

**A
CHALLENGE
TO
CHANGE**

VOLUME I

**A
FINAL
REPORT
OF
THE
HIGHER
EDUCATION
TASK FORCE
OF
THE
IOWA
GENERAL ASSEMBLY
DECEMBER 1989**



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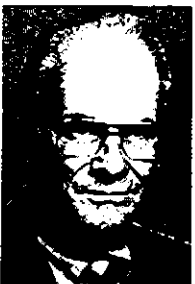
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HIGHER
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EXECUTIVE SUMMARY

Iowa has been changing, and we expect this pattern of change to continue well into the future. We want to ensure that our higher-education system keeps pace with these changes, that it even anticipates them. Higher education must contribute many of the solutions to the problems that will confront Iowa's people and communities in the years ahead.

This report opens with a review of where Iowa and its education system now stand, and a look at the expected shape of the state's economic and social future. This is followed by our recommendations for higher education (and some for elementary and secondary education), looking ahead 20 years, as required by the law establishing the Task Force.

Our vision of education in Iowa embraces four central themes: (1) Access, (2) Responsiveness, (3) Quality and Accountability and (4) Coordination. For each of these themes we set forth a concept, then a vision of how that theme may have worked out by the year 2010, and finally, specific recommendations for making it real.

The recommendations are summarized here and are fleshed out with explanations in Chapters 2, 3, 4, and 5.

Access

1. Substantially reduce tuition charges at community colleges.
2. Continue the policy of open enrollment at community colleges.

3. Assess the need to maintain the present number of attendance centers at community colleges.
4. Provide targeted funding to improve the preparation and aspirations of minority students.
5. Establish programs to improve the recruitment of minority students.
6. Rationalize basic tuition policy at state universities by establishing a method for determining the size of the student share of the cost of education that allows families to predict tuition charges with reasonable accuracy.
7. Create a Higher Education Service Corps.
8. Expand the current work-study program to include work opportunities at state agencies and non-profit social-service agencies and during the summer break.
9. Create a uniform statewide system of financial aid that provides basic support to students enrolled at public institutions who demonstrate need. Tuition set-asides for financial aid should be continued to allow institutions flexibility to meet situations not covered by the statewide program and to provide financial aid for non-resident students. Percentage rates of tuition set-asides should be the same at all public institutions.
10. Continue the Tuition Grant program for Iowa students as it presently operates.
11. Continue the college savings plan authorized by the legislature.
12. Create graduate centers to provide adult students with access to graduate education.
13. Continue the development of a statewide telecommunications network, and support grants to faculty and libraries for the purpose of producing high-quality offerings for delivery via telecommunications.

14. Establish programs that encourage state workers to continue their education.
15. Expand the number of agreements with other states in the region to provide Iowa residents with access, at in-state tuition rates, to specialized programs not offered at an Iowa institution.
16. Assure the safety and accessibility of physical facilities.

Responsiveness

1. While the primary mission of institutions is to provide instruction, research and service, as part of the service component we should encourage the development of programs to stimulate regional or statewide economic-development efforts:
 - a. Promote continued public/private sector interactions as ways of identifying commercial needs for higher education's services, coordinating and reviewing responses, and encouraging technology transfer.
 - b. Encourage the involvement of faculty in applied research, technical assistance and public-service programs, recognizing such involvement as an important contribution to the service component used in faculty evaluations.
 - c. Develop institutional policies concerning conflict of interest, commitment and technology transfer.
2. Encourage graduates to remain in Iowa if jobs are available, by such actions as providing forgivable loans to students in selected programs related to critical state work-force needs, and careers in areas of great social need, e.g., teaching, care for the elderly, service in small communities, assistance with remedial education, social service, health care and others.
3. Encourage people in need of retraining to seek and obtain it:
 - a. Collaborate with employers to provide incentives in the form of flexible work hours, child care, work-study programs, cooperative arrangements with colleges, tuition reimbursement and the delivery of services on-site to

encourage employees to take part in post-secondary education.

b. Promote the value of lifelong learning to Iowans.

4. Provide incentives for retraining individuals in need.

5. Offer classes through more flexible arrangements, taking advantage of advances in telecommunications; televise advanced courses and programs to all school districts.

6. Encourage the continued development and operation of programs designed to stimulate the vitality of rural areas.



7. Provide support to students to pursue graduate degrees leading to careers in business, industry and government.

8. Stimulate efforts to internationalize the curricula of schools, colleges and universities.

Quality and Accountability

1. Define the quality questions of interest to the state.

2. Create measures of quality.

3. Foster improved faculty recruitment and retention:
 - a. Maintain public-university faculty salaries at their current level of competitiveness;
 - b. Improve community-college faculty salaries and benefits.
 - c. Expand child care on campuses;
 - d. Increase faculty and professional staff retention through improved support services and professional development;
 - e. Offer incentives to attract the ablest students to faculty and other careers in education.
4. Create incentives to stimulate improved teaching, including development of appropriate communications skills.
5. Expand current international exchanges of faculty.
6. Alter faculty-certification requirements at community colleges.
7. Continue program review and accreditation processes.
8. Develop student outcome measures.
9. Provide fiscal incentives for intersectoral cooperation.
10. Explore and promote an Iowa "electronic university" that would market Iowa telecommunications course offerings to other states and countries.
11. Increase the number of non-Iowans in Iowa colleges and universities.
12. Support Centers of Excellence.
13. Establish funding guidelines to assure base-level support.
14. Create a New Ideas Fund.
15. Promote Iowa's colleges and universities.

Coordination

1. Take the following actions with regard to postsecondary education governance:
 - a. Retain the Board of Regents for the public universities.
 - b. Rather than establish a new board and separate system for the community colleges, strengthen and clarify the role and responsibilities of the Department of Education with respect to the coordination of these institutions;
 - c. Increase resources available to the Board of Education to enable its members to better carry out their extensive responsibilities, particularly with respect to the governance of community colleges.

Our vision stresses four central themes: access, responsiveness, quality and coordination. For each, we set forth concept, vision and recommendations.

2. Strengthen system coordination through a board composed of representatives of the executive and legislative branches of government and the higher-education sectors. This board would be responsible for:
 - a. Developing a strategic plan that would maximize the resources of the entire educational enterprise and be shared with the legislature and the executive branch as input in the appropriations process;
 - b. Focusing on the process of planning by anticipating issues and preparing policy analyses and studies that address them;
 - c. Providing procedures for the resolution of inter-institutional and intersectoral conflicts;
 - d. Ensuring the purposeful movement of students through the educational system;
 - e. Monitoring the programs and services of out-of-state and proprietary institutions operating in Iowa and making recommendations as necessary to the appropriate agencies;
 - f. Gathering and disseminating information about Iowa's colleges and

universities for use by prospective students and their families;

g. Convening issue-oriented special study groups to make recommendations on intersectoral issues such as articulation and financial aid.

This board, the Iowa Higher Education Council, would consist of 21 members, as follows: four lay citizens appointed by the governor; four lay citizens appointed by the Legislative Council; nine representatives of higher education: three from merged area schools, three from public universities and three from independent colleges, to be appointed by, respectively, the State Board of Education, the Board of Regents and the Iowa Association of Independent Colleges and Universities; and two legislators (non-voting), to be appointed by the Legislative Council; and a representative of the Department of Management and a representative of the College Aid Commission, (non-voting), to be appointed by the governor.

3. The Task Force recommends against the Iowa Higher Education Council becoming involved with program review or program approval (except in its role of solving inter-sectoral conflicts), budget review, approval or recommendations, or the day-to-day operation of programs (for example, the administration of student financial-aid programs).

4. Place the higher-education data-collection responsibility with the Department of Management.

5. The Higher Education Council should, as a first order of business, convene an Articulation Committee to study and make recommendations for smoothing the transition of students from one educational level to another and from one type of institution to another.

6. The Task Force suggests that the legislature consider creating a Joint Committee (or Subcommittee) on Higher Education for the purpose of receiving and discussing the strategic plan and considering other higher-education policy issues.

7. The Department of Education should make initial and subsequent periodic evaluations of each community college to: ensure the presence of a common

minimal range of educational offerings in each; continually review the number of administrative units and recommend changes to reflect demographic changes and service needs, including, if appropriate, the realignment of borders based on providing complete and consistent services for the areas served.

8. The development and maintenance of close working relationships among the faculty and teachers of secondary and postsecondary institutions should be encouraged.
9. The Task Force recommends inter-institutional coordination of media/library resources.
10. There should be continuous review of program offerings on the bases of enrollment, demand, quality and cost. Effective review procedures for all new higher-education programs should be ensured.
11. The Task Force recommends modifying the public education system in the following ways:
 - a. Change the prominent measure of student progress and accomplishment from academic credits (Carnegie units) to student competencies;
 - b. Configure the public K-12 system to ensure the achievement of core competencies by all students by tenth grade;
 - c. Provide optional opportunities for all parents seeking pre-school for their children;
 - d. Cease practices that track students into general, college-prep and vocational channels prior to the accomplishment and demonstration of core competencies;
 - e. Provide integrated high school/college program options in the academic and occupational fields for students continuing their education beyond tenth grade;
 - f. Supplement conventional student transcripts with competency portfolios;
 - g. Consider joint programs, dual enrollments/joint registration between colleges or universities and community colleges, leading to the Bachelor of Technology or Bachelor of Applied Technology degree for students pursuing occupational studies.

We expect that it may take most of the next two decades to fully implement our recommendations. Time and resources will be required. There must be a will to make some hard decisions. Our vision must be shared by the education and political communities, supported by the citizens of Iowa. Only then can higher education in Iowa truly fulfill the essential role that it is capable of fulfilling.

The Higher Education Task Force

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FOREWORD

Our state has been changing, and we expect this pattern of change to continue well into the future. We want to ensure that our higher-education system keeps pace, that it anticipates, stays abreast and even moves ahead of the changes.

During our deliberations, we often read and heard about the "educational system." This term also appears frequently in our report. It requires clarification. Our focus is on higher education — colleges and universities — but in many ways the distinction between higher and elementary/secondary education is artificial. It reflects subjective judgments formed over the last century.

The Task Force has not delved deeply into the elementary/secondary area. But it is hard to consider *one part of the educational system in isolation* from the others. Colleges and universities educate the teachers and administrators who work in the elementary and secondary schools. Those schools prepare the students who will enroll in the colleges and universities. College admission requirements shape the high-school curriculum. The readiness of high-school graduates for college work is a large factor in the quality of college instruction.

Thus our report has implications for the elementary/secondary system, just as the First in the Nation in Education Study (FINE Report) on elementary/secondary education made important suggestions for the colleges and universities.

The term "postsecondary education" has gained prominence in recent years. It sounds a bit like educational jargon. But, because it spans the full range

of education beyond high school — public and private, non-profit and proprietary, two-year and four-year, traditional and non-traditional — it is rapidly becoming synonymous with “higher education.” The two terms are used interchangeably in the pages that follow.

The Iowa Legislative Task Force on Postsecondary Education was created by Senate File 2312 (1988 Session) to “study and make recommendations regarding the goals, and the legislation necessary to meet the goals, of the state’s postsecondary education system in the future.”

