

Contact: Diana Gonzalez

**EDUCATION AND STUDENT AFFAIRS COMMITTEE
BOARD OF REGENTS, STATE OF IOWA**

**UNIVERSITY OF IOWA – B5 JESSUP HALL
JULY 28, 2014, 2:00 – 3:00 PM**

1. Minutes of June 4, 2014 Education and Student Affairs Committee Meeting (Chair Mulholland) Recommendation
2. Request for a New Program at the University of Iowa: Bachelor of Arts Program in Enterprise Leadership (Butler) Recommendation
3. Request for a New Program at the University of Iowa: Bachelor of Science Program in Biomedical Sciences (Butler) Recommendation
4. Regional Study Centers Funding Allocation Request for 2014-2015 (Gonzalez/Rzonca) Recommendation
5. Iowa Lakeside Laboratory Regents Resource Center 2013-2014 Annual Report and 2014-2015 Budget (Rzonca) Recommendation

**IOWA STATE UNIVERSITY – 1550 BEARDSHEAR HALL
JULY 29, 2014, 2:30 – 3:30 PM**

6. Request for a New Program at Iowa State University: Master of Science Program in Gerontology (Wickert) Recommendation
7. Request for a New Program at Iowa State University: Ph.D. Program in Gerontology (Wickert) Recommendation
8. 2014 Education and Student Affairs Committee Work Plan (Chair Mulholland) Discussion
9. Other Business (Chair Mulholland) Discussion

Contact: Diana Gonzalez

MINUTES OF JUNE 4, 2014 COMMITTEE MEETING

**BOARD OF REGENTS, STATE OF IOWA
EDUCATION AND STUDENT AFFAIRS COMMITTEE**

**SCHEMAN BUILDING, ROOM 275
IOWA STATE UNIVERSITY
AMES, IOWA**

COMMITTEE MEMBERS

Chair Regent Katie Mulholland
Regent Ruth Harkin
Board of Regents Chief Academic Officer Diana Gonzalez
University of Iowa Provost Barry Butler
University of Northern Iowa Provost Gloria Gibson
Iowa State University Provost Jonathan Wickert

Chair Mulholland called the meeting to order at 3:45 PM.

REQUEST TO APPROVE MINUTES OF APRIL 24, 2014 EDUCATION AND STUDENT AFFAIRS COMMITTEE MEETING

- **MOVED** by BUTLER, **SECONDED** by WICKERT, to recommend approval of the minutes as presented. **MOTION APPROVED UNANIMOUSLY.**

STATUS REPORT OF PLANNING FOR A PILOT REGIONAL PROGRAM TO SERVE STUDENTS WHO ARE DEAF OR BLIND

Superintendent Patrick Clancy updated the Committee on the work of the Leadership Team for Deaf and Blind. The team recommended the Charles City Community School District as the first regional center because it has a history of supporting special education programs. Superintendent Clancy and Charles City Superintendent Dan Cox discussed the next steps in planning the pilot program, including identifying the regional program as an “academy” rather than a “center” because that name will better convey its service function. The goal of the regional academy is to ensure a continuum of quality education services across the state for Iowa students who are deaf and blind. Plans are to start services in Fall 2014 and to have a fully operational site in Charles City by Fall 2015. Superintendent Clancy pointed out the need to request funds from the legislature during the 2015 session. The academy will provide more extended learning activities to support students’ learning, such as those conducted on weekends or after school. The Individual Education Program (IEP) teams will continue to make placement decisions. The Leadership Team for Deaf and Blind will develop a process to evaluate the pilot program in Charles City. The Team will also continue to work with Charles City district staff, AEA staff, and LEA administrators within a one-hour radius of the regional academy as well as the Department of Education for support of this school reform initiative. Superintendent Clancy indicated that he has been working with Director Brad Buck to elicit the Department’s support.

- The Committee recommended receiving the report.

REQUEST TO CREATE A NEW CENTER AT IOWA STATE UNIVERSITY: IOWA SOYBEAN RESEARCH CENTER

The proposed center will be a public-private partnership with the Iowa Soybean Association to meet the needs of Iowa soybean farmers. Iowa is the nation's leading producer of soybeans. In 2012, the U.S. Department of Agriculture estimated that Iowa produced 408 million bushels of soybeans, valued at \$5.6 - \$6.4 billion. The total cost to operate the proposed center will be \$148,164 in Year One, increasing to \$228,232 by Year Seven.

- The Committee recommended approval to the Board of the request by Iowa State University to create the Iowa Soybean Research Center.

REQUEST TO CREATE A NEW CENTER AT IOWA STATE UNIVERSITY: MIDWEST TRANSPORTATION CENTER

The purpose of the proposed center is to serve as the organizing structure that will administer a U.S. Department of Transportation grant and to coordinate related research at ISU and its collaborating partners. External funding from the grant will be \$5,163,200 which must be matched by 100% non-federal funds. The match will include external research sponsor funding; ISU indirect cost return; College of Engineering support; and partner institution funding. The grant is for a two-year period; however, grant funds can be expended over four years. The total cost to operate the proposed center will be \$1,032,640 in Year One, increasing to \$3,097,920 in Year Four. Provost Wickert explained that the center currently exists under the name of "Consortium." Renaming the consortium as a center will align with U.S. Department of Transportation requirements.

- The Committee recommended approval to the Board of the request by Iowa State University to create the Midwest Transportation Center.

REQUEST TO TERMINATE THE BACHELOR OF ARTS PROGRAM IN CHEMISTRY-MARKETING AT THE UNIVERSITY OF NORTHERN IOWA

The request to terminate the program resulted from a realignment of department offerings with industry needs as well as lack of student interest in the program. Future students interested in this field will be better served by completing a chemistry major with a marketing minor or a marketing major with a chemistry minor. The department will eliminate only one course – Principles of Physical Chemistry. No cost savings will occur because all other courses required for the program are still required for other chemistry or marketing programs. Termination of the program will become effective when the two remaining students complete their program.

- The Committee recommended approval to the Board of the request by the University of Northern Iowa to terminate the Bachelor of Arts Program in Chemistry-Marketing.

REQUEST TO TERMINATE THE MASTER OF ARTS PROGRAM IN PERFORMANCE AND TRAINING TECHNOLOGY AT THE UNIVERSITY OF NORTHERN IOWA

The request to terminate the program resulted from lack of enrollment in the program and availability of a dedicated faculty member in the program. Immediate termination of the program will be possible because there are no students currently enrolled in the program. No cost savings are anticipated.

- The Committee recommended approval to the Board of the request by the University of Northern Iowa to terminate the Master of Arts Program in Performance and Training Technology.

PROPOSED COURSE CHANGES AT THE UNIVERSITY OF IOWA

Course changes are an ongoing function of the university to reflect changes in occupational fields, changes in faculty specialties, developments in fields of study or disciplines, scholarly vitality of the faculty, changes in educational needs of students, or other needs determined by the university. The proposed changes include an addition of 351 new courses and elimination of 201 courses, resulting in a net increase of 150 courses. The new courses are primarily in the Colleges of Education and Medicine, and University College. Provost Butler indicated that there is no cost to the university for the additional courses because they will not all be taught at the same time. The new courses are simply part of the revised university catalog.

- The Committee recommended approval to the Board of the request by the University of Iowa for the proposed course changes.

REQUEST TO AWARD AN HONORARY DOCTOR OF SCIENCE DEGREE AT THE UNIVERSITY OF NORTHERN IOWA

The University of Northern Iowa wishes to award an Honorary Doctor of Science Degree to Mary Sue Coleman at Spring 2015 commencement in recognition of Dr. Coleman's leadership in higher education and for her commitment to the Department of Chemistry and Biochemistry at the University of Northern Iowa.

- The Committee recommended approval to the Board of the request by the University of Northern Iowa to award an Honorary Doctor of Science Degree to Dr. Mary Sue Coleman at Spring 2015 Commencement.

REQUEST TO AWARD AN HONORARY DOCTOR OF HUMANE LETTERS DEGREE AT THE UNIVERSITY OF NORTHERN IOWA

The University of Northern Iowa wishes to award an Honorary Doctor of Humane Letters Degree to Nancy Powell at Spring 2015 commencement in recognition of Ambassador Powell's leadership and vision in global politics and her respect for diverse ways of life.

- The Committee recommended approval to the Board of the request by the University of Northern Iowa to award an Honorary Doctor of Humane Letters Degree to Ambassador Nancy Powell at Spring 2015 Commencement.

ANNUAL REGENT STUDENT FINANCIAL AID STUDY

Chief Academic Officer Gonzalez reported that there were 23,870 full-time, resident, dependent undergraduates who received financial aid at the Regent universities in 2012-2013. Students with a family AGI < \$15,000 tended to have a higher average total grant award and a smaller total loan award while students with a family AGI > \$45,000 tended to have a smaller grant award and a higher total loan award. Students with the lowest family AGI tend to have unmet financial need after accepting the financial aid package awarded by the university; the unmet need is typically addressed by additional hours of employment, private loans, or other means.

- The Committee recommended receiving the report.

2014 EDUCATION AND STUDENT AFFAIRS COMMITTEE WORK PLAN

- Chair Mulholland asked the members to submit suggested items to Diana Gonzalez for inclusion on the work plan.

OTHER BUSINESS

Chair Mulholland adjourned the meeting at 5:05 PM.

The corresponding docket memorandum for each agenda item, an integral component of the minutes, is available on the Board of Regents website at <http://www.regents.iowa.gov>. Copies of these memoranda can also be obtained from the Board Office by calling 515-281-3934.

Contact: Diana Gonzalez

**REQUEST FOR NEW PROGRAM AT THE UNIVERSITY OF IOWA:
BACHELOR OF ARTS PROGRAM IN ENTERPRISE LEADERSHIP**

Action Requested: Consider approval of the request by the University of Iowa to establish a new Bachelor of Arts Program in Enterprise Leadership in the Tippie College of Business with the degree awarded by the College of Liberal Arts and Sciences.

Executive Summary: The proposed program will create an option in the Tippie College of Business for students who want to focus on business leadership. This proposal was reviewed by the Board Office and the Council of Provosts and is recommended for approval. No concerns were raised when it was presented to the Iowa Coordinating Council for Post-High School Education. The proposed program addresses the Board of Regents Strategic Plan priorities to “provide educational excellence and impact as well as economic development and vitality” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◇ **History of current program offering.** In Spring 2006, the College of Liberal Arts and Sciences (CLAS) implemented the business studies track as part of a three-year pilot in the CLAS Interdepartmental Studies Program. The Interdepartmental Studies Business Studies Track combines a generalized business background, with a variety of emphasis area choices – workplace practices and perspectives, value and ethics, or arts management. Students also have the option of proposing a self-defined emphasis area to the Advisory Committee. Assessment of the track shows it has been successful. Graduation rates for students in the track have been stronger than the College’s overall graduation rates. Employment data collected by the Pomerantz Career Center six months after graduation showed that a large percent of graduates were employed or in graduate school.
- ◇ **Rationale to create a stand-alone program.** After the Interdepartmental Studies Program was reviewed in Fall 2012, one of the recommendations identified to enhance the program was to “create a separate major from the track to provide a degree clearly stating an area of study.
- ◇ **Description of proposed program.** The proposed program will be offered jointly by the College of Liberal Arts and Sciences (CLAS) and the John Pappajohn Entrepreneurial Center in the Tippie College of Business. The program will provide a creative and innovative path to graduation and success for those students who desire to study business leadership rather than the more traditional programs offered by the Tippie College of Business. The proposed program will offer a blend of skills, theory, and content and will encourage students to apply their knowledge and skills to entrepreneurial concepts and ventures. This proposal represents a key partnership between the John Pappajohn Entrepreneurial Center in the Tippie College of Business and the College of Liberal Arts and Sciences to enhance the educational experiences and outcomes for students.

- ◇ Link to institutional strategic plan. Goal I of the Strategic Plan of the College of Liberal Arts and Sciences is focused on student success, with a primary aim of providing a “rich and challenging undergraduate experience.” The plan also stresses the importance of retention, graduation, and employment opportunities for undergraduates. The proposed program will offer students another option for the study of business; CLAS students who want to study and expand their knowledge of entrepreneurial business practices will find this option particularly appealing. The proposed program will offer a blend of business and liberal arts approaches, and will allow students to hone their skills in communication and critical thinking. This will be a flexible approach to the study of business for students with interdisciplinary interests.
- ◇ Relationship to existing programs at SUI. The concept for the proposed program came from the existing business studies track in the Interdepartmental Studies Program administered by CLAS. During the last review of the track, there was a recommendation to move the track into a department so that students would have a stronger sense of community; to rename the major so that the title would better reflect the area of study, with an aspect of business more prominent in the title; and to provide a capstone experience for students. At the same time, the Center for Entrepreneurial Management in the Tippie College of Business was looking to expand its work with students. The Center provides an active and engaging community with activities to enrich students’ studies. The integration of the business studies track with course offerings from the existing entrepreneurial certificate presents an opportunity to serve CLAS students who want a background in entrepreneurial studies with a liberal arts focus. CLAS will award the degree; CLAS students will become part of the business community in the Entrepreneurial Management Program and will have access to faculty, extra-curricular activities, and Tippie events.
- ◇ Unique features. The Tippie College of Business is ranked 21st by the U.S. News and World Report for its undergraduate programs among public institutions and 36th among all U.S. institutions. The Center for Entrepreneurial Management is ranked 23rd in the country. Tippie and the Center provide facilities and instruction related to entrepreneurship for students while the College of Liberal Arts and Sciences provides in-depth perspectives on social and economic issues that impact business; it also offers skill-related courses in communication, helping to educate leaders grounded in a liberal arts perspective. By bringing these strengths together, the University will be able to provide a unique program of study to its students.
- ◇ Duplication. While a number of colleges and universities in Iowa offer business studies programs, only a few offer studies in entrepreneurship. The Bachelor of Business Administration Program in the Tippie College of Business offers programs in marketing, management, accounting, finance, economics, and business analytics/information systems. Iowa State University’s College of Business offers a similar array of programs as does the University of Northern Iowa’s College of Business Administration. Most private colleges and universities in Iowa offer a program of study in business at the undergraduate level, including Mount Mercy University, Coe College, Grinnell College, Drake University, and Saint Ambrose University.

The proposed program focuses on leadership skills within the context of entrepreneurial business; such a program is less common in Iowa. The Drake University College of Business and Public Administration offers a Bachelor of Science Program in Entrepreneurial Management, an interdisciplinary credential similar to the proposed

program at the University of Iowa. The key difference is that the proposed program requires a background in liberal arts and sciences courses as well as core courses taught by the Tippie Center for Entrepreneurial Management. The Drake program requires business courses from the College of Business and from the departments of marketing, accounting, management, and others. The proposed program requires courses in entrepreneurship offered for the certificate program at Tippie as well as courses in the liberal arts offered by CLAS, resulting in a Bachelor of Arts degree rather than a Bachelor of Science or Bachelor of Business Administration degree. The North Iowa Area Community College (NIACC) offers an Associate of Applied Science program in Entrepreneurship and Small Business Management with support from its John Pappajohn Entrepreneurial Center.

- ◇ Student demand. Approximately 300 students are currently in the CLAS business studies track in the Interdepartmental Studies Program. Many of these students will move to the proposed program because of the community engagement and activities provided by the Center for Entrepreneurial Management. The enrollment is expected to grow steadily during the next 10 years because it will also attract students who are interested in the more non-traditional methods of starting and managing a business offered by the entrepreneurial approach.
- ◇ Need for proposed program. The proposed program will address the recommendations identified by the Interdepartmental Studies Program review to create a stand-alone program for students interested in entrepreneurship.
- ◇ Workforce need/demand. The U.S. Department of Labor projects a 7.2% job growth in management; a 12.5% growth in business operations; and a 7.0% growth in sales. Enterprise management is related to all these aspects of business and can also include businesses in growth areas, such as computer and mathematical operations (18% projected growth) and other entrepreneurial business related to technology use of new products and services. This flexible program of study will provide students opportunities in a range of fields related to business management and operations.
- ◇ Resources. The proposed program will be housed in the Center for Entrepreneurial Management in the Tippie College of Business using existing space, facilities, equipment, and staff; the Center also has room for expansion. Additional use of this space is an efficient use of existing resources. The courses offers by CLAS will also use existing facilities and faculty members who currently offer the required courses.
- ◇ Cost. The proposed stand alone program will make use of existing faculty, facilities, and equipment. Therefore, no new costs are anticipated. Facilities and staff are already funded and operational. Advising will be provided by the Academic Advising Center.
- ◇ Projected enrollment. The projected enrollment is 60 students in Year One, increasing to 300 students by Year Seven. The department anticipates that the flexibility of the proposed program will appeal to undergraduate students who are interested in a broad background in entrepreneurship.
- ◇ Potential for articulation agreements. Articulation agreements will not need to be developed for the proposed program because most of the course work is covered under existing agreements. However, the proposed program may be available to community college students through the University's 2+2 Plan.

- ◇ Date of implementation. Creation of the proposed program will become effective upon approval by the Board of Regents and will be included in the University's General Catalog. The anticipated implementation date is August 2014.

Contact: Diana Gonzalez

**REQUEST FOR NEW PROGRAM AT THE UNIVERSITY OF IOWA:
BACHELOR OF SCIENCE PROGRAM IN BIOMEDICAL SCIENCES**

Action Requested: Consider approval of the request by the University of Iowa to establish a new Bachelor of Science Program in Biomedical Sciences in the Department of Biology in the College of Liberal Arts and Sciences.

Executive Summary: The proposed program will prepare students for research and/or practice in the chemical, genetic, cellular, and physiological basis of human disease. This proposal was reviewed by the Board Office and the Council of Provosts and is recommended for approval. No concerns were raised when it was presented to the Iowa Coordinating Council for Post-High School Education. The proposed program addresses the Board of Regents Strategic Plan priorities to “provide educational excellence and impact as well as economic development and vitality” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◇ **Description of program.** The proposed program will require course work in the natural and social sciences, mathematics, and statistics. There will be a required lab component, with the expectation that students will work in faculty research labs beginning in the first or second year of their studies. Consequently, the proposed program will be highly selective¹; the students will be trained in research techniques and issues by a faculty mentor who will be assigned during the first year. The objective of the proposed program will be to prepare students for future research and clinical practice when the focus of medicine will shift from the treatment of symptoms to an intervention related to the genetic basis of a disease.

The proposed program will be administered by the Department of Biology; the Departments of Chemistry, Biochemistry, and Microbiology will serve on the advisory committee overseeing the program and advising students. Faculty will serve as advisors and mentors; students will be equally assigned to each participating department.

- ◇ **Link to institutional strategic plan.** The University of Iowa’s strategic plan stresses the importance of interdisciplinary research and “cross-college scholarship.” The University is committed to using these priorities to “address major societal challenges” and “areas of national or global need and significance that require the collaborative efforts of multiple disciplines,” including health and health-care related issues. The proposed program is interdisciplinary and will bring together faculty from a number of disciplines in the College of Liberal Arts and Sciences (CLAS) and the Carver College of Medicine to educate students to understand the new frontiers of medicine and health issues. Both the University and CLAS are committed to student success, with the “increased success of undergraduates an educational imperative.” The proposed program will provide a challenging, quality curriculum while pairing students with a faculty mentor who will train and guide the student from the freshman year through the student’s application to medical or graduate school.

¹ Selection criteria are included in Appendix A.

- ◇ Relationship to existing programs at SUI. The College of Liberal Arts and Sciences offers a number of related programs that may be used as preparation for careers in the health professions, including a BA/BS in Chemistry, BA/BS in Biology, BA/BS in Human Physiology, and the Health Science track within the Interdepartmental Studies Program. The College also offers programs in Biochemistry (BA/BS) and Microbiology (BS) as well as programs of study administered by the Carver College of Medicine. Each program appeals to different populations with different abilities and professional goals ranging from health promotion and education to dentistry and medicine. The College of Engineering offers a Biomedical Engineering program with a pre-medical track; this combination provides an engineering concentration as well as preparation for a career related to both engineering and medicine. Those programs are more narrowly designed than the proposed program in Biomedical Sciences, which will use courses from all the departments (except Engineering) to create a unique program of study. The students in the proposed program will be exposed to multiple perspectives on similar issues, combining the study of core material from different perspectives and the application of findings in a research setting. The proposed program will also give faculty an opportunity to work collaboratively across disciplines.

- ◇ Unique features. The Department of Biology is well known for its research affiliations; the Departments of Chemistry and Biochemistry and Microbiology also have active research labs in which undergraduates participate. Cluster hire initiatives at the university, which are part of the strategic action for fulfilling its commitment to advancing interdisciplinary knowledge that will help solve the “Grand Challenges” of the century, provide additional opportunities for students as well as a stimulating environment in which to learn. Three of the cluster hire initiatives relate to the proposed program – Genetics; the Aging Mind and Brain; and Obesity. These initiatives, related to health and health-care issues and to research problems, result in synergy across disciplines and create opportunities for learning at every level, including internships, classes, and lab experiences. Undergraduates will have more informed access to these opportunities as a result of having faculty working across disciplines and colleges. In addition, access to the Carver College of Medicine and the University of Iowa Hospitals and Clinics will make available physicians who are also researchers studying society’s most pressing health problems. Undergraduates will have the opportunity to volunteer, help with research, and participate in other outreach activities offered by UIHC.

- ◇ Duplication. The College of Liberal Arts and Sciences works closely with the faculty of the Departments of Biochemistry and Microbiology in the Carver College of Medicine, especially those faculty who teach courses as well as advise and mentor students in the proposed major. CLAS has also consulted with both UNI and ISU on the proposed program. ISU offers a Biomedical Sciences program at the graduate level; this program is in the College of Veterinary Medicine. At the undergraduate level, ISU offers an interdisciplinary program in Genetics; this program has a more specialized focus than the proposed program. ISU does not offer an undergraduate biomedical sciences program. UNI offers a track within its Bachelor of Arts program in Biology called Biomedical Emphasis with similar requirements to the proposed program. However, the proposed program is aimed at students pursuing a medical career with a research component while the UNI program is broader and designed for a range of student aspirations.

Two other Iowa institutions offer a program that appears to be part of the specific sub-area of biology – Iowa Wesleyan College has a Pre-Medical Science program and Loras College has a Biological Research program. These programs are more general than the proposed program and do not have the research orientation of the proposed program.

- ◇ Student demand. The number of students interested in the sciences and health professions has risen nationally during the past two decades. The National Center for Education Statistics notes that “the number of degrees conferred in biological sciences increased by 17% between 2000-01 and 2005-06 and by 27% between 2005-06 and 2010-11...The number of degrees conferred in health professions and related programs was 21% higher in 2005-06 than in 2000-01, and increased by 56% between 2005-06 and 2010-11.”² The University of Iowa has also experienced the same demand – the Department of Biology now has more than 650 majors. The number of undergraduates in CLAS with the primary major in an area preparing them for the health professions total more than 1,700 students.

- ◇ Need for proposed program. The purpose of the proposed program is to offer an intensive preparation for clinical practice and a related research career by providing a challenging curriculum with lab experiences. A major revision of the Medical College Admission Test (MCAT) for 2015 reflects this understanding that a new approach to medical education is needed. Medical schools also are revising their curriculum and pedagogy to stay abreast of scientific changes. The proposed program will help Iowa students to be prepared for the future.

The proposed program is intended for students preparing for research and/or practice in the chemical, genetic, cellular, or physiological basis of human disease. It will also facilitate close faculty collaboration across disciplines between the College of Liberal Arts and Sciences and the College of Medicine, and will help to create a foundation for future discussions and innovations to benefit undergraduate students.

- ◇ Workforce need/demand. The U.S. Department of Labor Occupational Outlook Handbook notes that “Employment of physicians and surgeons is projected to grow 18% from 2012 to 2022, faster than the average for all occupations. Job growth will occur because of the continued expansion of health care-related industries.” The Handbook projected a 20% growth rate in related health diagnosing and treating fields of practice.

- ◇ Resources. No new faculty, facilities, or equipment will be required for the proposed program. Existing facilities will be used with no additional expense. There are no new courses required for the proposed program because the course work will be drawn from courses taught for other programs, with classroom lab space and faculty lab space available for the students’ use.

- ◇ Cost. The department does not anticipate the need for new resources. Existing faculty members are teaching the required courses with space available in these courses. Facilities and staff are already funded and operational.

² <http://nces.ed.gov/fastfacts/display.asp?id=37>.

- ◇ Projected enrollment. The projected enrollment is 25 students in Year One, increasing to 120 students by Year Seven. The department anticipates that some students will enter the program from another major offered by CLAS. The proposed program is likely to attract students who might otherwise choose an out-of-state institution with a challenging science program offering research experiences with faculty early in the undergraduate experience.

- ◇ Date of implementation. Creation of the proposed program will become effective upon approval by the Board of Regents and will be included in the University's General Catalog. The anticipated implementation date is August 2014.

ADMISSION REQUIREMENTS AND PROCEDURES

Students who apply for admission to the university and to the college from high school with the following profile will be considered for admission to the proposed program as space in the program permits:

- ◆ A minimum ACT composite score of 29 or the equivalent SAT composite.
- ◆ A minimum ACT Math and Scientific Reasoning score of 29 or the equivalent SAT score.
- ◆ A minimum high school cumulative GPA of 3.70.
- ◆ A record of completing advanced science courses in high school such as AP, IB, or Honors courses if offered by the high school and/or of completing a second course in a sequence of courses (such as Chemistry I and Chemistry II), with grades in key science courses considered.
- ◆ A dedication to and passion for the sciences and mathematics as suggested in a statement of purpose.
- ◆ A letter of reference from a high school teacher or from a teacher in an early/pre-college program of study in the sciences or mathematics.
- ◆ Students interested in the program will meet with the director for an informal discussion about the requirements before declaration of the major.

A student may also be admitted to the major as a continuing student at Iowa or as a transfer student, with the understanding that a late declaration of the major may delay graduation. These applicants must show a strength in the sciences and mathematics through their outstanding grades in related UI or transfer course work. A statement of purpose and one letter of reference from a science or mathematics instructor is required.