The eleven members of the Task Force, seven citizens and four legislators, were appointed in the summer of 1988! The Task Force held its first meeting in mid-September, after which an organizational plan was filed with the Legislative Council, and staff and consultants were hired. John Schmidt served as executive director and Peggy Glick as research assistant. Task Force consultants were John Augenblick and Gordon Van de Water of Augenblick, Van de Water & Associates, Denver, Colorado, and William Chance of Public Policy Research, Olympia, Washington.

The Task Force conducted public hearings in October 1988, in Des Moines, Council Bluffs, Sioux City, Waterloo, Clinton and Mount Pleasant. The purpose was to draw out comments and advice on the issues and concerns that Iowans felt should go into any planning for higher education in the twenty-first century. The hearings were followed by more than 60 interviews by the consultants with business, labor, education, community and political leaders around the state. The objective was to develop a list of the top-priority issues facing Iowa higher education over the next 20 years. The results of the interviews were reported to the Task Force at its December meeting.

The co-chairpersons organized the Task Force into subcommittees to work on five issue areas: Articulation and Vocational Education; Educational Opportunity, Access and Affordability; Finance; Governance; and Quality and Capacity.

¹All notes will be found in Endnotes on Pages 87 and 88.

Each subcommittee was chaired by a citizen member of the Task Force. Subcommittee members, some 50 in all, were selected from among about 200 names submitted by business, labor, community, education and political leaders. The basis for selection was their interest in, and knowledge of, higher education. Also taken into account was the legislative leadership's concern for fair representation by gender, ethnicity, geographic region and political affiliation. Subcommittee members volunteered their time and paid their own expenses.²

The subcommittees first identified what they considered the highest-priority state-level policy issues facing higher education. At later meetings, they examined these issues and developed recommendations for the Task Force to consider. The 31 subcommittee meetings were devoted to discussion of the pertinent issues, aided by presentations from Iowans expert in various fields, not only education.

The Task Force, through the able work of the Articulation and Vocational Education Subcommittee, also responded to a separate legislative mandate for recommendations on the Department of Education's proposed vocational-education standards. A report was delivered to the Legislative Council at the end of January, 1989.

The full Task Force held monthly meetings to discuss other higher-education issues, mostly those that seemed to fall into none of the five subcommittees' areas of study or crossed several areas. Among those issues were telecommunications and technology, higher-education missions and definitions, economic development, and higher-education financing. At each of these meetings the Task Force heard from national experts before discussing the potential policy directions for Iowa.³

In March, 1989, using funds generously provided by the John D. and Catherine T. MacArthur Foundation, the Task Force sponsored a statewide higher-education forum in Des Moines. The forum gave Task Force and subcommittee members and others present a chance to hear Iowa and national leaders address the future of higher education, and to discuss scenarios for higher education's future in Iowa. The MacArthur grant

helped the Task Force to conduct a richer and more creative study by enabling it to bring in several nationally recognized experts.

At its June, 1989, meeting, the Task Force received and discussed subcommittee recommendations. After this meeting, the first draft report was prepared. It was considered and reviewed by the co-chairpersons and staff, and modified and authorized for release as a field review report following a three-day August meeting of the Task Force. Hearings on that version of the report were conducted during October at Des Moines, Ames, Iowa City, Burlington, Dubuque, Cedar Falls, Mason City, Storm Lake, Sioux City and Council Bluffs.

This final version of the report and recommendations was approved by the Task Force on November 14, 1989.

It is hard to consider one part of the educational system in isolation from the others. In many ways the distinction between sectors is artificial.

Shared Values

One result of this process has been the emergence of a set of values, shared not only among the Task Force members but also, we believe, among Iowans in general. These values undergird much of the reasoning behind our recommendations. Among them are:

A high regard for education. "Iowa has a tradition of educational excellence. We have a head start; we owe it to ourselves and our youth to continue that tradition." That statement, from the preamble to the FINE Report, applies equally in higher education, and the recommendations in this report are designed to carry that tradition into the future.

A strong work ethic. Iowans hold good work in high regard. Productivity statistics show that they consistently outproduce workers in other states. Building on this strength requires lifelong educational opportunities so that workers can acquire the skills they need to meet the work-place demands of a rapidly changing economy.

A strong sense of place. Iowans are deeply attached to their communities, valuing the quality of community life and committed to maintaining it. This value calls for educational opportunities in as many places as financial limits and quality concerns will permit.

An appreciation of Iowa's natural advantages. Iowans share the sense that their state's rich soil and other advantages not only must be used now but must be conserved for future generations. Higher education, through instruction, research and public service, supports efficient use now and conservation for the future.

A belief in broad participation in government. Iowans like to keep their government close to the people. This is reflected in the large number of counties, towns and school districts, as well as a large legislature. Participation in the governing process requires a well-educated, well-informed look both at present problems and future needs from a fresh perspective.

CHAPTER 1



THE CONTEXT

The Condition of Higher Education

In Iowa, as in most states, the higher-education system is complex. It is large, in terms of the number and variety of institutions, students and faculty, and the amount of money required to sustain it. Its organization is the product and the reflection of a mix of laws, institutional and state procedures, and traditions. It is diverse and competitive — characteristics that contribute to its strengths and to its problems.

The way the system is governed, from internal decisions about the curriculum to the development of statewide policy, is cumbersome. But it works rather well, despite its size and complexity. It could be improved, however, by expanding educational opportunities, strengthening organization and governance, improving planning and coordination, rationalizing funding, and enhancing quality.

The Institutions

Higher education in Iowa is provided by three public universities; 15 merged area

schools (community colleges) that provide instruction at 28 campuses; 30 independent, non-profit colleges and universities; and 39 proprietary and specialized institutions, including professional, theological, business, nursing and medical technology, career and technical, and beauty and barber schools.

Unlike most other states, Iowa has no public regional universities — four-year institutions intended to serve specific areas of the state. In most states, these have evolved from teacher-training colleges. Iowa's only such college became the University of Northern Iowa. Iowa's alternative to maintaining public regional universities is state financial aid to Iowans attending independent institutions in Iowa.

One issue the Task Force considered was the number and distribution of colleges in Iowa. Are there too many? Among eight states with populations similar to Iowa's, only two have fewer community colleges than Iowa's 15, while three have

more! Iowa's community colleges are designed to serve, on average, areas with about 75,000 people between the ages of 18 and 44. While community colleges in several of the comparison states serve larger population bases, these states are more urban than Iowa. The Task Force is concerned, though, about size and quality differences among the community colleges. Different areas have different needs, and the community colleges, designed to meet those needs, can be expected to differ somewhat. However, the differences among community

Some duplication, particularly at the undergraduate level, is unavoidable and necessary.

colleges may have grown too wide, so that residents of some areas may not be receiving adequate educational services.

It also appears to the Task Force members that Iowa has enough public university capacity to serve adequately its fewer than 3 million inhabitants.

Our sense is that institutions are not distributed evenly around the state and access may be adversely affected. High-school graduates in small districts are less likely than others to enroll in a public university, but more likely to attend a community college or an independent

college. Students in Southwest Iowa are less likely than those living elsewhere to attend college at all, especially a public four-year institution.² The Task Force senses that this may result from the lack of four-year colleges in that part of the state; many southwest Iowans attend public colleges in Missouri and Nebraska.

Programs and Services

Iowa's public universities offer a wide range of programs and services. There is some duplication, although there is a somewhat different program emphasis at each of the institutions. The University of Iowa is generally oriented toward health services, humanities, fine arts and social sciences. Iowa State University is a land-grant institution with a focus on agriculture, science and technology, comprehensive undergraduate programs, extension and public service. The University of Northern Iowa specializes in undergraduate education, emphasizing teacher preparation and business.

Some duplication, particularly at the undergraduate level, is unavoidable and necessary. What must be resolved is a distinction between the essential and the non-essential, especially in programs with low enrollments and high costs. The Task Force did not independently examine issues of duplication because

that is the function of the Board of Regents with respect to the universities and the Department of Education with respect to the community colleges. We acknowledge, without specific endorsement, that decisions of the magnitude being considered by the Regents will be necessary to maintain the quality we desire within the budget we have.

In addition to instruction, the universities provide a variety of special services, such as the Center for Laser Science and the Institute of Public Affairs at the University of Iowa; the Cooperative Extension Service and the Microelectronics Center at Iowa State University; and the Small Business Institute and the Center for Early Developmental Education at the University of Northern Iowa. The Task Force supports activities of this kind, when they involve research and when they do a good job of transferring knowledge and new technologies to agriculture and business. It is particularly useful when the universities and the private sector work together on such matters.

The Students

Iowa's public and private colleges and universities enroll nearly 160,000 students, 126,000 of them Iowa residents. More than 18,000 of the 34,000 non-resident students attend public institutions.³ About 24,000 Iowans and 16,000

non-Iowans attend independent colleges and universities in the state. About one-eighth of Iowans enrolling as freshmen do so in another state.⁴

The members of the Task Force are especially concerned that higher education be readily available to all Iowans, whatever their race, gender, age, physical disability or place of residence. Fewer than 2.5 percent of the degrees conferred in 1986-87 at the public universities, the community colleges, and the independent institutions went to Blacks and Hispanics. Although this is somewhat greater than the percentage of the population of the state that is Black or Hispanic, it includes students from other states.

The situation is better, but less than perfect, for women, because they are under-represented at the four-year institutions and at the advanced-degree level. At the three public universities, 48 percent of all students, but only 44 percent of graduate students, are women. At the community colleges, 57 percent of all students, and nearly two-thirds of part-time students, are women.⁵

About 18 percent at the public universities, and 39 percent at the community colleges, are part-time students. These numbers suggest that the so-called non-traditional students are an important element in postsecondary education.

The Task Force supports the efforts of the public universities to set enrollment goals and commit resources to meet those goals. Although access to Iowa's colleges and universities is generally good, more effort needs to be made to ensure that all potential students are aware of the opportunities available, that they participate, and that they complete programs.

The Task Force fully supports recent legislative initiatives designed to help make this possible: for example, authorization of a statewide telecommunications network and a "college bound" program to familiarize minority pupils in elementary and secondary schools with the offerings and opportunities of higher education.

The Cost of Education

One of the major impediments to college enrollment is the cost, including, but not limited to, tuition. This is especially true in a state such as Iowa, which has an average household income more than 10 percent lower than the national average.

Tuition at the public universities has risen rapidly in the 1980s, to around \$1,800, which is slightly above the national average. A poll conducted by the Des Moines Register in December, 1988, found that 58 percent of Iowans think university tuition is too high.

Tuition levels vary among community colleges, averaging about \$1,100. This is 43 percent above the national average, giving Iowa the ninth-highest average community-college tuition among the 50 states.⁶

Task Force members believe that tuition is too high at the community colleges and that it has been rising too fast at



the universities. While they share the view that students should pay a reasonable share of instructional costs, they believe that tuition should be based on a clear policy of institutional cost allocation and that it should be predictable.

Student financial aid is available both from the state and federal governments, but the burden of paying for a college education has clearly shifted in recent years away from the public and onto families and students. This has forced too many students to accumulate an

unreasonable amount of debt. Federal student-aid programs have shifted in emphasis from grants to loans. The shift results principally from a general reduction in federal funding for grants.

The greater part of state aid to students at the public universities is distributed by the universities themselves, each using its own procedures. The state also provides small amounts of aid to community-college students.