Before admission to the program, a student must meet with the director of undergraduate studies. Admission to the program also depends on the number of spaces available in the program and the logistics of faculty mentorship as well as the student's ability to work in a team, to show a strong work ethic, and to have a high-level of academic integrity, which is necessary for research in a faculty lab.

Contact: Diana Gonzalez

REGIONAL STUDY CENTERS FUNDING ALLOCATION REQUEST FOR 2014-2015

Actions Requested: (1) Consider approval of the proposed 2014-2015 funding allocations for the Regional Study Centers: \$182,734 for the Southwest Iowa Regents Resource Center (Council Bluffs); \$96,114 for the Northwest Iowa Regents Resource Center (Sioux City); and \$5,000 for the Quad Cities Graduate Center (Quad Cities). (2) Direct the Board Office to notify, in writing, the General Assembly and the Legislative Services Agency of funds allocated to the centers.

Executive Summary: The proposed funding allocations, developed by the State Extension, Continuing, and Distance Education Council (SECDEC), for 2014-2015 describe the anticipated efforts and benefits to be derived at the Regional Study Centers. The 2014-2015 funding allocations for the Regional Study Centers have been reviewed by the Board Office and the Council of Provosts and are recommended for approval.

Background: The 2014 General Assembly appropriated a total of \$283,848 to the three regional study centers. Furthermore, the Board of Regents was authorized "to transfer moneys appropriated to the study centers if the Board notifies, in writing, the General Assembly and the Legislative Services Agency of the amount, the date, and the purpose of the transfer."

The **Southwest Iowa Regents Resource Center (SWIRRC)**, located on the campus of Iowa Western Community College (IWCC) since August 2011, is part of the Regent Enterprise and includes the University of Iowa, Iowa State University, and the University of Northern Iowa. The Center also partners with Iowa Western Community College and Southwestern Community College.

- ⇒ The center provides written materials about the universities' programs although the same information is available online through the universities' websites. The majority of offerings by the respective universities are provided online.
- ⇒ In Summer 2013, a mathematics instructor was hired to teach mathematics courses requested by the community colleges and universities. The faculty member teaches for both Iowa Western Community College and the University of Iowa. He also serves as a coordinator for the Center to work with the community colleges and the region to respond to identified educational needs.
- ⇒ SWIRCC supports and enhances the outreach efforts of the Regent universities; there are no other universities (including out-of-state institutions) in the consortium. It supports programming efforts at both the undergraduate and graduate levels.
- ⇒ The Center serves as a focal point for programming, offers personal assistance to prospective students, proctors examinations, and coordinates promotional efforts for the three universities in partnership with IWCC and Southwestern Community College.
- ⇒ Primary funding for the center is provided by the Iowa General Assembly.
- ⇒ Student support services, such as enrollment and academic advising, are provided directly by the respective Regent university.

- ⇒ In November 2013, a Ribbon Cutting ceremony was held on the IWCC campus to recognize the partnership between the Regent universities, Iowa Western Community College, and Southwestern Community College.
- ⇒ The Center participated for the first time in the annual Celebrate Council Bluffs parade on May 17, 2014. The university mascots were in attendance and they generated significant attention along the parade route. Herky, Cy, and TC shook hands, posed for pictures, and engaged the crowd along the two-mile parade route. Approximately 5,000 people enjoyed the 100 entries, including the mayor, city council, legislators, and a number of community groups.

The **Northwest Iowa Regents Resource Center (NWIRRC)**, which is located on the campus of Western Iowa Technical Community College (WITCC), was created by the 2013 legislature (HF 604) to serve the educational needs of students in northwest Iowa. Creation of the Center resulted from the requests and support of community leaders in Sioux City. The Center is part of the Regent Enterprise and includes the University of Iowa, Iowa State University, and the University of Northern Iowa. The Center also partners with WITCC and Northwest Iowa Community College.

- ⇒ The center provides materials prepared by each institution about their certificate, baccalaureate, master's, doctoral, and non-credit offerings; the same information is available online on the universities' websites.
- ⇒ NWIRRC supports and enhances the outreach efforts of the Regent universities. It supports programming efforts at both the undergraduate and graduate levels.
- ⇒ The Center serves as a focal point for programming, offers personal assistance to prospective students, proctors examinations, and coordinates promotional efforts for the three universities in partnership with WITCC and Northwest Iowa Community College.
- ⇒ Primary funding for the center is provided by the Iowa General Assembly.
- ⇒ Student support services, such as enrollment and academic advising, are provided directly by the respective university.
- ⇒ An instructor/coordinator will be hired in 2014-15 to offer specific courses requested by the partner community colleges and to work with the colleges and the region to respond to identified educational needs.

The **Quad Cities Graduate Center**, located on the campus of Western Illinois University – Quad Cities in Moline, Illinois with an office in Davenport, is a consortium of universities in Illinois (Illinois State University, Northern Illinois University, Saint Xavier University, University of Illinois, and Western Illinois University-Quad Cities) and Iowa (Drake University, Iowa State University, St. Ambrose University, University of Iowa, and University of Northern Iowa).

- ⇒ The center provides materials prepared by each institution regarding their certificate, master's, doctoral, and non-credit offerings; the same information is available online on the universities' websites.
- ⇒ There are no classes offered at the center. The majority of offerings by the respective universities are provided online or on the institutions' campuses (e.g., St. Ambrose University). A few programs, such as the University of Iowa's Master of Social Work Program, are offered in a face-to-face or blended format at a location arranged by the university.

- ⇒ Primary funding for the center is provided by the Illinois General Assembly and the Iowa General Assembly. Illinois funding remained the same in 2012-2013 and 2013-2014 at \$83,900. Iowa funding decreased from \$34,513 in 2012-2013 to \$5,000 in 2013-2014 as a result of changing priorities both for the Center and for the Regent universities.
- ⇒ Student support services, such as enrollment and academic advising, are provided directly by the respective university.

PROPOSED 2014-2015 REGIONAL STUDY CENTERS FUNDING ALLOCATIONS

The State Extension, Continuing, and Distance Education Council (SECDEC), in collaboration with the Council of Provosts, proposes the following allocation of funds to the Regional Study Centers in 2014-2015:

◇ Southwest Iowa Regents Resource Center.

- ⇒ SECDEC proposes an allocation of \$182,734 to the Center in 2014-2015. This is a decrease of \$20,000 (-9.9%) from the prior year. The purpose of the decrease is to allocate additional funding to the Northwest Iowa Regents Resource Center.
- ⇒ The relocation of the Center to the IWCC campus in 2011 has enhanced the Regent universities' presence in the region, built a stronger connection with the community colleges, and increased the connection with prospective students interested in either distance or residential programs.
- ⇒ In order to meet student needs, serve local business and industry, and provide cultural opportunities, the universities will continue to partner with IWCC and SCC.
- ⇒ Funding was used to hire an instructor/coordinator with both teaching and oversight responsibilities. The instructor/coordinator met the requirements for appointment as a lecturer in the Department of Mathematics in the College of Liberal Arts and Sciences at the University of Iowa. The courses taught by this faculty member will be accepted at any of the three Regent universities. In 2013-14, Dr. Michael Hero taught the following courses – History of Mathematics, Elements of Mathematics, and Calculus.
- ⇒ Dr. Hero also served as a coordinator for the Center to work with the community colleges and the region to respond to identified educational needs. The following issues were identified – (1) on-site university faculty will insure the quality of program content; (2) clarity of the program is critical to avoid credit transfer issues; and (3) advisors from the respective university will be responsible for contact with the students in the programs.
- ⇒ Three program areas of interest to the community and to IWCC have been identified – education; business; and entrepreneurship.
- ⇒ Historically, SWIRRC has focused on serving the population in the IWCC district. However, the Southwestern Community College District is a partner in the SWIRRC collaboration. The partner community college districts have been invited to co-sponsor the faculty position and identify teaching needs.

- ⇒ The academic area(s) selected jointly by the community colleges and the Regent universities will address the instructional needs of community college students, particularly in the STEM fields.

◆ **Northwest Iowa Regents Resource Center.**

- ⇒ SECDEC proposes an allocation of \$96,114 to the Center for 2014-2015. This is an increase of \$20,000 (+26.3%) from the prior year. The proposed increase will allow the Regent universities to expand the level of activities at the Center.
- ⇒ Locating the Center on the WITCC campus has enhanced the Regent universities' presence in the region, built a stronger connection with the community colleges (Western Iowa Tech Community College and Northwest Iowa Community College), and increased the connection with prospective students interested in either distance or residential programs. This partnership can help to meet the needs of local businesses and provide cultural opportunities.
- ⇒ In its initial year, funding was used to hire a part-time NWIRRC coordinator to identify needed program areas which are being reviewed by SECDEC. These include upper division courses and degrees for police science/criminal justice, hospitality industry and culinary science, agricultural science, entrepreneurship, industrial teacher education, and long-term care administration.
- ⇒ Future plans call for the employment of an instructor/coordinator with both teaching and oversight responsibilities. The instructor/coordinator will meet the requirements for a faculty member at the community colleges and will be appointed by an academic department at one of the Regent universities. The courses taught by this faculty member will be accepted at any of the Regent universities.
- ⇒ One of the objectives of the new Center is to serve not only the population in the WITCC district, but also the population in the Northwest Iowa Community College district. The partner community college districts will be invited to co-sponsor the faculty position and identify teaching needs.
- ⇒ The academic area that will be selected jointly by the community colleges and the Regent universities will address the instructional needs of community college students, especially in the STEM fields.

◆ **Quad Cities Graduate Center.**

- ⇒ SECDEC proposes an allocation of \$5,000 to the Center for 2014-2015. This level of funding is the same as the prior year's and is consistent with the strategic priorities identified by SECDEC, the level of direct services provided to Regent university students, and the new direction that the Center has adopted for its region. The bulk of the Center's budget is allocated to administrative overhead.
- ⇒ Technology and methodologies used to deliver and market distance education courses and programs have changed significantly in the last decade. The majority of programs offered by the three Regent universities rely on on-line delivery capabilities. The two on-site graduate programs in the Quad Cities area are well established and rely on web and program specific marketing strategies.

- ✓ Both the Master of Social Work Program and the Master of Business Administration Program are site-based. The MBA program is housed at the Palmer College of Chiropractic. The University of Iowa offers the Master of Social Work Program on the campus of Scott Community College. It had been located on the Western Illinois University campus but space is no longer available on that campus.
- ⇒ The value added by the Center is limited because the services it provides to the universities is duplicative of services already provided by the universities.

Contact: Diana Gonzalez

IOWA LAKESIDE LABORATORY REGENTS RESOURCE CENTER
2013-2014 ANNUAL REPORT AND 2014-2015 BUDGET

Actions Requested: (1) Receive the 2013-2014 annual report of the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC) and (2) recommend approval of the 2014-2015 budget for the Center.

Executive Summary: The ILLRRC annual report describes the activities undertaken in 2013-2014 to address the Center's Strategic Plan. The proposed budget (Attachment A) describes the planned objectives for 2014-2015. The proposed 2014-2015 budget for the Iowa Lakeside Laboratory Regents Resource Center has been reviewed by the Board Office and the Council of Provosts and is recommended for approval.

Background: For more than 100 years, Iowa Lakeside Laboratory has provided educational opportunities to the state of Iowa; the Regent universities offer science-based courses that allow students to study nature first-hand. The Regent Enterprise recognizes that its educational offerings can address a variety of statewide needs, including lifelong learning, especially for place-bound individuals; economic development; and entrepreneurship.

In September 2006, the Board of Regents approved (a) a name change from the Lakeside Laboratory to the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC) to reflect its expanded functions, (b) a Strategic Plan which defined the mission, vision, and values, as well as short- and long-term objectives for the Center, (c) an increase in annual Regent university allocations from \$553,000 to \$600,000 for a five-year period,¹ and (d) assigning administrative responsibility for the Center to the University of Iowa through the Associate Provost and Dean of Continuing Education.

The ILLRRC Strategic Plan provided a springboard to expand the opportunities available through the Center (1) to meet the educational needs of northwest Iowa through the following key functions – scientific research, lifelong learning, entrepreneurship, and community involvement; and (2) to develop a model that can be used throughout the state to address unmet educational needs.

The Board also directed the Board of Regents Executive Director or designee and the Regent universities to conduct an in-depth evaluation during the fourth year (2010-2011) to determine both the continued viability of the Iowa Lakeside Laboratory Regents Resource Center and the ability to replicate the model throughout the state. The evaluation led to the development of a new strategic plan for the Center.

The ILLRRC continues to make progress by providing unique educational programs to university students, the public, K-12 students, and by collaborating with local associations and the Iowa Department of Natural Resources. During 2013-2014, the Center addressed its Strategic Plan's goals through the following activities.

¹ The universities' total allocation dropped below \$600,000 during the last three years and in the proposed budget.