The average accumulated debt of students at the public universities is around \$7,000. The average debt load carried by community-college students is about \$3,200.⁷

While the Task Force members agree that the federal government should reaffirm and expand its commitment to student aid, especially grants to lower-income families, they also believe that Iowa needs to reorganize its student-aid programs to better ensure that all students in need are treated equitably.

The state provides assistance to Iowa students at independent institutions under the Tuition Grant program. This now amounts to over \$30 million a year. This program is intended to reduce the cost to a student for attending an independent college by partly bridging the gap between public-university and independent-college tuitions. With this

program, the range of choice for all students is expanded. Because the independent colleges are vital components of the higher-education system in Iowa, the Task Force endorses continued public support for students who choose to attend such institutions.

The Task Force members also consider it important for the state to provide incentives for families to save for college education. Several states recently have adopted plans that guarantee a predictable tuition level at a particular institution for families joining a specific savings plan. The Task Force prefers an approach that does not link savings to attendance at a specific college. Therefore, it endorses the education savings plan recently created by the Iowa legislature.

Concerns About Quality

Task Force members are concerned about the quality of instruction, research and public service — the three basic functions of higher education — at Iowa's colleges and universities. Quality is hard to define or measure, but the reputations of Iowa's public universities are good, and certain program areas are recognized as excellent. While some suggest that the state's economic troubles in the 1980s may have had an adverse effect on the quality of higher education, there seems to be no evidence of a major problem. Such evidence would

include decreased ability to attract new faculty or non-resident students, or a decline in federal funding. These problems have not occurred, at least in part due to relatively constant appropriations.

The universities compare reasonably well with their self-selected peer institutions in terms of faculty numbers and qualifications, funding, library holdings, equipment and similar measures — although we were told that the University of Iowa library, at least, has recently fallen behind its peers. The Iowa universities also produce results similar to those of their peers in terms of student retention, time needed to complete a degree, numbers of students enrolling in graduate programs, and standard test scores.⁸

Although faculty salaries at the community colleges have been relatively low, recent legislation provides more than \$5 million to make them more competitive.

Iowa's public and private, two-year and four-year colleges and universities are accredited by the North Central Association of Colleges and Schools. Each college is reviewed periodically by the Association for continued accreditation, and suggestions may be made to improve some aspects of the institution's operations. We support the movement of the accrediting association toward increased emphasis on institutional assessment of student outcomes.

Generally, the faculty at Iowa's colleges and universities are well qualified. However, the proportion of women and minorities is a continuing concern. At the public universities, about 10 percent of professors, 25 percent of associate professors and 35 percent of assistant professors are women. At the community colleges, women make up about 35 percent of the instructional staffs. About two percent of the faculty at both the public universities and the community colleges are minorities.

Task Force members have concluded that the overall level of state support for education is about right. But they are concerned about the proportion of all state education money that higher education is allotted.

The Task Force members believe that strong efforts must be made to attract more women and minorities to community-college and university faculties and administration. There will be an especially good opportunity to accomplish this during the next two decades when an unusually large proportion of the present faculty will be retiring. Specific programs need to be developed to help recruit and retain female and minority faculty. Therefore, as one such approach, the Task Force supports the recent decision

of the legislature to study the child-care needs of faculty and students at the universities. When such services are available, more women are likely to consider becoming faculty members.

Two other issues related to quality arose during the Task Force study. The first concerns the use of graduate students as part-time teaching faculty, especially when they are not properly trained to teach — and when many among the large number of teaching assistants don't seem to have an adequate command of spoken English. The University of Iowa provides nearly \$13 million, and Iowa State University about \$9 million, for teaching assistants. These figures suggest that hundreds of postgraduate students are teaching undergraduate students.⁹

The second concern is the condition of college buildings, both in terms of their accessibility to the handicapped and their basic structural safety. Assured physical access to safe facilities is no less a basic student right than the assurance of qualified teachers. Attention also must be directed to quality and adequacy of instructional, faculty and administrative facilities.

Governance and Coordination

A major issue in Iowa higher education is a lack of coordination among the sectors. This calls for policies that consider

all of the available higher-education facilities and programs and provide for conflict resolution among institutions and sectors.

The Iowa Coordinating Council for Post-High School Education, a voluntary group, meets monthly to try to settle disputes among institutions and sectors and to review new programs presented to it. Most observers agree that it does not provide the level of coordination that will be needed in the 21st century.

In the legislature, most higher-education policy measures relate to funding. Therefore, the appropriations committees handle most major policy issues. Little attention is paid to higher education in the two education committees. There is no longer a standing committee on higher education in either house.

The Task Force is convinced that there is an increased need to coordinate the programs and services of all institutions. If there is better coordination among institutions and across sectors, resources can be used more effectively and more productive planning can be done.

One area likely to benefit from improved coordination is articulation. "Articulation" refers to the passage of students among institutions or across programs. It is a perennial issue in higher educa-

tion. The Task Force found cases in which movement from one institution to another was difficult and resulted in substantial losses of credits.

There seems to be a positive attitude toward articulation among educational leaders in Iowa. The Regents universities and the community colleges have developed articulation agreements covering liberal-arts courses and degrees. Vocational programs and secondary-postsecondary articulation are still limited and uncertain, but are at least on the agenda of all institutions involved. We believe that more progress can be made by voluntary cooperation among the sectors than by an attempt at enforcement from above.

Three Basic Fund Packages

Iowa allocates about nine percent of its state and local tax revenues to higher education, ranking 18th among the 50 states in this measurement. This relatively high level of support results in large part from the state's strong tax effort in spite of a relatively low tax capacity. With a tax effort 16 percent above the national average, Iowa ranks fifth among the states in this respect. But it ranks 42nd among the 50 states in its tax capacity, which is 18 percent below the national average.¹⁰

Taking state funding and student tuition together, the allocation for each student

at a public institution is about \$5,700, which is nearly seven percent above the national average. However, taking inflation into account, it appears that per-student financial support has fallen by about two percent in Iowa in the last decade.¹¹

State support of higher education comes in three basic packages. First, more than \$400 million is provided for the three public universities. This is allocated on the basis of historic patterns, modified by changes each year in programs and enrollment. State support makes up about 31 percent of university revenues.

Second, the community colleges receive more than \$80 million a year from the state, which is about 50 percent of their \$156 million unrestricted current operating revenue.¹² Locally collected property taxes provided about 10 percent of community-college unrestricted operating funds and about 58 percent of the \$28 million in community-college plant funds. State aid to community colleges is allocated through a formula designed to reflect differences in program mix. Although it is hard to create a formula sensitive to all of the needs of schools of very different size and scope, the Task Force supports the continued use of some formula as the best way to assure adequate and equitable funding.

Third, state student financial aid is

distributed along with federal student aid by the Iowa College Aid Commission. Non-repayable grants of more than \$4 million are allocated to students at public institutions through various special-focus programs. About \$30 million goes to more than 14,000 Iowa residents attending independent institutions in Iowa. The College Aid Commission also administers Guaranteed Student Loans of more than \$96 million to students in public and independent institutions alike. There also is a \$2 million work-study program.¹³



Task Force members have concluded that the overall level of state support for education is about right. But they are concerned about the proportion of all state education money that higher education is allotted. Between 1978 and 1988, enrollment in Iowa's public colleges and universities rose nearly 18 percent, while elementary and secondary enrollment

was declining about 18 percent. In per-student terms, over the course of the decade, state aid for higher education rose by only 78 percent, while state aid for elementary-secondary education grew by 108 percent.

All of these statistics, references and impressions provide an idea of how the Task Force views the condition of higher education in Iowa. The rest of this chapter considers the social and economic changes that Iowa faces — the conditions to which higher education must adjust if it is to provide the benefits the people of Iowa deserve and need.

Higher Education and Iowa's Future

Iowa's future cannot be separated from its economic vitality. Until a decade ago, the state's great economic assets — its agriculture, location and transportation, and its well-educated and industrious population — seemed to render it immune to the cyclical economic and social problems that from time to time battered most other states. Painful experience has amended that hopeful assumption.

The world is changing, and Iowa must change with it in order to retain a strong and vital society and a stable and competitive economy. Prevailing views of the future center on several themes: the ever more global nature of the world economy and the highly intensified

global character of competitiveness, an accelerating rate and expanding breadth of technological change, and a shift from the manufacturing to the service sectors in the national economy. All carry enormous implications for education.

Technological and Economic Change

Goods and services now travel freely around the world, and prices are set by international, not national, markets. The economies of all industrial nations are joined. International trade provides a larger portion of American gross national product than ever before, with exports having nearly doubled and imports nearly tripled between the mid-1950s and the mid-1980s.

New technologies increase with dazzling rapidity. These developments are felt in nearly all industries, and their effects influence conceptions of work place, consumption and the nature of economic competition. Technology is bringing change and turbulence into every industry and to most jobs. The importance of research in higher education is intensified. More pressure than ever before is created for substantive undergraduate education, advanced training, recurrent learning and continual professional and career adaptation.

An effective presence in the new global setting requires the ability to produce

and sell at least enough goods and services to pay for imports. The relative standard of living is tied to competitiveness in the global economy. A lower standard of living will be the price of persistent trade imbalances. With the future standard of living of Iowans tied to the quality of their industry, relevant education and training have become essential.

These worldwide changes are bringing a growing dominance of the service component of the economy. Goods-producing sectors employed 45 percent of the American working population in 1929. By 1977, that portion had dropped to 32 percent, and by 1986, to 25 percent. The service sectors accounted for the rest. Between 1958 and 1982, manufacturing declined from 30 to 21 percent of the GNP. The United States is not alone in this respect; in other industrial countries services account for nearly two-thirds of production.

According to the National Alliance of Business, only five percent of the new jobs created during the 1970s and early 1980s were in manufacturing. Five million to 15 million manufacturing jobs are expected to be restructured in this country by the year 2000, and a similar number of service jobs are expected to become obsolete. Of the estimated 16 million new jobs that will replace these, nine out of 10 are projected to be service jobs.

The implications of all this for Iowans and their educational system are clear. Iowa's economy is based on farming and service industries. Both will continue to play a dominant and vital role in the future. Of the state's 36 million acres of land, 26.4 million are in crops and 4.5 million in pasture.

Twenty-five percent of the nation's hog production, 20 percent of its corn and 15 percent of its soybeans come from Iowa. The state derives more cash receipts from farm marketing than any other state in the Midwest. Of the 1.4

With a tax effort 15% above the national average, Iowa ranks fifth among the states in this respect.

million employed Iowans, about 150,000 own farms, work on farms or hold other agriculture-related jobs.

Other major areas of employment are: wholesale and retail trade, with about 250,000 employees; government, with 225,000; manufacturing, 220,000; and non-farm proprietors and construction, most of the rest.

Iowa ranked 49th among the states in total employment growth between 1978 and 1986. In the past few years, the state has seen an increase in service-sector employment and a decrease in

goods-producing employment. Future employment growth in retail trade, services and government can be expected.¹⁴

A Changing Marketplace

Iowa is facing massive changes. These changes will be what economists call "structural" — that is, fundamental and permanent — rather than "cyclical," which occur regularly and tend to be shorter term. This all suggests that Iowans will need to be trained and retrained in different ways to meet the requirements of evolving industries and professions. It also follows that the offerings of colleges and universities must change. Not only must instruction be redirected to assure the ability of graduates to compete in this new society and world economy, but their research and public-service components also must move in new directions.