1. **Increase enrollment and educational opportunities in science and other areas, such as art, writing, and business; increase enrollment in the undergraduate honors research program.**

- 📖 Aquatic Ecology (4 weeks; May 19 – June 13, 2014)
- 📖 Ecology and Systematics of Diatoms (4 weeks; May 19 – June 13, 2014)
- 📖 Conservation Biology (4 weeks; June 16 – July 11, 2014)
- 📖 Ecology and Systematics of Algae (4 weeks; June 16 – July 11, 2014)
- 📖 Field Archeology (4 weeks; June 16 – July 11, 2014)
- 📖 Field Archeology (2 weeks; June 30 – July 11, 2014)
- 📖 Field Archeology (1 week; June 23 – June 27, 2014)
- 📖 Ecology (4 weeks; May 19 – June 13, 2014)
- 📖 Topics in Ecology and Sustainability: Fire Ecology (1 week; May 26 – May 30, 2014)
- 📖 Topics in Ecology and Sustainability: Wetlands and Stream Ecology (2 weeks; May 19 – May 30, 2014)
- 📖 Topics in Ecology and Sustainability: Limnology (2 weeks; June 2 – June 13, 2014)
- 📖 Topics in Ecology and Sustainability: Environmental Writing and Writers (2 weeks; July 14 – July 25, 2014)
- 📖 Topics in Ecology and Sustainability: Introduction to Prairie Ecology (2 weeks; June 16 – June 27, 2014)
- 📖 Topics in Ecology and Sustainability: Pollination Ecology (2 weeks; July 14 – July 25, 2014)
- 📖 Topics in Ecology and Sustainability: Epidemiology as Ecology (2 weeks; July 14 – July 25, 2014)
- 📖 High School Aquatics Microbiology Camp (1 week; July 14 – July 18, 2014)

In addition to the formal courses listed above, the ILLRRC also sponsors artists who provide public programs and attempt to integrate science courses with art. Examples are provided on the following pages.



2014 Artists in Residence

Allen Morris, Photography In Residence: May 11 to May 24



Allen is an Oregon-born photographer working towards his MFA at the University of Nebraska – Lincoln. His recent work has focused on the Nebraska prairie, and his relationship to it as an outsider searching for a place within it. Allen's work includes archival pigment prints, alternative process photographs, and gelatin silver prints. He uses landscape photography to address themes such as place/displacement and to discuss personal history.

Allen's Community Project: will take place Saturday May 17 in the Waitt Science Classroom. He will guide participants through "anthotype printing," a sustainable printing process that uses plant materials to develop photographs.

Jacob Gorke, Painting, Sculpture, Photography In Residence: May 21 to June 13

Jacob is an artist from Syracuse, New York and a recent graduate from the NYS College of Ceramics at Alfred University. His work depicts keystone species of fish indigenous to New York and Canada. He documents and shares their existence through "catch and release" practices, photography, painting, and sculpture. He is passionate about exploring how human activity effects ecosystems, and his projects tend to overlap with local conservation groups.

Jacob's Community Project will work with the Lab's field classes. He is developing an artistic biological survey for the classes to participate in.



2014 Artists in Residence

Benny Melton, Painting In Residence: June 1 to June 14



Benny was born in South Dakota and raised in Mississippi, and now enjoys a type of dual-citizenship in regions of the country which are rich in natural beauty and shared agrarian traditions. He enjoys painting landscapes and people in the landscape.

Benny was employed in Chemical Manufacturing for 25 years in Yazoo City, Mississippi and five years in Sioux City, Iowa. His paintings are informed by this work, and he is especially concerned with land stewardship. He holds an M.F.A. in painting from the University of Mississippi

Benny's community project: Saturday, June 7 from 10am-12:30pm, Waitt Science Classroom. He will host a workshop in monotype printing using water-based media and a printing process that he has developed.

Cathleen Faubert, Photography, Scent In Residence: June 1 to June 22

Cathleen is an Assistant Professor of Art, Technology & Culture at the University of Oklahoma. She is interested in scent and it's growing role in the visual arts. Aromatic materials, alchemical possibilities and cultural symbolism are central to her recent work. She collects botanicals, uses steam distillation, and creates scents that reference specific regions, to allow her viewers the personal memory associations that scent can create.

Cathleen's community project will take place Saturday, June 21 in the Pammel Stone Lab (time tbd). She will lead a nature walk that focuses on olfactory experience. Participants will collect botanicals, distill them, and create a fragrance that represents their memories of the walk.





2014 Artists in Residence

**Amanda Maciuba, Printmaking,
Bookmaking, Social Practice**
In Residence: July 5 to July 19



Amanda is a native of Buffalo, NY, and is currently pursuing her Masters of Fine Arts in Printmaking and a graduate certificate in Book Arts at the University of Iowa. Amanda's work focuses on how communities alter their landscapes (suburban homes, city planning), and how this affects the environment and the people who live there. She enjoys the tactile nature of books as a format that can engage the viewer on a personal level.

Amanda is a founding member of Emerging Leaders in the Arts Buffalo, and part of the planning committee for Painting for Preservation, Buffalo.

Amanda's community project: Saturday July 12, Waitt Community Classroom, 9am-1pm. She will host a workshop where participants make their own field-journals, then join the artist and a scientist on an art-science nature walk.

Paul Crowe, Sculpture, Video, Photography
In Residence: July 5 – July 26

Paul's work explores the shifts in natural things, such as the changing shoreline of lakes or the disappearance of trees from an orchard. He has coordinated some of his past art with the weather – snow falling on his light sculptures, for example, so that the work slowly disappears – allowing the environment to alter his work.

Paul received his MFA from the University of Southern California in 2005. He is now an Assistant Professor of Art at Weber State University in Ogden, Utah.



Paul's community project: Sunday, July 20th, Mahn Hall, 1pm-5pm. He will host a conversation that demystifies contemporary works of environmental art that viewers might find unusual or difficult to understand. Then, he will lead participants in workshop where they create an environmental work of art together.

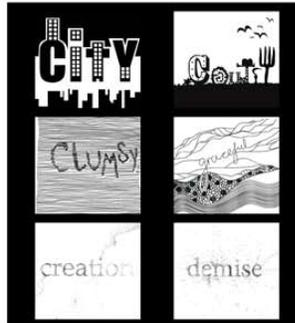


2014 Artists in Residence

Aurora Green, Graphic Design
In Residence: July 5 to July 19

Aurora is a graphic design student at the University of Iowa. She enjoys clean, organic design and would like to go into packaging design in the future. Aurora also enjoys painting, drawing, printmaking, and is involved in theatre.

Aurora designed the Lab's AIR graphic materials for 2014 and will work with the Lab's community programs while she is in residence.



Lisa Johnson, Sculpture
In Residence: May 29 – July 20



Lisa is the Coordinator of the Lakeside's Artist-in-Residence Program. Her sculptures explore our relationship to the landscape and to one another. She is especially interested in our hidden histories, and in the cultural mythologies we create about our history with the landscape.

Lisa recently studied traditional weaving in Guatemala. This summer, she plans to explore large-scale weaving as a way to connect different land areas.

2014 artists & scientists a whole community

The Iowa Lakeside
LABORATORY *Regents Resource Center*

2014 Artist-in-Residence Community Programs

Lakeside Lab is located on Hwy 86 across from the Wahpeton water tower
For more information email 14brushes@gmail.com or call 712-337-3669 ext.1 www.lakesidelab.org

ALL ARTISTS' PROGRAMS ARE FREE
& MATERIALS ARE PROVIDED



PLANTS TO PRINTS WITH ALLEN MORRIS

Saturday May 17
Waitt Lab Science Classroom
10am-12:30pm (creation of images)
4pm-5:30pm (discussion and pick up)

Allen is a photographer from Lincoln, NE. His workshop will teach "anthytype printing," a sustainable process that uses plant matter and sunlight to develop photographs. Participants will learn how they can use almost any backyard plant to create a simple and eco-friendly photo developer.

ALL AGES WELCOME

MONOTYPE PRINTING WITH BENNY MELTON

Saturday June 7
Waitt Lab Science Classroom
10am-12:30pm

Benny is a Mississippi-based painter who focuses his work on people and their relationship to the landscape. In this workshop, he will teach a basic monotype printing method using water-based media and a printing process he has developed.

ALL AGES WELCOME



A LINE THROUGH SCIENCE & ART WITH JACOB GORKE

Date and time tbd,
please contact
14brushes@gmail.com
for details.

Jacob is a NY-based artist whose project works directly with the field classes at Lakeside. He will offer an artistic biological survey for science students. Participants will collect and present specimens using scientific and artistic techniques.

THIS WORKSHOP IS GEARED TOWARDS
SCIENCE STUDENTS AGES 18 AND UP

BOTANICAL DISTILLATION & SCENT MEMORY WITH CATHLEEN FAUBERT

Cathleen is a photographer interested in the role scent plays in our memories of place. Participants will gather botanicals, learn steam distillation, and hand-craft a fragrance reminiscent of their time outdoors.



Saturday June 21
Pammel Laboratory
9:30am -12pm
(nature walk & collection)
1pm-3:30pm (distillation)
LUNCH INCLUDED.
AGES 10 AND UP

MAKE AND TAKE FIELD JOURNALS WITH AMANDA MACIUBA

Saturday July 12
Waitt Lab Community Classroom
9am-12:30pm

Amanda is a book artist, printmaker, and papermaker. In this workshop participants will make their own field journals, then join the artist and scientist Mike Lannoo on a nature walk. A unique opportunity to explore Lakeside's natural areas from both arts and science perspectives!

AGES 10 AND UP



UNDERSTANDING (AND MAKING!) ENVIRONMENTAL ART WITH PAUL CROW

Sunday, July 20
Mahan Hall
1pm-5pm



Utah-based artist Paul Crow will discuss contemporary environmental art, then lead the group to create works of art using materials found on the Lab's grounds. Bring comfortable shoes to take a short walk as you gather materials.

ALL AGES WELCOME



LAKESIDE LAB'S 2014 ARTISTS IN RESIDENCE

2. **Re-establish research and teaching opportunities between ILLRRC and the Regent universities.**

Achieving this goal continues to be a challenge. There is teaching participation from ISU and UNI and administrative representation from SUI. The three provosts have been asked to designate an institutional representative to engage in identifying courses and faculty to teach at the Center. This effort will be supplemented by (1) extending the on-site teaching time to allow for the development of an on-going environmental research program; (2) requesting that the universities review selected Center courses and co-list the courses so that students can more easily see how the courses fit into their programs of study; and (3) formalizing the position of Academic and Research Director to provide leadership to teaching and research.

3. **Establish a working relationship with the independent colleges and universities to attract both students and faculty.**

Center staff met with the president of the Iowa Association of Independent Colleges and Universities to present information about the Lakeside Lab to institutional presidents. The Center has employed Dr. Paul Weihe in the Department of Biology at Central College to develop and teach a wetlands and stream ecology course. He is uniquely suited to teaching this course; the Center anticipates that, as Dr. Weihe learns about the opportunities at Lakeside Lab, he will serve as a contact to the other independent colleges and universities.

4. **Establish selected seminars by nationally regarded scholars.**

 Population Ecology and Human Health. The relationships between population ecology and human health will be explored. Important topics will include the intersection of the ecology of organisms and human health, how humans interact with biological and physical environments in ways that promote or harm human health, and how threats to human health are assessed and monitored. This public seminar accompanies a formal course, both of which will be conducted by Dr. Viktor Bovbjerg from Oregon State University.

 Fire Ecology. This seminar will begin with the Big Burn of 1910 which has influenced fire control policy for generations and proceed to present-day problems of an expanding wildland-urban interface, warming trends that result in violent fire and extended fire seasons, and mounting fire suppression costs accompanied by budgetary constraints. These issues surfaced in the Yarnell Hill Fire of 2013 which cost the lives of 19 hotshot firefighters. This seminar will be conducted by John Maclean, former Chicago-Tribune reporter, book author, and authoritative presenter to professional and lay groups.

 Environmental Writing. William Souder, environmental author and presenter, will explore three classics of the genre whose authors captured a year in the life of the natural world - Henry Beston's *The Outermost House*, Aldo Leopold's *A Sand Country Almanac*, and Annie Dillard's *Pilgrim at Tinker Creek*.

- “On the bookshelves of many a contemporary environmental journalist looms at least one canonical text she’s hesitant to read. For this reviewer, it was Rachel Carson’s *Silent Spring*, among the gloomiest books ever written, an unrelenting catalog of crimes committed by man against nature. But after reading William Souder’s engrossing new biology of Carson, *On a Farther Shore*, I returned to the book and discovered its central message to be – depressingly – timeless. Substitute organic pesticides and herbicides with the endocrine-disrupting compounds found in everyday household items or the creep of chemicals used in hydro-racking, and you may experience the same hair-pricking alarm felt by Carson’s readers 50 years ago.” Elizabeth Royte, *New York Times*

5. Market the online capability of the Regent universities.

The Regent Enterprise includes three Resource Centers in western Iowa - Southwest Iowa Regents Resource Center (SWIRRC), Northwest Iowa Regents Resource Center (NWIRRC), and the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC). The goal to include the ILLRRC as part of joint print publications and websites was delayed due to the amount of staff time devoted to bringing NWIRRC online. The State Extension and Continuing and Distance Education Council (SECDEC) approved the concept; the project will be completed in collaboration with the University of Northern Iowa in Fall 2014. This will result in a common format and look for the western part of the state. In the interim, the universities continue to use the IRIDE website which represents the three universities (<http://www.continuetolearn.uiowa.edu/iride/>).

6. Other activities and goals.

- 📖 The Center will continue to work closely with the Friends of Lakeside Lab. This relationship allows the ILLRRC to benefit from member leadership (many members serve on other local and national boards), support for public programs, and scholarships for college and secondary school students.
- 📖 The Lab’s Educational Coordinator, in cooperation with the Friends of Lakeside Lab, has applied for a third year of funding from the Nature Connections Institute for the *Young Investigators Connecting Children with Nature through Project Work (YI)*. On-going funding will enable the Center to continue providing this high-quality professional development program focused on nature-based learning to teams of early childhood teachers and leaders in Northwest Iowa. Critical components leading to sustainability include collaborative learning, continuity of professional development (teams must commit for three years), coaching, interactive learning, and the promise of more effective outcomes for outdoor education.
- 📖 There is continued reorganization of the administrative structure. Within two years, the Center will hire a full-time administrator with a terminal degree in a science area to administer and teach at the Lab. This revised administrative structure will reflect the main focus of the Lab, which is teaching and research, while continuing to develop community and outreach programs.
- 📖 The Center continues to reclaim the shoreline by removing invasive species with the assistance of grants from the Okoboji Foundation and the Iowa Department of Natural Resources. The grant from the Okoboji Foundation has also provided materials and help to reestablish trails along West Lake Okoboji and the ILLRRC campus.

- 📖 During Summer 2013, UNI's EPSCoR Energy Institute Summer Workshop envisioned a plan for the renovation of the Faculty Cottage. Professor Ulrike Passe of the Center for Building Energy Research at ISU, together with students, designed a retrofit sustainable exterior for the building. The Center is exploring the possibility of constructing the new exterior as part of a UNI class/workshop.
- 📖 In June 2014, the Board of Regents accepted a donation of a home and its relocation to the ILLRRC. The donation is an exceptional opportunity for the Center because it will provide housing for professional staff and/or visiting faculty and scholars who teach and conduct research at the Laboratory. The Center is also investigating procurement of a large machine shed to house maintenance equipment.
- 📖 The Center will continue to expand activities while concentrating on the main goal of re-establishing the relationship between Lakeside Lab and the Regent universities and the missions of teaching, research, and service.

2014 – 2015 PROPOSED BUDGET¹

IOWA LAKESIDE LAB REGENTS RESOURCE CENTER	FY 10 Actual	FY 11 Actual	FY 12 Actual	FY 13 Actual	FY 14 Estimated	FY 15 Budget
REVENUE						
Carry forward	\$407,074	\$217,794	\$153,439	\$71,557	\$65,554	\$65,698
Regent university allocation	\$565,793	\$557,231	\$548,338	\$562,046 ²	\$573,286	\$584,751
Room and board	\$64,869	\$66,300	\$67,177	\$67,965	\$74,007	\$74,000
Center revenue	\$95,916	\$99,271	\$73,265	\$80,858	\$85,331	\$88,810
Friends support non-credit education program		\$30,000	\$33,000	\$33,062	\$48,840	\$45,000
Course fees	\$3,186	\$7,119	\$3,640	\$1,953	\$6,065	\$0 ³
TOTAL REVENUE	\$1,136,838	\$977,715⁴	\$878,859	\$817,440	\$853,082	\$858,259
EXPENDITURES						
Salaries and benefits	\$408,620 ¹	\$388,851	\$403,483	\$476,899 ²	\$437,021	\$444,000
Travel and hospitality	\$39,901	\$33,455	\$41,078	\$31,679	\$36,001	\$49,000
Supplies and other	\$70,305	\$60,879	\$45,025	\$59,421	\$70,412	\$60,000
Utilities	\$46,334	\$42,622	\$35,416	\$45,820	\$55,647	\$50,000
Maintenance and repairs	\$257,094 ⁵	\$132,810	\$166,667	\$94,817	\$96,757	\$120,000
Equipment	\$36,701	\$35,267	\$18,329	\$18,513	\$43,022	\$25,000
Marketing	\$3,656	\$389	\$1,963	\$4,713	\$0	\$5,000
Tuition allocation to ISU/UNI/SUI	\$29,097 ⁶	\$121,496 ⁷	\$58,472	\$0	\$22,920	\$25,000
Debt service	\$17,014	\$8,507	\$0	\$0	\$0	\$0
Scholarship expense			\$36,869	\$20,024	\$25,604	\$35,000
Operational planning	\$10,322	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$919,044	\$824,276	\$807,302	\$751,886	\$787,383	\$813,000
NET BALANCE	\$217,794	\$153,439	\$71,557	\$65,554	\$65,698	\$45,259

¹ Decrease due primarily to unfilled ISU coordinator position and office manager retirement.

² Includes 2.5% approved salary increases.

³ Due to a recent policy change, course fees are now filtered through the appropriate academic administrative unit – University College.

⁴ FY 2011 – Received a gift from Lavonne Foote Estate in the amount of \$100,000 to improve the campus. This gift was non-operating and was not included in the report.

⁵ Includes improvements to main cottage, facilities manager's house and bathhouse, new roofs for stone labs, life-safety improvement, IT upgrades.

⁶ Tuition transfers to ISU and UNI for Summer 2008 and Summer 2009.

⁷ Tuition transfers to ISU and UNI for Summer 2010 and SUI tuition transfers for Summer 2008 - 2010.

IOWA LAKESIDE LABORATORY REGENTS RESOURCE CENTER 2013 STRATEGIC PLAN

Strategic Planning Committee

Chairperson: Stephen D. Hendrix (Biology, SUI)

Members: Tom Bedell (Friends of ILL), Lee Burras (Agronomy, ISU), Kavita Dhanwada (Biology, UNI), Diana Gonzalez (CAO, Board of Regents), Mike Lannoo (Indiana University School of Medicine), Mary Jean Montgomery (Friends of ILL), Sue Richter (Friends of ILL)

Report Summary

The Strategic Planning Committee reviewed numerous reports, plans, and other documents, all of which showed a consistent vision for Iowa Lakeside Laboratory. These documents, along with discussion by the committee, informed the creation of a new mission statement. This statement incorporates the traditional values and goals of Iowa Lakeside Laboratory with new ones reflecting its role as a Regents Resource Center. Previous reports and this Strategic Planning Committee observed the difficulty of reaching articulated goals; simultaneously those reports make numerous suggestions for improvements, many of which continue to hold merit. The major problem facing ILLRRC in attaining the goals of its mission is the failure to develop an administrative structure that can effectively implement (or discard for any variety of reasons) the many recommendations made previously in reports and by committees like this one. Indeed, ideas to improve ILLRRC continue to be made by numerous individuals associated with ILLRRC who remain passionate about the facility and its possibilities.

Outreach programs are strong, but could be strengthened if vigorous effort is put into initiating recommendations in this report. Academic programs critical to the mission of ILLRRC have struggled to maintain enrollments and a stable offering of courses. Recommendations are made to improve the student and faculty marketing/recruiting efforts for ILLRRC courses at Regent institutions and other colleges and to seek the incorporation of immersion field study courses as a specific requirement in majors at Regent institutions, both of which were identified as major problems facing the academic program. The Strategic Planning Committee also recognized the connection between academics and research at ILLRRC such that simultaneous improvement in both will have significant synergistic effects on attaining the goals of each. Specific recommendations have been made to encourage research at ILLRRC to revitalize this important component of the Lab's mission. An administrative recommendation is that the Executive Director position be reassigned to a different Professional and Staff category and that the position be redefined with appropriate qualifications, requirements, and duties to attain the outreach, academic, and research goals in the mission statement. Also recommended is the creation of an Advisory Board to assist the Executive Director and staff of ILLRRC in reaching its goals.

Introduction

The charge to the committee was to evaluate and suggest ways to improve outreach programs, academic programs, and the present administrative structure to fulfill the mission of ILLRRC. For each topic, the committee was provided a summary of relevant statements from previous reports, plans, and sets of potential recommendations to discuss and evaluate.

The following mission statement was developed and approved by the Strategic Planning Committee. It reflects the many different purposes of ILL as an RRC. The opening paragraph can be used as an abbreviated mission statement; the next two paragraphs summarize objectives and core values.

Mission Statement

The mission of the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC) is to provide facilities and programming as a field station and community resource to support scientific education, research, and outreach programs of the Regent universities and other institutions. The education and research programs as well as collaborative activities of the ILLRRC also address state, national and international needs such as lifelong learning, entrepreneurial education, and economic development.

Science Education, Research, and Outreach Objectives

The ILLRRC offers and encourages science-based courses and learning opportunities that allow students from early childhood through adulthood to study nature first-hand. Core values include integrated research and education and the unique value of immersion learning in a natural setting. An objective of ILLRRC is to be recognized internationally as a premier site for the study of nature in nature. The primary research focus is on the diverse ecosystems that surround ILLRRC, with special emphases on water quality and the biodiversity of pristine or restored environments.

Lifelong Learning, Entrepreneurship, and Economic Development Objectives

Core values include ILLRRC's commitment to collaborations through partnerships and advocacy for the use of scientific research to inform public policy and economic development. To achieve these objectives, ILLRRC provides lifelong scientific and cultural learning opportunities to citizens of Iowa and beyond with on-site and distance learning programs. ILLRRC, in partnership with the Regent Universities, also sponsors on-site entrepreneurial educational workshops for students attending the Regent Universities.

Outreach Programs

The outreach programs are thriving and represent greatly improved, important connections to the Lakes Region community since Iowa Lakeside Laboratory became a Regents Resource Center in 2006. The Education Coordinator has indicated that secondary school outreach programs are at or near maximum enrollment given current staffing. The Okoboji Entrepreneurial Institute is a success. The recent development of a collaborative public arts and science project has increased important connections between the arts, ILLRRC, and the community of northwest Iowa. Finally, an early childhood consortium at the Lab provides unique opportunities for professional development on nature-based teaching and learning.

The Strategic Planning Committee identified five areas to be considered to improve the diversity of outreach offerings at ILLRRC and stimulate the connections between the ILLRRC and Iowa community of teachers, students, and citizens.

Outreach Programs Recommendations

1. Investigate a role for ILLRRC in implementation of the Iowa Core Curriculum and STEM initiatives.
2. Increase workshops that function as outreach for community lifelong learning to enrich citizens, students, and faculty of ILLRRC.
3. Reinvigorate the role of ILL in training and professional development of new and current teachers.

4. Increase course offerings available to high school students eligible to take college courses.
5. Increase internship opportunities in coordination with Friends of Lakeside Lab and other groups.

Academic Programs

The Strategic Planning Committee adopted the following Statement of Curricular Philosophy: "All undergraduate academic courses and outreach programs offered at ILLRRC will take advantage of the immersion learning opportunity available on site and in the surrounding natural ecosystems. All courses will seek to use an inquiry-based approach incorporating the scientific process and emphasizing the study of 'nature in nature'."

Academic courses offered to students at the university or college level at ILLRRC are the *raison d'être* of Lakeside's establishment and continue to be a core component of ILLRRC's mission; they must inform our partnerships with the community and other organizations. The success of these academic programs is linked to the success of research programs because students are attracted by both the quality of the faculty and the nature of the courses. Committed faculty with Lakeside research programs are more likely to be attracted to teach at the Lab, will be more likely to bring students with them, and will help promote the Lab at their home institution. Therefore, implementation of recommendations for Academic Programs and Research should be simultaneous.

Academic programs have struggled to maintain enrollments. Lack of effective promotion of the ILL courses at the Regent universities and colleges is a major problem and present visibility of ILLRRC on the Regent campuses is low. Interactions between the ILLRRC administration and the various academic units at Regent institutions are sporadic, unproductive, and not likely to produce a vibrant academic (or research) program as envisioned in the new mission statement. The Strategic Planning Committee noted that incorporation of field-oriented, immersion courses such as offered by ILLRRC as a specific requirement for academic majors has only occurred in the Environmental Science major at SUI. In the University catalogues, Lakeside courses are scattered throughout large menus (e.g., Environmental Science) or they are mentioned as a group in a large menu (Biology). A number of improvements were suggested.

Academic Programs Recommendations:

1. Educate faculty and advisors in appropriate departments at Regent institutions about advantages/uniqueness of Lakeside courses.
2. Promote the ILLRRC courses directly to students in appropriate classes at Regent institutions and other colleges.
3. Promote the integration of field-oriented, immersion courses as a specific requirement into curricula at ISU and UNI.
4. Continue to diversify outreach programs with additional emphasis on offerings that cross-over between science and the arts.

Research Program

Research has been recognized as a cornerstone of Lakeside Lab's mission as emphasized in its long history at the Lab, as well as by statements in the 2006 Strategic Plan and subsequent annual reports. Noteworthy areas of successful research programs are the water monitoring program conducted by Waitt Hall (and the State Hygienic Lab) and the Diatom Lab which has a rich history with a national and international reputation. Other areas of research, such as prairie ecology, wetland ecology, and limnology, that have had a presence at the Lab in the past, are now largely lacking. Today, the Lab is used primarily by a few researchers as a result of their association with the Lab and a relatively small number of graduate students. Some of the previous documents have offered lists of hurdles to invigorating these other areas of research, while others have suggested ways to improve research productivity at the Lab. Unfortunately, no program to reinvigorate research has been created and executed. Research possibilities are not promoted at the Regent institutions and there is no effort to recruit researchers. Considerable discussion by this Committee and others has been devoted to the problems recruiting researchers and many potential solutions to these problems have been suggested.