The nature of the consumer marketplace has evolved, too. Competitors now are able to produce at lower cost many of the products formerly associated with the Iowa economy. The future will bring even more competition with other producing nations and even more rapid transformations in technology.

Among their other effects, global competition and the agricultural emphasis of Iowa's economy are affecting the life of rural areas. What is now happening to rural communities is fundamentally

different from what had been happening since farming first was mechanized.

These difficulties are reflected in the decrease of the rural proportion of the Iowa population from 60 percent to 41 percent between 1930 and 1980, the presence of declining rural communities, the chronic lack of physical infrastructure and capital in small towns, and the difficulty in attracting these elements to risky rural ventures. Between 1978 and 1987, the number of farms in Iowa dropped from 121,000 to 105,000, and projections suggest that by 2005, there will be 30,000 fewer Iowans employed on farms than now.

While growth and vitality characterized rural America — and rural Iowa — in the 1970s, economic decline and dislocation have been the dominant themes of the 1980s. Ironically, this has been largely the result of increased productivity in agriculture and manufacturing, along with the subsequent lessening demand for workers. And the transition promises to be expedited in the coming years by international economic events, federal deregulation of the transportation and communications industries, and elimination of farm subsidies.

The new circumstances dictate that Iowa's economy become more diversified and even more productive. Higher education must continue to seek new knowledge through basic research, apply the lessons

of this research to develop new products and industries, and respond to improved technology and applied research elsewhere. To a far greater extent than in the past, education will play a vital role in Iowa's efforts to adjust to change, while also striving to preserve the traditional values Iowans hold so strongly.¹⁵

A Changing Population

The economic prospect is one important part of the future. Population change is another. Iowa's population today is something over 2.8 million, according to the Census Bureau. Earlier in this decade, declines from one year to the next reached as high as 40,000. From 1987 to 1988, however, Iowa gained about 11,000 residents, mostly the result of natural growth (more births than deaths). Between 1980 and 1987, about 200,000 more people left Iowa than entered it. But a reversal has occurred since then, with more moving in than out.

Population projections differ dramatically. At one point, the Census Bureau warned that Iowa could lose a half-million people by the year 2010. Predictions by public and private economic-forecast groups indicate, however, that Iowa's population could grow by 200,000, depending on the speed and extent of the farm economy's recovery. With signs of that recovery growing stronger,

a modest increase in population can be expected.

The nature of population changes is no less important than the changes themselves. Iowans on average are older now. In 1970, the median age was about 29. This year, it is closer to 33, and by 2005, it is expected to be nearly 39. In 1970, about one-third of all Iowans were between 15 and 39 years old; by 1988, that age group had increased to 39 percent. A few years into the next century, the proportion is likely to drop back to just below the 1970 level. Most college students come from this large age group.



A sharp decline in the number of traditional college-age students (18 to 24 years old) is expected. The number of Iowa high-school graduates, the largest single source of students for most Iowa colleges and universities, decreased 25 percent in the last decade and could drop as much again in the next two decades, bucking a national trend predicted by

the Western Interstate Commission on Higher Education.

The non-white population of Iowa is expected to increase rapidly between 1990 and 2005. In the next 15 years, the white population is anticipated to grow by about 122,000 from 2.84 million to 2.96 million. During the same period, the non-white population is expected to increase by about 54,000 from about 91,000 to about 145,000.

These changes are unlikely to affect total enrollments in Iowa's colleges and universities. Despite a decrease of 10,000 in high-school graduates, enrollments at Iowa's public universities rose substantially from 1978 to 1988, from about 57,000 to about 66,000 students. They rose even more, numerically and proportionately, from about 31,000 to more than 44,000 students, at the community colleges.

The college population has become less "traditional," with more older students, more women, more minorities and more part-time students. By adapting to the needs of these new populations, by recruiting students from states where the population is growing, and by providing new services to people seeking to change careers or improve skills, the colleges and universities should be able at least to hold enrollments stable, despite worrisome underlying demographic trends.

The population is becoming more urbanized. Indeed, areas in and around several of Iowa's most rural areas hit population peaks in the year 1900 or earlier that they have never regained. Recent national policies, especially deregulation, and factors that are likely to spur Iowa's economic recovery, such as the growth of service industries, tend to benefit urban communities that have large markets, concentrations of capital and easy access to education. Decreases in federal subsidies, both to schools and to farmers, can only speed the move from rural to urban areas.

One dynamic that could check the increasing dominance of cities would be a large growth in communications technology and its use in expanding commerce. While Iowa is involved in a program to extend telecommunications, effectively doing for the transfer of information what paved highways did for transportation, this alone will not stem the trend toward urbanization.

Funding Considerations

Much will depend on Iowa's capacity to support education. This includes the capacity to produce income, to tax income fairly, the willingness of Iowans to be taxed, and the availability of outside funds, such as federal subsidies and research grants.

Iowa lags behind the national income average and has done so for a long time. To the extent that lower income represents a lower cost of living, this may not be a problem.

During the 1980s, the tax capacity of Iowa deteriorated with its economy. The state's ability to produce tax revenue declined well below the national average. But its responsiveness, in actual taxes levied, increased to a point well above the national average. So, at the cost of a higher tax burden, state revenues have remained fairly stable.

Higher education may have to compete more vigorously for its share of state funds against other urgent social concerns.

Historically, federal aid to Iowa has been comparatively low, despite the fact that Iowa receives about 10 percent of all farm subsidies. Iowa pays more to the federal government in taxes than it gets back. Defense-related funding and federal funds for research are particularly low.¹⁶

Major improvements in this picture are unlikely in the next 20 years. While the state should continue on the road toward economic recovery, the boom times of the 1970s probably won't be repeated. Moreover, there is a good possibility that some of the programs

that have benefited Iowa, especially farm subsidies, will be reviewed and reduced. Higher education may have to compete more vigorously for its share of state funds against a deteriorating road system, the health needs of an aging population, welfare, correctional facilities and other social concerns.

Entire System Needs Restructuring

Higher education in Iowa clearly faces tough challenges. One of the toughest is its role in the restructuring of the entire public-education system. The history of public elementary-secondary education in this country reflects forces that have been operating on it ever since it was made a basic right of all Americans about a century ago.

For most of this formative period, the most powerful force was industrialization. This dictated a role for the schools: preparing students with intellectual and manual skills, a sense of social purpose and a strong work ethic. Soon the schools were shaped into a structure in which students advanced in annual cohorts, usually by age, with performance measured at the end of the year against that of their peers. "Seat time," the Carnegie Unit, became the common measure of acquired knowledge. Failure was accommodated by tracks and courses with varied levels of difficulty.

In effect, the whole system was gradually transformed into a production grid. Learning was divided into separate cells and distributed across various types of schools — elementary, secondary, middle school, junior college; academic, general, technical and vocational. It was spread across time schedules — five days a week, six to 10 periods a day, nine months a year. Knowledge was divided into components — communications, computation, reasoning; and it was further separated into distinct academic and vocational disciplines, treated separately.

The grid, often called the educational "structure," also operates in colleges and universities. It may have been an effective response to the needs of an earlier, industrial era. But all of this is changing, and an educational system structured to meet obsolete needs will have a hard time fulfilling future needs.

The system must be restructured. To this Task Force, restructuring means changing the basic assumptions. It merges separated curricular elements into a logical whole. It means a system based on new ideas of delegation, involvement, and empowerment of teachers. It raises questions about when children should enter school and how they should progress through it.

Restructuring means basic changes in the way teachers are recruited, educated,

involved and retained. It alters the relationship between the system and the state, by delegating authority to districts and schools. It challenges the idea of education from age 6 to age 18, looking into the workability of an arrangement that starts earlier and may end earlier. It calls for greater emphasis on core competencies for all children. Many of these concerns have already been raised in the FINE Report.

Higher education also must change. It needs to do away with seat-time standards as indicators of accomplishment — certainly in the message it sends to lower schools in the form of entrance requirements. Postsecondary institutions will need to work closely with secondary schools to ensure fully integrated secondary/postsecondary academic and vocational programs.

A redefined elementary-secondary school role based on core competencies — rather than “hours” per course, per semester — will compel a new responsibility on the part of colleges and universities for occupational education, both vocational and professional. This need will have an effect on the number and location of post-secondary learning centers.

All of these changes would require a close and continuing working relationship between faculty in both sectors. Colleges and universities educate the

teachers and administrators who will work in the reformed elementary-secondary system. This not only means preparation for teaching new and frequently non-traditional students; it means being able to function effectively in a new administrative environment where more and more of the decisions



are made at the building level where responsibility for success or failure will be placed.

College and university faculties also have a responsibility to ensure the presence of effective continuing-education programs for teachers. These programs, too, should take a different form. They should involve members of the elementary-secondary and higher-education

faculties, all of whom are professionals. These faculties should be working together as peers, often in seminars and symposia centered on the academic discipline.

These are some of the more visible facets of Iowa's potential educational future. Social and economic forces shaped American education during its formative years. Now a new series of economic reactions is zeroing in on the

quality of education.

Our vision of the future of higher education in Iowa stresses four central themes: (1) Access; (2) Responsiveness; (3) Quality and Accountability; and (4) Coordination. These are the most important guiding characteristics of the future of higher education in this state. They will be detailed in the next four chapters of this report.

CHAPTER 2



Access to Higher Education for All

The Concept

Ready access to higher education is fundamental. It is and should remain a dominant hallmark of the higher-education system in Iowa. We look to the future with a sense of pride at Iowa's efforts to broaden access. We wish to build upon and expand that base.

The concept of access has several dimensions.

- It involves the provision of sufficient student places to accommodate resident demands for postsecondary education.
- It entails suitable geographic dispersion of educational opportunities to accommodate changing demographics and educational needs.
- It requires an appropriate breadth of in-state programs to prepare students for a wide variety of careers.
- It involves support services sufficient to ensure that students are able to derive the maximum benefit from their academic work. Support services include remedial course work, academic assess-

ment, student financial aid, academic and career counseling, child care, placement services, health services, and physical access and appropriate special services for the disabled.

All students should be able to enroll in educational programs appropriate to their educational goals and receive the necessary support services to succeed. The only requirements a prospective student should have to bring to the academic setting are the desire for higher education and the ability to benefit from it.

As we look to the next century, it is clear that access must remain a principal value. Its importance is enhanced by several factors: the essential need to remain economically competitive, a condition dependent in large measure on the educational levels of the work force; the certainty of employment shifts over the course of individual careers, which will require the acquisition of new skills; the aging of the population, which will

place much of the cost of retirement and health programs on a smaller portion of society; and the increasing complexity of social, political, and community life. In this context, education is the primary means of full participation in the global society of the 21st century.

Student financial aid will play a key role in assuring access. The present aid programs at the public universities are operated independently by each institution, with the result that students of similar means are treated differently at each of the universities. In addition, students enrolled in academic transfer programs at community colleges are not presently eligible for state student financial aid grants. A concern for equity requires that this patchwork arrangement be changed.

Finally, one trend that is of some concern to the Task Force is represented in the increased time being taken by students to complete degrees. Students who take fewer courses per semester, thereby extending the number of semesters needed to fulfill graduation requirements, may pay more for college. However, a recent study of students at Iowa public universities indicated that student decisions are a more important determinant of the time spent to complete a degree than institutional constraints! One reason students take fewer courses is that they are spending a sig-

nificant amount of time working, either out of choice or necessity. Our sense is that too much time spent working can be a detriment to students.

The Vision

By 2010, Iowa will be nationally recognized for its efforts to encourage and support the full intellectual development of all its citizens. By actively promoting increased participation in postsecondary education for its high-school graduates and returning adult students, Iowa will have the highest postsecondary education participation rate in the nation.

Adult students, returning to master new skills or fulfill earlier aspirations for

Ready access to higher education is fundamental.

education, will enter an environment sensitive to their needs for flexible scheduling, evening and weekend class sessions, and child care.

One example is Joan Grady, a single mother working full time, who, with the help of her campus mentor and a supportive employer, has been able to design an educational program that will allow her to achieve her educational goals while simultaneously meeting her work and parental responsibilities.

Special efforts to prepare and support low-income and minority students will result in enrollment levels that are equal to the college attendance rate of the entire population.

An example that can illustrate the success of these efforts is the case of Jose Rodriquez, a first-generation Iowan from a low-income family. Identified as exceptionally able in mathematics when in the sixth grade and supported through a business/state matching grant program to attend a summer enrichment program at the local community college, Jose will complete a bachelor's degree with dual majors in mathematics and computer science. He can expect multiple job offers from Iowa firms, but will continue his education and become a high-school teacher so that he may assist others to achieve their educational goals.

Geographic access will be considerably extended in the 21st Century through innovative combinations of long-distance learning, inter-institutional cooperative arrangements, campus/business partnerships, and traditional campus instruction.

The case of Sarah Long, a farm girl from the rural southwestern Iowa town of Sharpsburg, is illustrative. Her mother, who had wanted to become an engineer, had been unable to attend college because she could not afford to

move away from home. Sarah, with similar ambitions, was able to get 60% of her engineering preparation through interactive telecommunications linkages available at her local high school. The state's student financial aid program made it possible for her to enroll as a resident student for her final two years at Iowa State University and, although it took her an extra year, she graduated with a degree in mechanical engineering in the Spring of 2010.

Financial access will be assured through low tuition and a flexible system of student financial aid that offers work, grant, and loan opportunities for stu-

Grants and work programs will assure that a college education is within reach of any who desire it.

dents of all ages, both full-time and part-time, at all colleges and universities, both public and private.

George Smith is one who benefited from the new financial-aid system. George, a 1989 high school dropout who worked for a commercial landscaping company in Cedar Rapids, had always dreamed of owning his own business. In 2002 he completed his GED. For the next four years he was enrolled part-time at Kirkwood Community College in its business

curriculum, with his tuition partly paid by the state's financial aid program. In 2007, having completed his A.A. degree at Kirkwood, George borrowed money from a Cedar Rapids bank and opened his own landscape company. And now, in 2010, he employs six others in a thriving business.

Families will be encouraged to save for college, and the availability of grants and opportunities to work while enrolled will assure that a college education is within the reach of any person who wishes to participate.

Recommendations to Guarantee Appropriate Access

To increase participation, improve financial and geographic access, and support under-represented populations, we recommend that the state take the actions identified below.

1. Substantially reduce tuition charges at community colleges.

To increase participation in postsecondary education, the state must reach out to the sectors of society which traditionally have been under-represented in the colleges and universities. These sectors include minorities, the working poor, and the significant proportion of high-school graduates who do not go on to postsecondary education. Reduction of

tuition at community colleges would serve as a powerful stimulus to these groups to enroll, increase their skills, and compete for better jobs. The state would benefit from a better educated work force and the increased taxes paid as these people acquire higher incomes. A very large percentage of community-college students take jobs in Iowa. We recommend that community-college tuition

We recommend that community-college tuition levels be substantially reduced to the national average.

levels be substantially reduced to the national average percentage of unit cost of instruction for comparable institutions. We estimate the annual cost of this recommendation at about \$15 million!

2. Continue the policy of open enrollment at community colleges.

For most residents of Iowa, the local community college is within easy commuting distance and is the least expensive postsecondary alternative. Continuation of this policy will enable thousands of Iowans to meet their educational needs without regard to prior performance or length of time away from the classroom.

Open enrollment means admission to a community-college program for which

the student is qualified, which may be limited initially to basic remedial courses. It should not be interpreted, as we were told many students do, to mean access to programs they could not complete successfully.

Community colleges should not be prevented, by law or policy, from offering courses leading to competency in any occupation for which there is a demonstrated student and employer demand. Trade schools should not be permitted to enroll students lacking at least a GED, if the trade is one for which state licensure requires a GED.

3. Assess the need to maintain the present number of attendance centers at community colleges.

Geographic access for place-bound students (those with families and/or jobs that make moving to or near a college impractical) will continue to be important. The 28 attendance centers presently operated by the community college districts provide this access. Increased cooperation and the development of a statewide telecommunications network will likely have an effect on the continued need for the present type of attendance center. The State Board of Education should routinely evaluate the need for attendance centers. As comparable educational offerings become available through telecommunications it

should be possible to reduce the number of attendance centers, but may require an increase in the number of delivery sites.

4. Provide targeted funding to improve the preparation and aspirations of in-state minority students.

In its efforts to improve access for minorities and diversify the student mix at the colleges and universities, the state should give first priority to its own minority students. These efforts should begin in the state's elementary schools with programs designed to improve the aspirations and academic performance of minority students, including the use of role models, and the provision of incentives to save for college. At the postsecondary level, support for minority students should include financial assistance, counseling and guidance services, and mentor programs designed to increase students' chances of completing their degree programs.

5. Establish programs to improve the recruitment of minority students.

It is important to increase the presence of minority students on Iowa's campuses. Minorities comprise a comparatively small proportion of the total state population. In order to raise the minority presence it will be necessary both to increase the participation rate of resi-

dent minorities and recruit out-of-state minorities. We have sensed some resistance to the recruitment of out-of-state minority students, but we believe this is an important effort.

6. Rationalize basic tuition policy at state universities by establishing a policy for determining the size of the student share of the cost of education.

Students' share of the cost of education at Regents' institutions has reached such a high level that we believe future increases should be at no greater rate than the Higher Education Price Index so long as adequate resources are received from the state General Fund.

Having predictable tuition charges will allow families and students to save appropriately and plan expenditures. A Board of Regents policy relating to students' appropriate share of the cost of education will make the approach to setting tuition levels consistent and tend to reduce political pressures. We concur with the position of President Arnold Weber of Northwestern University that colleges must begin weighing public perception as well as economic reality in setting tuition rates.²

The tuition policy adopted should not be changed for at least two years following the announcement of an intent to change and a description of the intended change. This will allow families and

policy makers time to react to the proposal and to plan for the proposed changes. We recognize that the Board of Regents needs the flexibility to respond to changing conditions. The Board should be allowed to override the tuition policy in cases of natural disaster, economic depression or recession, or other circumstances which have a severe and demonstrable negative impact on the quality of program offerings or on the students' ability to enter those programs.

7. Create a Higher Education Service Corps.

As one means of providing students with an opportunity for service and simultaneously providing financial assistance for

We recommend the continuation of the present Tuition Grant program for Iowa students enrolled at an Iowa independent college.

college costs, we recommend the creation of a voluntary Higher Education Service Corps. Students electing to participate in the Service Corps would apply for assignments with eligible agencies, such as day-care centers, nursing homes or other public-service agencies. In return for service they would receive vouchers that would offset tuition and other charges at Iowa colleges and

universities. Participation in this program should not be a prerequisite for any other state student financial aid.

This concept, or one similar to the "Iowa Work for College Program" recently passed by the legislature, should be available to all students.

8. Expand the current work-study program to include work opportunities at state agencies and non-profit social service agencies and during the summer break.

This expansion will broaden the range of opportunities for students, perhaps encouraging them to consider careers in public service, as suggested in other recommendations. It may provide students with work-study opportunities near their hometowns during the summer months, allowing them to work during the summer break and save money for the school year.

9. Create a uniform statewide system of financial aid that provides basic grant support to students enrolled at public institutions who demonstrate financial need.

a. A statewide program of need-based grants open to all Iowa students enrolled in public colleges and universities should be created.

b. Tuition set-asides for financial aid should continue to be allowed in order

to provide institutional flexibility to respond to unique circumstances not covered by the statewide program and to provide financial aid for non-resident students. Percentage rate of tuition set-asides should be uniform at all institutions.

c. The legislature should continue to increase the funding for student financial aid. A formula should be adopted to phase-in such increases to an adequate level and maintain such levels according to the demand and need criteria established by the College Aid Commission.

Federal programs of student financial aid (grants, work-study, and loans) should continue to be the first source of financial aid provided to students. State programs should build on this base with the goal of providing a comprehensive student financial aid system that eliminates financial barriers to postsecondary education for all of Iowa's residents.

The creation of a uniform need-based student financial aid system will ensure equal treatment and access to financial aid to every student, including students at community colleges.

10. Continue the Tuition Grant program as it presently operates.

The Tuition Grant program plays an important role in providing access and maintaining diversity within postsecondary

education and narrowing the tuition gap between public and independent colleges and universities. We recommend continuation of the present Tuition Grant program for Iowa students enrolled at Iowa postsecondary institutions that are accredited by the North Central Association of Colleges and Schools. We considered expanding the Tuition Grant program to for-profit, non-NCA-accredited institutions but rejected that idea.

11. Continue the college savings plan authorized by the legislature.

The cost of postsecondary education continues to rise, and all parents, including those with low income, should be encouraged to save for college. The \$1,000 college savings bonds sold by the state were only in effect for one year and were unaffordable to low-income parents. We support the approach authorized in the last legislative session of providing low-income parents with matching funds from the state to help pay the cost of the college savings plan and recommend that it be funded. Eligibility to receive matching funds should be recalculated annually.

12. Create graduate centers to provide adult students access to graduate education.

These centers should draw upon the resources of all sectors of higher educa-

tion, both in-state and out-of-state, offer courses and degree programs reflecting the area's needs, and use existing physical and instructional resources.

13. Continue the development of the statewide telecommunications network and support grants to faculty for the purpose of producing high-quality coursework for delivery via telecommunications.

We view the development of the statewide telecommunications network as an important extension of outreach efforts to citizens of the state.

To take advantage of the new electronic highway, college and university faculty and librarians should be given incentive grants to develop appropriate offerings for delivery by this means. We believe that initial emphasis should be placed on basic undergraduate courses in order to allow as broad a segment of the population as possible to benefit and on offering unique educational opportunities that would otherwise be unavailable.

14. Establish programs that encourage state workers to continue their education.

We believe the state should take the lead in showing Iowa business and industry the options, possibilities, and payoffs associated with active, industry-sponsored continuing-education and retraining programs. The state, as a

major employer, should encourage its employees to continue their education by providing annual career orientation days, flexible work hours and financial assistance. This approach will increase the attractiveness of working for the state and serve as a model for other employers.

15. Expand the number of agreements with other states in the region to provide Iowa residents access, at in-state tuition levels, to specialized programs not offered at an Iowa institution.