Research Program Recommendations

1. Formalize research areas (e.g., Prairie Ecology, Wetland Ecology, Limnology, etc.) not now recognized or emphasized at ILLRRC (such as Water Quality and Diatoms) while simultaneously seeking funding from industries and national, state, and local agencies that benefit from sound, unbiased environmental information. An emphasis on reclamation and restoration of ecosystems and long-term ecological monitoring may be a useful starting approach. The Committee recognized that naming/branding research programs at ILLRRC is important, but did not reach a recommendation on naming research programs.
2. Determine the needs of researchers, particularly with respect to housing and the specifics of their research programs, with the goal of facilitating lab use by faculty, post-doctoral students, graduate students, and undergraduates for research purposes.
3. Pursue the creation of an information/data management portal for legacy data at ILLRRC and for new ecological data as it is created by monitoring and research programs.
4. Investigate mechanisms to incorporate modern molecular techniques into the research capabilities of ILLRRC. Such techniques can be powerful tools to monitor invasive species and should be incorporated into monitoring programs involving the public.
5. Increase programs featuring world-class scientific speakers to stimulate students and faculty intellectually and increase topical workshops to reconnect scientists and scientific information to the community.

Administration

Administration of ILL was envisioned historically as potentially either a one-person position (a possibility included in the 2004 Friends Business Plan) or a two-person position with a Director of Operations and Outreach and a Director of Academics and Research. Regardless, the many roles of the Executive Director(s) are crucial to the success of ILLRRC as envisioned in the new mission statement. An ideal single executive director should have the ability to 1) maintain the present outreach programs and create new ones, 2) promote and enhance academic activities, including creation of innovative courses and attraction of a diverse, vibrant faculty and student population, 3) stimulate research activities with creative programs to attract researchers,

4) maintain and promote positive interactions with the local community, and 5) assist in fund raising activities, and direct the maintenance and improvement of the ILLRRC facilities.

This set of professional abilities demands a person with unique qualifications including strong leadership skills, an established record of successful outreach activities, an outstanding record of original research, qualifications for an academic position in an existing department in a Regent institution, and an established record of fund raising in the scientific and public arenas. In addition, the Okoboji region should be the executive director's primary site of residence.

Given that a change in administrative structure will be a slow process, the Committee makes a long-term and a short-term recommendation.

Administration Long-term Recommendation (to be executed in the next 12 months)

Reclassify the Professional and Staff position from Academic Support to Administration, and redefine qualifications and requirements for the position.

Administration Short-term Recommendation (to be executed immediately)

Appoint an interim Director of Academics and Research to promote and enhance academic activities, and stimulate research activities.

The Strategic Planning Committee recognized that effective attainment of goals in the mission statement will be enhanced by advice from knowledgeable individuals at regular intervals. Therefore, the Committee made the following recommendation.

Create an Advisory Committee of members of the academic/administrative communities of SUI, UNI, and ISU, ILLRRC alumni, and members representing interested groups (e.g., Friends of Lakeside Lab).

The Strategic Planning Committee did not reach any conclusion about the viability of the current Curriculum Committee, although it was generally agreed that the functional role of this entity is dubious.

Charge to the Iowa Lakeside Laboratory Regents Resource Center Planning Committee

Over the past five years the Iowa Lakeside Laboratory Regents Resource Center has attained administrative and financial stability, and made important advances in some critical areas such as educational and scientific outreach programs. An assessment of progress with a strategic view toward positioning ILLRRC to make even greater contributions to the citizens of Iowa and the scientific community is now both timely and needed.

The Planning Committee shall assess progress and propose a strategic vision and goals to enhance each of the following:

1. Mission statement
2. Curricular program for undergraduate students
 - a. Curricular philosophy
 - b. Outcomes assessment instruments
3. Graduate program

4. Educational and scientific outreach programs
5. Research programs and potential research centers of excellence
6. Administrative structure
7. Usefulness of a potential ILLRRC Advisory Committee
8. Funding, marketing and promotion of ILLRRC

Iowa Lakeside Laboratory Background

- ◇ The Lakeside Laboratory campus, established in 1909, is a residential facility located on the shores of West Okoboji Lake. The campus, most of which is a nature preserve used as an outdoor classroom, includes more than 140 acres.
- ◇ From 1909 to 1936, the Laboratory was operated by the Iowa Lakeside Laboratory Association of the Alumni and Friends of the University of Iowa.
- ◇ In 1936, the Association deeded the property to the State of Iowa Executive Council under provision of the Trust Agreement of April 30, 1936. The agreement states that the Laboratory shall be used for “the accommodation, promotion, support, and maintenance of scientific studies and research in the field of biological sciences.”
- ◇ From 1936-47, the Laboratory was administered by a Board of Managers representing the State Conservation Commission (now DNR), the State Board of Education (now Board of Regents), Iowa Lakeside Association, the U.S. Fish and Wildlife Service, and the University of Iowa.
- ◇ In 1947, the Board of Regents assumed responsibility for the Laboratory. Since then, it has been run cooperatively by Iowa State University, the University of Iowa, and the University of Northern Iowa through the Board of Regents.
- ◇ In December 2004, the Board of Regents approved a Business Plan for the Laboratory which focused on increasing the availability of educational offerings, including providing year-round activities.
- ◇ Between 1997 and 2006, the credit enrollment at the Laboratory ranged from a high of 185 students in 1997 to a low of 83 students in 2005 and 2006. The lack of substantial scholarship and grant funds has prevented students and faculty from participating more fully at the Laboratory.

Expanded Lakeside Laboratory Functions

The Lakeside Laboratory Regents Resource Center encompasses the following functions which will be provided on a full-cost recovery basis.

- ◇ *Scientific Field Research.* The purpose of this function is to continue the Lakeside Laboratory as a field station that supports the science programs, including education, research, and outreach, of the Regent institutions and the Lakeside Consortium.
- ◇ *Lifelong Learning.* The purpose of this function is to provide needed learning opportunities to the citizens of northwest Iowa. The Center executive director will work with the programmatic and distance education administrators at each of the Regent universities to determine the need for programs/courses in northwest Iowa. The universities will provide the instruction and faculty. Other postsecondary institutions seeking to offer distance education courses at the Center will work through the Center executive director to ensure that there is no conflict of interest. Cultural offerings that support the liberal arts mission of the Regent universities will be provided as appropriate. Services that support the Regent



universities' programs in social work, health, and similar areas will be provided through the Center.

- ◆ *Entrepreneurship.* The purpose of this function is to expand the entrepreneurial educational opportunities for Regent university students. The Center executive director is responsible for working with the Regent universities to provide entrepreneurial workshops at the Center.



- ◆ *Economic Development.* The purpose of this function is to address the Board of Regents' role in economic development in partnership with the Iowa Department of Economic Development, the community college system, private colleges, local governments, and regional economic development organizations. This approach will create a model for cooperative rural economic development through educational opportunities and collaborations with other community resources that can be replicated throughout Iowa.



- ◆ *Community Involvement.* The purpose of this function is to obtain community support for the Center that will result in endowment funds for the long-term operation of the Center, including tuition and housing assistance for students, faculty research grants, housing assistance for faculty, and acquisition and maintenance of a specialized equipment pool. The immediate goal for the endowment is \$600,000.



Contact: Diana Gonzalez

**REQUEST FOR A NEW PROGRAM AT IOWA STATE UNIVERSITY:
MASTER OF SCIENCE PROGRAM IN GERONTOLOGY**

Action Requested: Consider approval of the request by Iowa State University to establish a new Master of Science Program in Gerontology in the College of Human Sciences.

Executive Summary: The proposed program will offer new opportunities for students in the field of gerontology. This proposal was reviewed by the Board Office and the Council of Provosts and is recommended for approval. No concerns were raised when it was presented to the Iowa Coordinating Council for Post-High School Education. The proposed program addresses the Board of Regents Strategic Plan priorities to “provide educational excellence and impact as well as economic development and vitality” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◇ **Description of program.** The primary objective of the proposed program is to provide students a comprehensive education in gerontology. The program was designed using the guidelines for master’s programs in gerontology established by the Association for Gerontology in Higher Education (AGHE). According to those guidelines, students take courses covering psychosocial issues, health aspects, research methods, and additional electives. A thesis or project for a non-thesis option (e.g., publishable paper or special project) is required for master’s students.
- ◇ **Current program offering in Gerontology.** Currently, a master’s program exists under the name “Master of Family and Consumer Sciences (MFCS)” with a specialization in gerontology. This online program is one of five degree tracks in Family and Consumer Science.¹
- ◇ **Need for stand-alone program.** While the gerontology track has served a purpose, it has a number of critical weaknesses as an on-campus degree program:
 - ⇒ The absence of “Gerontology” in the graduate degree name has limited student recruitment.
 - ⇒ Students have encountered difficulties with job placement due to the absence of “Gerontology” on their transcript. Potential employers may view them as less qualified in the employment screening process.
 - ⇒ A thesis option is not available to the MFCS students which limits their research experiences.
 - ⇒ Students desiring to pursue an on-campus graduate degree in gerontology have had to enroll in the online Great Plains Interactive Distance Education Alliance (Great Plains IDEA) master’s program because there is no on-campus graduate program in gerontology at ISU.

¹ <http://www.hs.iastate.edu/odeet/students/programs/homepage2.php>.

⇒ The absence of an on-campus graduate program in gerontology has affected accountability. Documenting the success of the Interdepartmental Gerontology program has been challenging. For example, it is difficult to determine the number of graduate students who have a strong gerontology focus because their degree major is in a different department, including Human Development and Family Studies, Kinesiology, and Interdisciplinary Graduate Studies.

- ◇ Relationship to institutional strategic plan. The mission of the Interdepartmental Gerontology Program is to provide instruction, promote interdisciplinary research, and provide services that advance an understanding of gerontology. The program currently offers an undergraduate minor, a graduate minor, and participates in a related online graduate degree and certificate program. It seeks to attract and educate students who will become leaders in both academic and applied settings to improve the quality of life for older individuals and their families in Iowa, the nation, and the world. The proposed program will initiate and facilitate interdisciplinary research in aging. A strong connection to Extension Outreach will facilitate dissemination of aging-related knowledge.

ISU's strategic plan priorities include strengthening undergraduate, graduate, and professional education, increasing the number of programs that are among the best, translating discoveries into viable technologies, elevating the state's appeal as a place to live, learn, work, and play, and ensuring that the university is a great place to learn and work.² To address these priorities, the department has strengthened graduate education significantly by adding courses on aging. The work on exceptional longevity is recognized around the country and the world. Discoveries have been translated into technologies by partnering with faculty in the Department of Computer Science to procure federal funding to continue research efforts to develop smart-home technologies that will assist older adults to stay longer in their homes in a healthy environment. Students are employed in Iowa, other states, and in several countries as service providers, community leaders, educators, and researchers. The Gerontology Program has sponsored conferences and monthly colloquia that add to the university as a great place to learn.

The College of Human Sciences strategic plan reflects that of the University.³ The College vision is to expand human potential across the life span by improving science and technology that applies throughout people's daily living and learning. The College's mission is to create, share, and apply knowledge to improve people's lives through the science and technology of living and learning. Thereby, the College prepares transformative leaders for the nation and the world. A graduate degree program in gerontology will support the College's vision and mission because it will focus on changes across the latter half of the life span and because it will have the capacity to prepare transformative leaders.

- ◇ Relationship to existing programs at ISU. The proposed program will enhance the availability of specialized training in gerontology. Students will continue to have the current options available – the gerontology track in the Master of Consumer and Family Science Program and the Great Plains IDEA program.

² <http://www.provost.iastate.edu/what-we-do-sp>.

³ <http://www.hs.iastate.edu/about/planning/strategic/>.

- ◆ Need for proposed program. As identified in the last University review of the Interdepartmental Graduate Program, there is a need to have an on-campus graduate program explicitly in gerontology. There is a strong need in Iowa and across the U.S. to train more direct care and professional staff to work with older adults. The demand for a workforce which can incorporate life-span development and aging principles in their work is growing. Gerontology training can provide new opportunities for students in their careers.
- ◆ Duplication. The current Great Plains IDEA master's program and the proposed program in gerontology will be the only graduate level programs at the Regent universities. The University of Northern Iowa offers a bachelor's program in gerontology; students who graduate from that program will have an opportunity for graduate level work through the proposed program. The University of Iowa provides a focus on aging through their undergraduate Interdepartmental Studies Program. Students in that program also represent a pool of potential graduate applicants. At the graduate level, the University of Iowa offers an Interdisciplinary Graduate Fellowship in Aging through the Center on Aging and a graduate minor or certificate (Aging Studies Program in the School of Social Work). However, these programs are not majors and their focus is more clinically oriented. There is no other graduate level program in gerontology in the state with a direct care focus.