As a means of avoiding starting new programs where there is low demand and high cost, we recommend that the state seek agreements with other states to educate Iowa residents in these programs and reciprocate by agreeing to educate students from other states in Iowa's unique programs. Such a policy,

modeled on the Western Interstate Commission on Higher Education's student exchange program, will provide a wider array of opportunities to Iowa's students without the necessity of creating costly new programs.

16. Assure the safety and accessibility of physical facilities.

Every student has a right to safe and accessible physical facilities on the state's college campuses. Appropriate maintenance of campus facilities has been deferred for too long. The state has an obligation to obey its own and federal laws by assuring that campus buildings meet appropriate standards. We recommend that the legislature move quickly to provide the necessary resources, even through bonding if necessary, to assure the safety and accessibility of campus structures.

CHAPTER 3



A Responsive System of Higher Education

The Concept

New challenges confronting the people of Iowa require education to do more than provide instruction for first-time students seeking terminal degrees.

Three-quarters of the available jobs presently require education or training beyond high school. Traditional career paths are expected to become less prevalent in the future, and opportunities for advancement through informal on-the-job training are expected to diminish, even as requirements for formal on-the-job training increase. These traditional routes to advancement will be replaced by paths of more formalized education and training in postsecondary academic and technical programs.

Three-quarters of the people who will be working in the year 2000 already are in the work force. They will have needs for advanced training and educational opportunities. The fulfillment of these needs is a primary obligation of postsecondary education.

The provision of an educated and continually renewed, productive work force and citizenry is the most obvious contribution of higher education to economic development. But, in addition, as business and industry become ever more information- and technology-oriented, the transfer to the wider economic world of what is developed in universities becomes increasingly important.

The universities traditionally view their mission as including teaching, research and service, with the latter given less status than the others and being less well-defined. Economic development, especially in the form of technology transfer, should be included in the definition of service, and the status of service will rise as the contribution becomes an integral part of the business routine.

Community colleges give more recognition to service. Encouraged by federal and state job-training programs, they are

intensely involved in clear economic-development activities. The effect has been beneficial to business, communities and the colleges. The activity is consistent with both their service and teaching missions and should be encouraged.

There are a number of organizations at the state and local levels which have responsibility for economic development. The universities and community colleges are vital resources which developers must call on to provide unique services.

States, industries and communities are increasingly using their resources to contract with colleges and universities for assistance. Special budget appropriations for specified services are becoming more common, following the earlier pattern established by the agriculture extension and research programs. Industry-sponsored research in higher education also is on the increase. Presently it accounts nationally for more than five percent of university research budgets. Campus discussions are increasingly addressing issues institutions must confront if they are going to become fully involved in such endeavors — development of patents, licensing, conflict-of-interest and commitment policies, and technology transfer.

There are other services that colleges and universities can offer: programs of entrepreneurship training for new busi-

ness have become a staple on the community-college menu. Four-year institutions also have become more active in this realm. Universities are becoming more involved in business incubator programs; through their incubators, institutions receive an equity interest in new firms in return for their services.

These observations describe many of the aspects of the vision of a truly responsive higher-education system that follows.

The Vision

By 2010, Iowa will become a "Learning Society." The ideal of lifelong learning will be a reality, and educational services will be available every day and evening. Industries and institutions of higher learning will regularly collaborate in the design of advanced instructional programs custom-fitted to the needs of the organization. Since workers will have acquired and demonstrated competence in the core areas, and most of them will have pursued their education into the postsecondary levels prior to entering the work force, these continuing-education and supplemental training programs will have a broad knowledge base on which to build.

Educational programs will be beamed to all areas of the state via telecommunications, often into the public schools,

where students in remote areas will be able to study courses prepared by colleges and universities in foreign languages, advanced science and mathematics, and world literature, history, and culture of a nature previously beyond the capacity of all but the larger districts to provide.



Laurie Ames, a third-grade student in the Allison-Bristow schools, has been learning Spanish since the first grade via a college-based telecommunications program beamed into the school. Programs in Russian and Japanese also are available for elementary students. Laurie can look forward to advanced programs in calculus, chemistry and physics, which also are beamed into the high school of

this small rural community. The concept of uniform educational opportunity has achieved reality in Iowa.

Similarly, continuing-education and retraining programs often will be offered at the work site. On-site programs will allow institutions to take advantage of the state-of-the-art equipment and technology. In return for the on-site educational service, industries will permit the presence of non-employees in the classes. These people also will have proved to be an important source of new workers for the company.

Michael Thomas had a year of post-secondary studies at Hawkeye Institute of Technology when he decided to become an electrician. A considerable portion of his apprenticeship training was acquired in the evenings in courses offered at a nearby plant site. When he acquired journeyman status, Mike was offered a job with this same company. He will be given time off to attend seminars and training sessions at the college and in other settings to remain abreast of the wiring requirements of new equipment and developments in his field.

Institutions of higher learning will have come to appreciate the importance of state economic-development programs, in some measure because of the replacement for reduced federal research funding that state resources will provide. Institution-

al reward systems, traditionally resistant to change, will have evolved to the point where tenure, promotions and salary increases are made on the basis of the specific conditions of a faculty member's appointment and assignment rather than the more conventional evidence of the performance of research represented by publications in academic journals. Not only is excellence in teaching recognized, but the evaluation of faculty members whose work involves applied research, technical assistance to communities, or collaboration with industry will rest on how well these assignments are fulfilled.

Collaborative Programs

All of the public colleges and universities will be involved in collaborative programs of economic assistance. The community colleges will serve as the local participants offering the widest array of direct services and will be backed up by the three public universities and their advanced educational and research programs. All fifteen community colleges will provide facilities and offer customized education service and programs of technical assistance to local industries, frequently at the work site, more often in the local school during the evenings, weekends and summer months.

Responsiveness also will involve the continued presence of high-quality educational programs of a more traditional

nature. Students in Iowa will be able to select from a comprehensive range of educational programs and degrees. Institutions will concentrate their educational efforts on the programs at which they can excel. This, along with careful existing and new program review procedures, will lead to the virtual elimination of unwarranted program duplication in Iowa colleges and universities. The result will be a program inventory of great breadth and depth. A shortage of qualified people to replace retiring faculty will have required programs of forgivable loans and increased support for graduate students.

Higher education in Iowa will have achieved unprecedented levels of community involvement and social responsiveness. This will be reflected in the tremendous pride Iowans will display in their colleges and universities, and the evidence of this pride in their willingness to support them.

Recommendations to Assure Responsiveness

The Task Force recommends the following actions as initial steps to be taken toward the accomplishment of the vision:

- 1. While the primary mission of the institutions is to provide instruction, research and service, as part of the service component we encourage the**

development of programs to stimulate regional or statewide economic-development efforts:

- a. Promote continuing public/private-sector interactions as ways of identifying commercial needs for higher education's services, coordinating and reviewing responses and encouraging technology transfer;
- b. Encourage the involvement of faculty in applied research, technical assistance and public-service programs, recognizing such involvement as an important contribution to the service component used in faculty evaluations;
- c. Develop institutional policies concerning conflict of interest and commitment, and technology transfer.

These recommendations identify a few of the steps that can be taken to promote a closer working relationship between the governmental, industrial and higher-education sectors in areas of important social need. Economic development is one of Iowa's first priorities. We believe that higher education has both the capacity and the obligation to assume a vital partnership role with the state's government agencies, businesses and industries.

We recognize the significant economic-development contributions of the colleges and universities in the preparation

of educated people for the work force. Here we are referring not only to this vital role, but to the application of the full range of institutional resources: instruction, applied and basic research, and public service. The colleges and universities comprise the third plane of the economic development triad. Government and industry represent the other two.

Colleges and universities must be prepared to accept an active and continuing role in state economic-development efforts. However, these actions should not be allowed to detract from the universities' primary focus on teaching and basic research.

Colleges and universities must be prepared to accept an active and continuing role in state economic-development efforts. To this end they must be prepared to work closely with both the state and local governments and with industry in the identification of needs, the development of continuing education, technical assistance, and applied research programs and services that can address them, and the incentives necessary to link the two. For their part, public officials need to recognize that institutions of higher education represent distinctive organizational structures.

Effective higher-education involvement requires some understanding of the scheduling and planning constraints under which these institutions must operate (e.g., faculty assignments usually are made a year in advance). For its part, the legislature should be prepared to use special appropriations, grants, contracts, and its other financial resources to engage these institutions in the new role. However, these actions should not be allowed to detract from the universities' primary focus on teaching and basic research.

2. Encourage graduates to remain in Iowa if jobs are available by such actions as providing "forgivable loans" to students in selected programs related to critical state work-force needs, and careers in areas of great social need, e.g., teaching, care for the elderly, service in small communities, assistance with remedial education, social service, health care, and others.

We believe Iowa should consider appropriate steps to encourage graduates to seek employment in the public and private sectors in Iowa. These might include repaying loans for individuals pursuing studies in essential fields such as medicine, math, science and special education, with repayment on a pro-rata basis for each year of employment after graduation. Representatives of industry should be encouraged to meet with their counter-

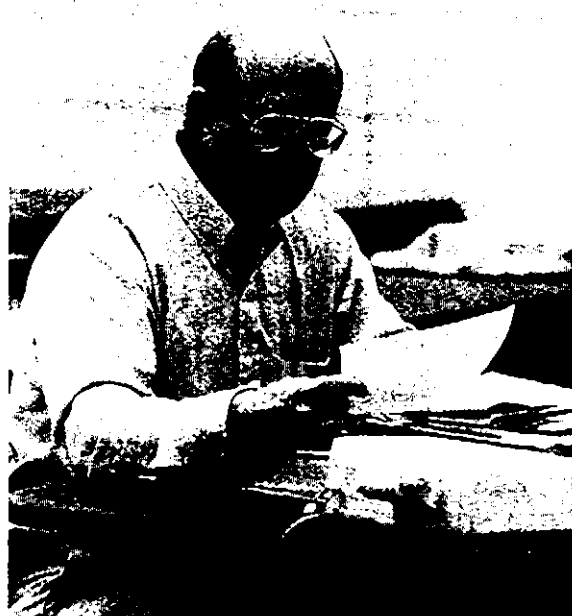
parts in the educational and governmental sectors to consider joint internship and cooperative education programs, career exploration ventures on the college and university campuses, and work-study programs. Thoughtful attention also should be directed to public-service announcements and other public-relations steps that could be taken to convey the opportunities and advantages of careers in Iowa.

3. Encourage people in need of retraining to seek and obtain it:

- a. Collaborate with employers to provide incentives in the form of flexible working hours, child care, work-study programs, cooperative arrangements with colleges, tuition reimbursement, and the delivery of services on-site to encourage employees to participate in postsecondary education;**
- b. Promote the value of lifelong learning to Iowa residents.**

It is increasingly clear that workers in all sectors of Iowa industry will require periodic retraining if they are to remain abreast of developments in their careers and professions. Part of this need will become apparent in the career and competency ladders recommended elsewhere in this report. These will allow workers and employers to quickly identify where an individual stands in terms of competencies. As these competency ladders

are modified to reflect changes in the occupation or vocation, these too will become apparent. In addition, flexible scheduling, tuition reimbursements, arrangements with colleges and universities to deliver customized training and retraining programs, contracts with independent providers, promotions, salary increases, tax incentive programs, and many other options not mentioned here can be employed effectively to assist in the process of ensuring a competent and adaptable work force.



Employers could cooperate with each other and with the schools, to bring together enough workers who need retraining to enable classes to be offered that otherwise might be terminated because of insufficient students.

4. Provide incentives for retraining individuals in need.

Iowa's work force and societal requirements involve all its human resources. No one can be allowed to fall through the cracks. The prospect of subsidized training and retraining for people in need has been endorsed by the Iowa Business Council, which, in its report, "Welfare Reform in Iowa: Options and Opportunities," notes, "Investment in training and family support programs can be cost-effective for the taxpayer and will clearly benefit the recipient." We subscribe to that view. As an example, vouchers could allow the unemployed,

underemployed, displaced homemakers, and others to select from the full range of educational opportunities for which they are qualified.

5. Offer classes through more flexible arrangements, taking advantage of advances in telecommunications; televise advanced courses and programs to all school districts.

Although hardly a panacea, telecommunications finally appears to be coming into its own as a useful educational medium. One of Iowa's goals should be to make educational opportunities available in the home, through television. Close working relationships between the higher and K-12 education sectors to share courses and ensure the presence of advanced and specialized classes in every college, university and school via telecommunications is a near-term attainable objec-

tive. The importance of equal educational opportunity in terms of breadth and range of the curriculum for all high-school and college students, rural and urban, cannot be stressed too strongly. Iowa should take the lead in developing a consortium of other states and countries to connect telecommunications systems together and to increase course offerings, cultural exchanges, communications and efficiency. Telecommunications also should be used to deliver degree and continuing-education courses and programs in local schools and community centers during the evening and weekend hours. Iowa has an obligation to its citizens to explore and pursue all of these possibilities.

6. Encourage the continued development and operation of programs designed to stimulate the vitality of rural areas.

The services that institutions of higher education can provide to rural communities are extensive. They include technical assistance in the form of market analyses, identification of growth trends, field surveys, business planning, worker training and retraining, basic and advanced education for degree credit, adult education, cooperative extension services, technology transfer, development models, coaching, facilitating, assistance with capital formation and attraction, distant learning, high-school

program support, access to data and statistics, and support services and cultural environment which encourage communities to grow from within.

7. Increase support to students to pursue graduate degrees leading to careers in business, industry and government.

Too many students are tempted by high salaries to leap into careers in business or industry immediately upon receiving the baccalaureate degree. In time, a

Active participation in the global economy will require large numbers of people who know and appreciate the language, history and culture of other societies.

shortage of highly educated men and women — those with doctorates or master's degrees — will become apparent, with adverse effects on the innovation and expertise America needs to keep up in a competitive global environment. Efforts should be made, even at some cost, to encourage more students to accept education up to their capacity to learn.

8. Stimulate efforts to internationalize the curricula of schools, colleges, and universities.

Active participation in the global economy

will require the presence of large numbers of people who understand and appreciate the language, history, culture, and the economic and social systems of other participants in that economy. Requirements for studies in foreign languages should begin in the elementary school. Math, science, world history, literature, and cultures, among others, should also

be required. Responsibility for institutional degree requirements resides with the governing boards and faculty of the institutions. We recommend, however, that they consider this situation carefully and take whatever steps may be necessary to ensure that graduates of Iowa institutions are prepared to function in this geopolitical environment.

CHAPTER 4



Quality and Accountability in Education

The Concept

States usually evaluate their institutions of higher education by examining comparative listings of statistics. By aggregating such measures as percentage of faculty holding advanced degrees, number of volumes in the library, dollars spent per student, and other indicators of this nature, and comparing these measures to institutions they judge to be similar, they arrive at a rough sense of how well their own institutions are doing. This quantitative approach to "inputs" served reasonably well when the major emphasis was on providing enough places to meet growing demand. Now we are entering a different era, one in which the emphasis shifts from enrollment growth (quantity) to the quality of the services provided.

Measuring quality is a difficult and imprecise business. There is no agreed-upon medium of exchange, such as dollars or bushels of corn, that can be readily counted to arrive at an accurate assessment. The medium of exchange in the educational

realm is knowledge gained, knowledge created, and knowledge disseminated. The measures of these are rough at best and always open to challenge.

Traditionally, appraisals of educational and institutional quality have been performed by members of the academy for members of the academy. Faculty judge their peers for promotion and tenure. Accrediting agencies, composed of member institutions, evaluate institutions for accreditation.

The results of these efforts are used internally to improve the functioning of the institution. The public does learn some things about our institutions from these traditional measures. We know, for example, that our colleges are accredited by the North Central Association and, therefore, have been judged by a group of peers to meet the Association's standards. We know that many programs or colleges within universities also have been accredited by specialized

groups and met their particular standards. We further know that various reputational surveys provide another yardstick against which to judge our own institutions. And, finally, we know that institutions perform their own evaluations of their sub-units.

Most of these efforts, however, continue to focus on inputs. Only recently have output measures — for example, assessing how much students have learned — begun to be included.

In the last few years, people outside of higher education have begun raising questions and seeking ways to make their own judgments about quality, particularly for public institutions. Legislatures often want to know about the quality of services and how well those services are serving the state's citizens and, increasingly, its businesses and industries. The questions of policy makers are different from the questions of educators. Policy makers want to know if colleges are educating for the new economy; if there is a demand for graduates; how well graduates compete for jobs and spaces in graduate and professional schools; and what employers think about the skills of their new employees.

These concerns typify a new era, and they represent legitimate questions that faculty and administrators are attempt-

ing to answer. Measuring quality in a way that responds to the needs of public policy makers, however, represents a new experience for them. Faculty are accustomed to evaluating the efforts of individual students or their peers but have not had, until recently, any reason to attempt any overall assessment of the institution.

Efforts to assess institutional quality are hampered by a lack of clear understanding of what is required and how policy makers intend to use the answers. Edu-

Measuring quality is a difficult and imprecise business. There is no agreed-upon medium of exchange, such as dollars or bushels of corn.

cators fear that imprecise, ill-understood results will be used to justify budget reductions when resources are scarce or to penalize institutions, departments or individuals in some other way.

While we support the move toward assessing quality, we are sympathetic to these fears and urge a cautious approach to the development and use of quality measures in order to allow time to build confidence in the measures and trust in their uses. Accomplishment of this requires at least three things: (1) definition by the state of what it means when it inquires about quality at its colleges

and universities; (2) an open dialogue about the uses to which such information will be put; and (3) continued efforts on the part of the institutions to improve the ways that institutional quality is defined and measured. Iowa's prominence in testing and assessment places it in a unique position to become a national leader in this area.

As colleges compete more openly for a diminished pool of traditional students, prospective students can be expected to become more interested in quality and to demand better information. For our colleges to remain competitive, they will have to do a better job of demonstrating quality. We also support this move because we believe that improved qualitative information will lead to improved decision making at both the institutional and the state level. Last, we support this move because we believe this approach fits well with other changes we recommend.

We support the concept of centers of excellence as an efficient means of assuring that Iowa has high-quality academic resources in specialized areas. These centers of excellence should focus resources on one campus for the provision of services to the entire state. Such centers should be related to the basic mission of the institution and fit into the strategic plan for higher education. The laser center at the University of Iowa provides a recent example.

Although not every community college, for example, can justify a state-of-the-art biomedical equipment technology program, the state should select and support one or more such centers in Iowa.

The Vision

By the year 2010, every college and university in Iowa will be able to demonstrate excellence in each of the fundamental activities it undertakes.

The state, through the Iowa Higher Education Council, will define its expectations for institutional quality and, through a combined legislative/executive/institutional study group, will identify the kinds of measures it expects institutions to use in assessing their own quality. Such information will be widely distributed. Public institutions will work cooperatively on developing means to define quality, obtain information to evaluate quality, and disseminate such information.

For example, each university will evaluate itself regularly using a variety of measures focused on the accomplishments of its students, such as the proportion of entering freshmen who graduate, and its faculty, such as the number whose teaching is classified as "excellent." Students will use such information to help them make the important decision about where they want to attend college.

During the period when quality measures are being developed, efforts to improve quality will be undertaken. A central focus of these efforts will be placed on upgrading the attractiveness of Iowa's colleges and universities to outstanding faculty members. The new faculty will include representative proportions of women and minorities. As a group, they will have exceptional teaching skills, attract substantial external research support, and lend their expertise to solving Iowa's social and economic problems. Faculty also will be more differentiated in their assignments, particularly at the university level. Some faculty will be primarily engaged in teaching; some will emphasize research; and some will emphasize public service. Faculty evaluation systems will be more flexible, recognizing the individual faculty member's particular skills and expertise.

Faculty will be supported in their professional development through mentoring programs, research and travel support, and widely available technological support, including computers, modems, video and telecommunications equipment.

Colleges and universities will give special emphasis to teaching effectiveness through the provision of incentives to stimulate innovative approaches to teaching and learning and support for disseminating the most promising ideas.

In addition, faculty will be engaged in supportive peer reviews of instructional techniques. Annual awards will recognize outstanding teaching faculty.



Faculty also will be more heavily engaged in the international aspects of their various disciplines. Exchange programs with foreign universities will allow Iowa faculty to teach and study abroad while also attracting leading foreign scholars to Iowa's universities.

To be hired as a teaching assistant, a graduate student will need to demonstrate subject matter mastery, knowledge of pedagogical techniques, and facility with the English language. Prospective

teaching assistants who do not demonstrate these skills will be assessed and counseled on the necessary steps required to improve their skills.

Arem Palhezi, a graduate student in quantum physics, is teaching a basic course in atomic theory. Before being given that assignment, he passed a series of written proficiency tests and prepared lesson plans, and he is being observed in class by a mentor. He feels comfortable in his role, and his students will find his fresh perspective invigorating.

The student mixes at the three universities will be enriched with greater numbers of out-of-state and international students, thus contributing to an intellectual environment that is more diversified.

Students enrolled in vocational programs at community colleges will be required to demonstrate their skills through competency-based examinations covering subject-matter content and analytic reasoning, and communications skills. Experience with the competency-based approach at community colleges will be evaluated for possible extension beyond vocational programs.

Bill Suderberg hoped to become a refrigeration specialist. He took a series of courses, and then the competency exam, on which he passed all but one section. This information has been

added to Bill's transcript portfolio and imprinted electronically on a "skill card" he carries with him in his wallet. The card can be read and a certified print-out obtained at any regional state employment office. As further competencies are acquired and demonstrated, the information will be added by the certifying postsecondary institution or job service center. Bill will enroll while working part-time in a local business in a course designed to provide the competencies he needs. When he completes his program, he will be given more responsibility and a higher salary because his employer knows which skills he possesses.

Many campuses will operate Centers of Excellence responsive to Iowa's needs as identified in the statewide strategic plan. These Centers will serve a statewide mission and provide unique services in support of the state's economy.

Financial Resources

Financial resources to support this vision will come from a variety of sources. We expect that the state's support of higher education will remain at a fairly constant percentage of the state budget, allowing modest growth in higher-education budgets. Some community colleges will choose to raise more local funds in support of their programs. At the universities, there will

be an increase in out-of-state and international tuition revenues resulting from increased enrollments of non-Iowans.