Begun in 2010, the Iowa Consortium of Aging Programs⁴ includes representatives from the University of Northern Iowa, University of Iowa, and Des Moines Area Community College who expressed strong support for the proposed program.

- ◆ Student demand. The increasing number of older adults is creating a need to support successful aging from a multidisciplinary perspective. "Between January 1 and December 31, 2011, more than 7,000 people will turn 65 years old every single day. Financial security and improving their health are top concerns; these issues affect their outlook now, how they feel about the future, and what plans they are making. Like their parents, they want to age in place, and have found that aging often presents chronic health conditions and financial responsibilities that influence how they will live the last third of life."⁵

ISU students need to understand aging and prepare for careers working with older adults and their families. In her 2007 book, "101 Careers in Gerontology," C. Joanne Grabinski outlined the demand and need to train gerontologists:

- ⇒ "Wanted: gerontology workers, gerontological specialists, and gerontologists for careers now and into the future. Work with, for, and on behalf of the growing population of elders (including centenarians) in a wide variety of settings. Required: training/education in appropriate field and at appropriate level for specific position; specialization in aging studies/gerontology is highly desirable. Ability to rethink one's concept of old and deconstruct myths about old people and the processes of aging is mandatory."

An on-campus graduate program in gerontology will address student demand. The current gerontology track faculty routinely field requests from students interested in pursuing a master's or doctoral degree in gerontology.

⁴ <http://www.gerontology.iastate.edu/community-extension/icap/>.

⁵ American Association of Retired Persons, 2011.

The proposed program will complement the existing Great Plains IDEA master's program. The online master's students commented that they cannot obtain assistantships and miss out on valuable research opportunities. An on-campus master's program will offer an alternative to those students whose only option now is an online program.

- ◇ Unique features. In 2006, there were 37.3 million older adults (65 years and older) in the United States. They represented 12.4% of the U.S. population. The number of older adults is expected to increase dramatically in the next 40 years to 20% of the U.S. population.⁶ Iowa has the 5th highest percentage of older persons (65+) and the 3rd highest percentage of oldest-old individuals (85+) in the U.S. Aging in a rural context also presents unique challenges for older persons, their families, and providers. As a land-grant university, ISU needs a Gerontology Program that addresses implications of these demographic changes of aging, and that prepares citizens in Iowa, the United States, and the world for an aging society.

With the increasing number of old and very old adults in Iowa by the year 2050, ISU needs to support the proposed program. Caring for this increasing number of older adults presents challenges of both cost and “manpower;” it will take technology and innovation and new multidisciplinary solutions. ISU is particularly well-positioned to offer such collaborations across departments reflecting basic, applied, behavioral, and technological science expertise.

An effective Gerontology Program will train students who will serve older Iowans, inform students and the public about healthy aging, and use state-of-the-art knowledge and technology to prepare for an aging society. This includes attracting outstanding faculty and students who will be at the cutting edge of research and training. ISU has the opportunity to be recognized nationally and internationally for its impact in addressing major aging issues. ISU will need to play a leading role in one of the most pressing social issues facing the world today – the graying of society.

- ◇ Resources. The proposed program will not require additional faculty lines, facilities, or equipment. Fifty faculty members are already involved in the Gerontology Program.⁷ An existing list of faculty members approved to serve on graduate minor students' program of study committees is already in place.⁸ These faculty, as well as other faculty, can serve as committee members for the proposed program. An approved Gerontology-related faculty member will be required to serve as major professor or co-major professor for students in the proposed program.

Gerontology and Gerontology-related courses already exist on campus. In addition, Great Plains IDEA courses can augment the on-campus courses. Only three new courses are needed to fill content needs in the curriculum and to form cohorts of Gerontology students. Therefore, the additional work load of faculty will be minimal.

All Great Plains IDEA courses are housed within Gerontology; additional courses will be cross-listed by other ISU departments. Students will register for these courses using the “Geron” prefix. Students will enroll in thesis credits and will be supervised by a faculty member associated with the Gerontology Program. The Gerontology Program currently has student space and computer access for students in LeBaron Hall.

⁶ Federal Interagency Forum on Aging-Related Statistics, 2008.

⁷ <http://www.gerontology.iastate.edu/faculty/>.

⁸ <http://www.gerontology.iastate.edu/faculty/pos-faculty/>.

- ◇ Cost. The University projects that the cost for the proposed program will be \$21,646 in Year One, increasing to \$25,105 by Year Seven. This includes funding for a program assistant and course release support.

Existing support. There are several sources of support already in place for the Gerontology program. These include program support provided by the College of Human Sciences; program space in LeBaron Hall provided by the College of Human Sciences; two-week summer salary support for the program director provided by the College of Human Sciences; support for three ¼ time graduate assistants provided by the Graduate College to recruit new students; and one course release for the director provided by the home department, Human Development and Family Studies. These resources will be shared across the existing programs as well as the proposed on-campus master's and doctoral programs.

To guarantee alternate year offerings of the proposed Gerontology courses, consent will be requested from the Graduate College, College of Human Sciences, and participating departments to support faculty teaching of these courses as "on load." GERON 630, Theories of Gerontology, can be taught online to broaden access to non-ISU students, including doctoral students at the Great Plains IDEA institutions. The Great Plains IDEA Gerontology faculty have expressed interest in such a doctoral-level course. It is anticipated that the three proposed courses can generate revenue to support participating colleges.

Requested fiscal support. Consistent with other inter-departmental programs which share administrative support resources, ¼ time administrative support has been requested from the Graduate College. A one-course release will be sought for the Director of Graduate Education (DOGE) of the proposed program. Currently, the Director of the Gerontology Program serves as DOGE for the on-campus graduate minor; the College of Human Sciences Associate Dean for Research and Graduate Education serves as DOGE for the online MFCS students enrolled in the Gerontology track.

- ◇ Projected enrollment. For the past seven years, the average enrollment in the online master's and certificate programs has been 20 students. During that same period, the average enrollment in the on-campus Gerontology minor has been 18 students. To assist in projecting enrollment for the proposed program, the department observed graduate cohort recruitment and enrollment at other institutions. For example, at Tulane University, there was an annual program enrollment of 3-5 students which is typical of other Gerontology graduate programs. The projected enrollment for the proposed program is two students in Year One, increasing to 13-16 students by Year Seven.

The University anticipates recruiting students from several sources, including (1) ISU undergraduates minoring in Gerontology; (2) the University of Northern Iowa's undergraduate program; (3) online Great Plains IDEA certificate and master's students enrolled at ISU and its six partner institutions; (4) professionals working in the field who need specific training and credentials in Gerontology to advance; and (5) new recruits contacted through networking and academic and professional organizations, such as the Gerontological Society of America and Iowa CareGivers.

- ◇ Workforce Need/Demand. In general, “occupations in the master’s degree category are projected to grow the fastest, about 22%,” between 2010 and 2020.⁹ Serving and planning for aging-related needs is intrinsically related to occupations with the largest expected growth (e.g., 17-29% increase in community and social service, healthcare, personal care, computer information and technology, construction, business and finance.⁷

As outlined by the Association for Gerontology in Higher Education, there will be an increasing need to train professionals in health promotion programs, intergenerational activities, direct care to impaired older persons in care facility/adult day care/home care programs, counseling older persons and their families about caregiving, mental health, and end-of-life issues, and advising older clients about estate planning and investments, financial long-term care, or housing options. Other professionals need to work on behalf of older adults by conducting research on aging processes and diseases such as Alzheimer’s disease or osteoporosis, teaching courses on aging to college and university students, health care professionals and older adults, advocating with or on behalf of older persons before legislative bodies, designing products to meet the special interests and needs of older persons, and advising business, industry, and labor regarding older workers and consumers. ISU can take an increasing lead to train professionals in these critical areas.

- ◇ Accreditation for proposed program. Recommendations from the Association of Gerontology in Higher Education provided guidance in developing the proposed program; however, formal accreditation is not available.
- ◇ Date of implementation. The proposed program will become effective upon approval by the Board of Regents and will be included in the next General Catalog of the university. New students will be admitted for the entering class of Fall 2014.

⁹ Bureau of Labor Statistics; <http://www.bls.gov/ooh/About/Projections-Overview.htm>.

Contact: Diana Gonzalez

REQUEST FOR A NEW PROGRAM AT IOWA STATE UNIVERSITY:
Ph.D. PROGRAM IN GERONTOLOGY

Action Requested: Consider approval of the request by Iowa State University to establish a new Ph.D. Program in Gerontology in the College of Human Sciences.

Executive Summary: The proposed program will offer new opportunities for students in the field of gerontology. This proposal was reviewed by the Board Office and the Council of Provosts and is recommended for approval. No concerns were raised when it was presented to the Iowa Coordinating Council for Post-High School Education. The proposed program addresses the Board of Regents Strategic Plan priorities to “provide educational excellence and impact as well as economic development and vitality” and Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

Background:

- ◇ Description of program. The primary objective of the proposed program is to provide students a comprehensive education in gerontology. The program was designed using the guidelines for doctoral programs in gerontology established by the Association for Gerontology in Higher Education (AGHE). According to those guidelines, students take courses covering psychosocial issues, health aspects, research methods, and additional electives. A dissertation is required for doctoral students.
- ◇ Current program offering in Gerontology. Currently, there is no gerontology Ph.D. program option available at ISU.
- ◇ Relationship to institutional strategic plan. The mission of the Interdepartmental Gerontology Program is to provide instruction, promote interdisciplinary research, and provide services that advance an understanding of gerontology. The program currently offers an undergraduate minor, a graduate minor, and participates in a related online graduate degree and certificate program. It seeks to attract and educate students who will become leaders in both academic and applied settings to improve the quality of life for older individuals and their families in Iowa, the nation, and the world. The proposed program will initiate and facilitate interdisciplinary research in aging. A strong connection to Extension Outreach will facilitate dissemination of aging-related knowledge.

ISU’s strategic plan priorities include strengthening undergraduate, graduate, and professional education, increasing the number of programs that are among the best, translating discoveries into viable technologies, elevating the state’s appeal as a place to live, learn, work, and play, and ensuring that the university is a great place to learn and work.¹

¹ <http://www.provost.iastate.edu/what-we-do-sp>.

To address these priorities, the department has strengthened graduate education significantly by adding courses on aging. The work on exceptional longevity is recognized around the country and the world. Discoveries have been translated into technologies by partnering with faculty in the Department of Computer Science to procure federal funding to continue research efforts to develop smart-home technologies that will assist older adults to stay longer in their homes in a healthy environment. Students are employed in Iowa, other states, and in several countries as service providers, community leaders, educators, and researchers. The Gerontology Program has sponsored conferences and monthly colloquia that add to the university as a great place to learn.

The College of Human Sciences' strategic plan reflects that of the University's.² The College vision is to expand human potential across the life span by improving science and technology that applies throughout people's daily living and learning. The College's mission is to create, share, and apply knowledge to improve people's lives through the science and technology of living and learning. Thereby, the College prepares transformative leaders for the nation and the world. A doctoral program in gerontology supports the College's vision and mission because it focuses on changes across the latter half of the life span and because it has the capacity to prepare transformative leaders.

- ◆ Relationship to existing programs at ISU. The proposed program will enhance the training of graduate students by augmenting their root disciplinary training with a life-span perspective. As noted by George Bugliarello, editor of *The Bridge: Linking Engineering and Society*, in a special issue on aging, "The unprecedented concurrence of plummeting birth rates in some parts of the world, a population explosion in other parts, and a large number of older people everywhere is a complex phenomenon that confronts us with multifaceted challenges: how to enable elderly people to function in a world designed by and large without them in mind; how to reduce the burden on the working population of supporting an increasingly large population of retirees; and how to engage retirees who have the capabilities and desire to continue working."³

As identified in the most recent University review of the Interdepartmental Gerontology Program, there is a need to have on-campus graduate degrees explicitly in gerontology. The proposed program offers an opportunity for advanced training in both Gerontology and a root disciplinary area. No such training is offered elsewhere in Iowa; the proposed program would be one of a few across the country offering this unique training. Gerontological training can assist students across disciplines, including science, technology, and engineering, by bringing the context of life-span development and aging to students' individualized subject matter. Understanding context and human factors can improve doctoral student education, and enhance research, product and technology development, and career marketability.

- ◆ Need for proposed program. There is a strong need in Iowa and across the U.S. to train more direct care and professional staff to work with older adults. The demand for a workforce which can incorporate life-span development and aging principles in their work is growing. Gerontology training can provide new opportunities for students in their careers.

² <http://www.hs.iastate.edu/about/planning/strategic/>.

³ National Academy of Engineering; <http://www.nae.edu/File.aspx?id=12500>

- ◇ Duplication. There are no doctoral programs in Gerontology in any other Iowa post-secondary institution. The University of Northern Iowa offers a bachelor's program in gerontology; students graduating from that program could transition into the doctoral program in gerontology. At the undergraduate level, University of Iowa students focus on aging in the Interdepartmental Studies Program. These students also represent a pool of potential graduate applicants. At the graduate level, the University of Iowa offers an Interdisciplinary Graduate Fellowship in Aging (Center on Aging) and a graduate minor or certificate (Aging Studies Program in the School of Social Work). These programs are not majors and their focus is more clinically oriented.

At the Fall 2010 and Fall 2011 meetings of the Iowa Consortium of Aging Programs, members from the University of Iowa and the University of Northern Iowa, as well as Des Moines Area Community College, expressed support for the proposed program; their support has continued to the present time.

- ◇ Student demand. The increasing number of older adults is creating a need to support successful aging from a multidisciplinary perspective. ISU students need to understand aging and prepare for careers working with older adults and their families. In her 2007 book, "101 Careers in Gerontology," C. Joanne Grabinski outlined the demand and need to train gerontologists:

⇒ "Wanted: gerontology workers, gerontological specialists, and gerontologists for careers now and into the future. Work with, for, and on behalf of the growing population of elders (including centenarians) in a wide variety of settings. Required: training/education in appropriate field and at appropriate level for specific positions; specialization in aging studies/gerontology is highly desirable. Ability to rethink one's concept of old and deconstruct myths about old people and the processes of aging is mandatory."

An on-campus doctoral program in gerontology will address student demand. In a survey of Great Plains IDEA master's alumni, graduates commented on the need for a Ph.D. program in gerontology as well as more applied opportunities at the graduate level. An on-campus doctoral program will offer Great Plains IDEA master's graduates the opportunity to continue their graduate training.

It is anticipated that students will be recruited from a variety of sources: (1) ISU graduate students minoring in Gerontology; (2) ISU students who complete an Interdisciplinary Graduate Studies master's degree emphasizing aging-related studies; (3) online Great Plains IDEA certificate and master's students enrolled at ISU and the six partner institutions; (4) professionals working in the field who need specific training and credentials in Gerontology to advance; and (6) new recruits contacted through networking and academic and professional organizations, such as the Gerontological Society of America and direct care worker associations.

- ◇ Unique features. In 2006, there were 37.3 million older adults (65 years and older) in the United States. They represented 12.4% of the U.S. population. The number of older adults is expected to increase dramatically in the next 40 years to 20% of the U.S. population.⁴ Iowa has the 5th highest percentage of older persons (65+) and the 3rd highest percentage of oldest-old individuals (85+) in the U.S.

⁴ Federal Interagency Forum on Aging-Related Statistics, 2008.

Aging in a rural context presents unique challenges for older persons, their families, and care providers. As a land-grant university, ISU needs a Gerontology Program that addresses implications of these demographic changes of aging, and that prepares citizens in Iowa, the United States, and the world for an aging society.

With the increasing number of old and very old adults in Iowa by the year 2050, ISU needs to support the proposed program. Caring for this increasing number of older adults presents challenges of both cost and “manpower;” it will take technology and innovation and new multidisciplinary solutions. ISU is particularly well-positioned to offer such collaborations across departments reflecting basic, applied, behavioral, and technological science expertise.

An effective Gerontology Program will train students who will serve older Iowans, inform students and the public about healthy aging, and use state-of-the-art knowledge and technology to prepare for an aging society. This includes attracting outstanding faculty and students who will be at the cutting edge of research and training. ISU has the opportunity to be recognized nationally and internationally for its impact in addressing major aging issues. ISU will need to play a leading role in one of the most pressing social issues facing the world today – the graying of society.

- ◇ Resources. All but three of the required courses are available through either existing on-campus or Great Plains IDEA offerings. Web-based and on-campus elective courses are also currently available. Students in the proposed program will receive a greater research focus through existing coursework in research methods and statistics (Human Development and Family Studies 503 and Statistics 401).

The proposed program will not require additional faculty lines, facilities, or equipment. Fifty faculty members are already involved in the Gerontology Program.⁵ An existing list of faculty members approved to serve on graduate minor students’ program of study committees is already in place.⁶ These faculty, as well as other faculty, can serve as committee members for the proposed program. An approved Gerontology-related faculty member will be required to serve as major professor or co-major professor for students in the proposed program.

Gerontology and Gerontology-related courses already exist on campus. In addition, Great Plains IDEA courses can augment the on-campus courses. Only three new courses are needed to fill content needs in the curriculum and to form cohorts of Gerontology students. Therefore, the additional work load of faculty will be minimal.

All Great Plains IDEA courses are housed within Gerontology; additional courses will be cross-listed by other ISU departments. Students will register for these courses using the “Geron” prefix. Students will enroll in dissertation credits and will be supervised by a faculty member associated with the Gerontology Program. The Gerontology Program currently has student space and computer access for students in LeBaron Hall.

- ◇ Cost. The University projects that the cost for the proposed program will be \$21,646 in Year One, increasing to \$25,105 by Year Seven. This includes funding for a program assistant and course release support. This will support both the proposed master’s and doctoral programs.

⁵ <http://www.gerontology.iastate.edu/faculty/>.

⁶ <http://www.gerontology.iastate.edu/faculty/pos-faculty/>.

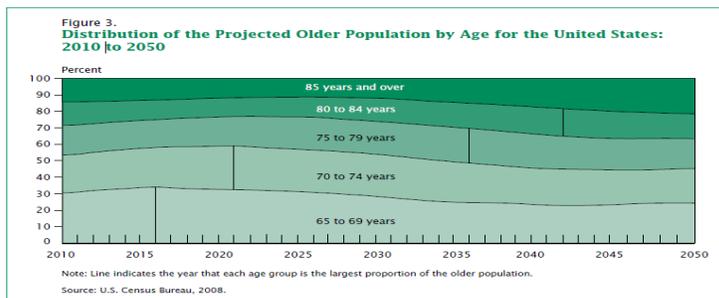
Existing support. There are several sources of support already in place for the Gerontology program. These include program support provided by the College of Human Sciences; program space in LeBaron Hall provided by the College of Human Sciences; two-week summer salary support for the program director provided by the College of Human Sciences; support for three ¼ time graduate assistants provided by the Graduate College to recruit new students; and one course release for the director provided by the home department, Human Development and Family Studies. These resources will be shared across the existing programs as well as the proposed on-campus master’s and doctoral programs.

To guarantee alternate year offerings of the proposed Gerontology courses, consent will be requested from the Graduate College, College of Human Sciences, and participating departments to support faculty teaching of these courses as “on load.” GERON 630, Theories of Gerontology, can be taught online to broaden access to non-ISU students, including doctoral students at the Great Plains IDEA institutions. The Great Plains IDEA Gerontology faculty have expressed interest in such a doctoral-level course. It is anticipated that the three proposed courses can generate revenue to support participating colleges.

Requested fiscal support. Consistent with other inter-departmental programs which share administrative support resources, ¼ time administrative support has been requested from the Graduate College. A one-course release will be sought for the Director of Graduate Education (DOGE) of the proposed program. Currently, the Director of the Gerontology Program serves as DOGE for the on-campus graduate minor; the College of Human Sciences Associate Dean for Research and Graduate Education serves as DOGE for the online MFCS students enrolled in the Gerontology track.

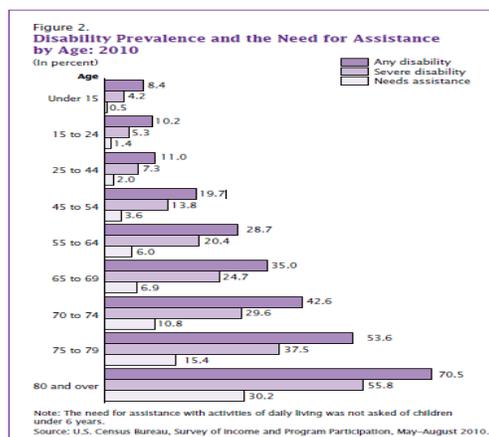
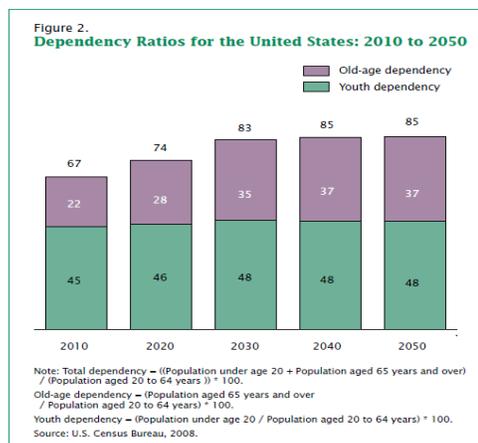
- ◆ Projected enrollment. In addition to new sources of students, the University anticipates that the proposed program will attract students who complete the online Great Plains IDEA master’s program as well as the proposed on-campus master’s program in Gerontology (Agenda Item ESAC 6). During the past seven years, the average enrollment of online master’s and certificate students has been 20 students. During that time, there has been an average of 18 students in the on-campus Gerontology minor. An observation of graduate cohort recruitment and enrollment at other institutions has provided an insight into enrollment projections for the proposed program. The projected enrollment in Year One is one student, increasing to 12-16 students by Year Seven.

- ◆ Workforce Need/Demand. The Bureau of Labor Statistics projects that between 2010 and 2020, “occupations in the doctoral or professional degree category are projected to grow by about 20%.”⁷



⁷ <http://www.bls.gov/ooh/About/Projections-Overview.htm>

The need to train professionals equipped in addressing age-related needs from a multidisciplinary perspective is great. As noted in the 2010 U.S. Census Bureau report,⁸ the dependence ratio of older adults to youth is increasing and within the older adult population, the oldest-old group is growing.



Within the older adult population, there is a diversity of needs as disability rates increase with age⁹ and individuals require environments, technology, and professional services which support activities of daily living and enhance quality of life. Doctoral trained professionals are needed to provide critical education and training to meet the growing demand presented by an aging society and world. For example, many regions of the country, including Iowa, have shortages of physical and mental health care professionals.¹⁰ Research, clinical work, and policy developments are needed to support successful or optimal aging which yields benefits not only for individuals, but also families, communities, and society as quality of life increases, family caregiving is eased, and medical expenditures are decreased. There is significant work to be done in the areas of engineering and technology to create sustainable environments which promote health life-span development.

- ❖ Accreditation for proposed program. Recommendations from the Association of Gerontology in Higher Education provided guidance in developing the proposed program; however, formal accreditation is not available.
- ❖ Date of implementation. The proposed program will become effective upon approval by the Board of Regents and will be included in the next General Catalog of the university. New students will be admitted for the entering class of Fall 2014.

⁸ http://www.aoa.gov/AoARoot/Aging_Statistics/future_growth/DOCS/p25-1138.pdf

⁹ U.S. Census Bureau, <http://www.census.gov/prod/2012pubs/p70-131.pdf>

¹⁰ Department of Human Services, <http://bhpr.hrsa.gov/shortage/>

Contact: Diana Gonzalez

2014 EDUCATION AND STUDENT AFFAIRS COMMITTEE WORK PLAN

Action Requested: Review Committee Work Plan for 2014.

Background: The 2014 Committee work plan includes anticipated Committee business.

February 5-6, 2014 Cedar Falls	March 12, 2014 Iowa City	April 23-24, 2014 Council Bluffs	June 4-5, 2014 Ames
Agenda	Agenda	Agenda	Agenda
<ul style="list-style-type: none"> Annual Distance Education Report Annual Faculty Resignations Report UNI presentation 	<ul style="list-style-type: none"> SUI presentation New program; name changes; program termination Annual Graduation and Retention Rates Report Honorary degree 	<ul style="list-style-type: none"> Annual Financial Aid Report Annual Regent Financial Aid Study Program-related items Faculty Tenure Report ISD presentation UNI curriculum changes 	<ul style="list-style-type: none"> Program terminations ISD/IESBVI presentation Honorary degrees Annual Regent Student Financial Aid Study New centers SUI course changes
July 28-29, 2014 Iowa City/Ames	September 10, 2014 Ames	October 22-23, 2014 Iowa City	December 3, 2014 Telephonic
Agenda	Agenda	Agenda	Agenda
<ul style="list-style-type: none"> Program-related items – SUI new programs Program-related items – ISU new programs Regional Study Centers FY 2015 funding allocations request Iowa Lakeside Lab Regents Resource Center FY 2014 Annual Report and Proposed FY 2015 Budget 	<ul style="list-style-type: none"> Program-related items ISU presentation – Career Services 	<ul style="list-style-type: none"> Fall 2014 Enrollment Report Program-related items Update on collaboration with Iowa community colleges ISU General Catalog changes SUI presentation Competency-based education presentation 	<ul style="list-style-type: none"> Professional Development Assignment Requests for FY 2016 Professional Development Assignments Report for FY 2014 Annual Report on Articulation Efforts and Activities Implemented by Iowa Community Colleges and Public Universities (HF 815) Annual Report on Iowa Research and Development Center for Educational Transformation

Iowa State University Accreditation Report – February 26, 2014
University of Iowa Accreditation Report –
University of Northern Iowa Accreditation Report -

Suggested topics –“pathways to the Regent universities, including early high school graduation and concurrent enrollment; possible overlap of statewide committees, including Study Abroad, RCER, LACTS, etc.; student success (including out of classroom experiences); recruitment and retention of faculty of color and international faculty; professional development for faculty and staff; faculty diversity; collaborations among Regent universities and with community colleges; expansion of distance education opportunities for lowans; graduation rates of minority students; examination of different tenure models; Regents Scholar recognition for high school graduates; pathways, including articulation with PK-12; online learning/blended models.”