The Board of Regents and the Department of Education will continue to review the programs offered by the public colleges and universities in order to assure that unnecessary program duplication is minimized.

Institutional excellence will be spurred through a strengthened accreditation process that gives greater emphasis to outcomes measurement. While the state will not develop an accreditation process separate from the traditional ones, it will encourage the North Central Association to pay much more attention to a variety of outcomes measures. These measures will not be limited to standardized tests but will include holistic measures of achievement, such as colloquia requiring the demonstration of oral and written abilities.

Recommendations to Assure Quality and Accountability

To achieve our vision, we recommend a variety of mechanisms to improve the system's quality and accountability.

1. Define the quality questions of interest to the state.

In order to develop a clear understand-

ing of the questions state policy makers would like to have answered, we recommend that the Higher Education Council be charged with creating a joint legislative/executive/institutional study group charged with developing a set of questions on quality that reflects the concerns of policy makers and articulates how the answers to these questions will be used in the policy-making process. We would expect that the questions posed would differ for different types of institutions. In this connection, the Department of Education should monitor the quality of upper-division course offerings provided at, or through community colleges by other institutions.

2. Create measures of quality.

The questions resulting from study-group efforts should serve as guides for institutional development of quality measures, including student outcomes. Institutions should work together to develop and test various measures with the goal of creating a series of measures responsive to the policy questions raised by state policy makers.

3. Foster improved faculty and professional staff recruitment and retention.

a. Ensure that public university faculty and professional staff salaries are competitive.

Faculty are attracted to an institution

with a strong reputation and a good working environment. Iowa is fortunate to have colleges and universities with strong reputations. Improvement is needed, however, in providing faculty with good working conditions and adequate support services. We regard present salaries and benefits at the universities as competitive with their peers and recommend that at least this level of be maintained.

b. Improve community-college faculty salaries and benefits.

At the community colleges, recent compensation levels have not been competi-

At the community colleges, recent compensation levels have not been competitive.

tive. In some places they are not even competitive with teacher pay in the local elementary-secondary system. We were told, for example, that Sioux City elementary-secondary teachers average \$3,400 more than the faculty at Western Iowa Technical College. We recommend that average community-college salaries continue to be improved until they are competitive with the average salaries paid by our neighboring states. Bringing community-college salaries up the national average would cost about \$8 million a year!

With respect to community-college retirement benefits, we recommend that community-college staff be given additional options beyond the presently available Iowa Public Employees Retirement System (IPERS).

For example, because contributions — and pension benefits — cut off at the \$26,000 salary level, lack of a retirement system that provides pensions commensurate with salaries higher than \$26,000 is a disincentive to recruitment and retention.

c. Expand child-care services on campuses.

In response to the changing nature of the American family, we recommend that each of Iowa's colleges and universities make child care available to its campus community. Providing this service will become increasingly important as a means of attracting and retaining graduate students and younger faculty, especially women. We support the legislature's interest in providing child-care services at the Regents universities and urge the extension of that interest to the community colleges.

d. Increase faculty and professional staff retention through improved support services and professional development.

Competitive salaries and fringe benefits

are excellent recruiting tools. Retaining faculty, however, requires the provision of adequate support services and the opportunity for the individual faculty member to develop professionally. Basic factors important to creating an environment in which a faculty member can be most productive include adequate faculty leave policies, office space, library and computer support, telephone and travel support, and, increasingly, access to telecommunications systems. To encourage the continuing development of outstanding faculty, we recommend that the state initiate a competitive grant program designed to provide resources to selected faculty members to further their professional development. For beginning faculty members, we recommend the initiation of mentor programs in which senior faculty support and guide their junior colleagues. We also recommend the implementation of child-care services and family-leave policies at every campus and a system of identifying employment opportunities for spouses of college faculty and staff.

e. Offer incentives to attract the ablest students to faculty and other education careers.

Because we will soon face larger than normal rates of retirement from faculty ranks, we should work to increase the pool of potential faculty members. We recommend that the state and its univer-

sities offer incentives to attract the ablest undergraduate students to enroll in graduate school and choose a career as a faculty member at an Iowa college or university. Such incentives might include increased pay for teaching and research assistants, improved grants, and forgivable loans.

The future vitality of higher education in Iowa is dependent in no small measure on the availability of qualified faculty. The years of surplus applicants

Faculty retirements and projected enrollments signal an impending shortage of teachers.

in most academic fields are coming to an end, as faculty retirements and projected enrollment patterns signal an impending period of shortage. Iowa should not expect all of the graduates of its doctoral programs to assume faculty positions in the colleges and universities of this state. Iowa has an obligation to contribute its share to national needs, making up for the loss by the applicants it draws from other states. The situation is reaching crisis proportions in many fields of high industrial demand, e.g., engineering, computer science and business, where the needs of industry attract students before they complete their programs.

Increased support for graduate students, including increased salaries for graduate assistants, is one of the more obvious solutions. Others need to be found and considered.

Taken together, these steps will provide the appealing environment necessary to recruit and retain outstanding faculty for our colleges and universities.

f. Graduate students should not be used as teaching assistants until they have demonstrated mastery of subject matter, adequate teaching ability and facility in speaking the English language.

The large numbers of undergraduates who take courses taught by graduate students are entitled to competent and understandable teaching. Prospective teaching assistants who do not meet reasonable standards should be counseled and helped to attain the necessary competence to instruct classes.

4. Create incentives to stimulate improved teaching including development of appropriate communications skills.

We recommend the establishment of incentive programs that encourage faculty to experiment with new approaches to classroom instruction, including the use of telecommunications and the internationalization of the curriculum, or teaching skills such as writing and

critical thinking and sharing their findings with colleagues through summer institutes or teaching colloquia. We also recommend expansion of the teaching excellence awards recently approved by the legislature to include faculty at all public institutions.

5. Expand current international exchanges of faculty.

While we are aware of a variety of international faculty exchange agreements currently approved, we believe that the level of participation in such programs is too low and additional efforts are needed in the future. We suggest 100 faculty members a year in such programs as a reasonable goal.

6. Alter faculty certification requirements at community colleges.

We recommend that certification requirements for community-college faculty be altered by authorizing the State Board of Education to approve hiring standards which permit the hiring of non-certified faculty.

7. Continue program review and accreditation processes.

The Task Force supports the continuation of program review by the Board of Regents and the Board of Education. Accreditation of institutions should con-

tinue to be done by the North Central Association. We support the NCA's current efforts to place greater emphasis on outcome measures while leaving the selection and definition of particular outcome measures to the individual institutions.

8. Develop student outcome measures.

The Task Force supports continued efforts to define and assess student outcomes as an appropriate accountability measure. We support the NCA's policy that "all institutions are expected to assess the achievement of their students." These results should be shared with the state. Only if this approach is not adopted would we recommend that the state create and enforce a separate system of measuring student outcomes.

9. Provide fiscal incentives for intersectoral cooperation.

The state should establish a program of financial incentives to institutions for the purposes of developing exemplary programs and encouraging cooperation among institutions and across sectors in such areas as sharing facilities and faculty. For example, a community college and a university might jointly propose the development of an articulated bachelor's degree in applied technology and receive funding for the design and initial implementation of such a

program. Another example would be cooperative activities among independent colleges and public universities to design graduate centers in underserved areas.

10. Explore and promote an Iowa "electronic" university which would market Iowa telecommunication course offerings to other states and countries.

The emphasis placed on telecommunications and the application of other electronic media to education throughout this report will make Iowa a national leader in this developing field. Iowa can profit from these efforts while providing useful assistance to other states that are less far along.

11. Increase the number of non-Iowans in Iowa colleges and universities.

We recommend that Iowa take advantage of the solid reputations of its colleges and universities to attract additional students from outside of Iowa. Iowa might, for example, seek contractual relationships with other states that have a greater demand for places in their colleges and universities than they can fulfill. Under such an arrangement, the out-of-state student would pay in-state tuition rates and the sending state would reimburse the receiving institution for the difference between in-state and out-of-state tuition. Over the next fifteen

years, states expected to show surplus demand include Arizona, California, Florida, Nevada, Utah, Virginia and Washington.

Such an agreement would have several beneficial effects. First, it would allow state universities in other states that face excess demand to offer enrollment alternatives to their residents at reasonable tuition rates. Second, it would improve the student mix at Iowa's public universities. Third, it would provide Iowa's universities with a mechanism to manage annual enrollments to achieve an appropriate balance between demand and capacity. Reciprocal enrollment arrangements also might be considered to provide Iowa residents with additional enrollment options.

At the international level, Iowa might negotiate exchange programs which allow Iowa students preferential treatment at foreign universities and attract increased numbers of foreign students to study at Iowa institutions. Such a program could be combined with an international economic-development strategy that builds stronger ties between Iowa and selected foreign markets.

12. Support Centers of Excellence.

We endorse the Centers of Excellence approach as a good way to develop needed capacity in specific areas. We

suggest, however, that further funding of such centers be delayed until there is a statewide strategic plan for higher education. Proposals for additional Centers of Excellence can then be evaluated for their contribution to achieving the strategic plan.

13. Establish funding guidelines to assure base-level support.

Colleges and universities face inescapable fixed costs. We believe funding guidelines that recognize such base-level

Budgetary stability and predictability are essential if colleges and universities are to continue to offer quality education.

costs are essential. The Iowa Legislature has understood this need and has maintained funding levels for higher education even through the hard economic times of the early 1980s.

Budgetary stability and predictability are essential. Without stability, institutions are forced to use more part-time faculty, which can result in some reduction of quality. Stability can be ensured by a process of guaranteeing that the existing funding base will not be diluted by new, unfunded requirements and by allowing institutions the flexibility to seek alter-

native funding sources. Examples of unfunded requirements are child-care facilities, accommodations for the physically challenged and safety improvements to buildings.

A major need is to accommodate enrollment growth. At the community colleges, ironically, this growth is greatest in difficult economic times. The marginal costs of additional students must be allowed for in any funding formulas.

Adequacy of support can be best determined by comparisons with carefully selected peer institutions in other states. Peers should be similar to Iowa institutions in size, student mix, mission, program offerings and research orientation. Separate peer groups should be selected for the different institutions, and they should be reviewed periodically and modified if necessary.

Additional funds for the accomplishment of state goals, including focused excellence, could be provided through a system of grants, competitive and non-competitive, and institution-initiated proposals for qualitative improvements. A program of competitive, non-matching grants to support pilot projects that might improve the delivery of educational services is another possibility. Institutions also might seek funding for improvements such as startup costs in program areas not covered by the

program of competitive and non-competitive grants.

Assuming, as we do, that the proportion of the state budget devoted to education will stay reasonably stable over time, we suggest several additional sources of public revenue to support quality initiatives.

At the community colleges, we recommend that local boards be given the

Enrollment growth requires that marginal costs of additional students be figured in to new institutional funding formulas.

authority to generate supplemental revenues, provided that: (1) the allocation formula continue to be used with modifications if necessary to assure sensitivity to the varying fiscal capacities of districts and differences in the cost of providing services; and (2) state aid is provided to assure that all community-college districts have a similar capability to raise supplemental revenue.

The community colleges also should have authority to levy an enrichment tax, subject to voter approval, for the purpose of improving quality and initiate competency-based programs in conjunction with local school districts or Area Education Agencies.

At the universities, additional revenue can be generated through expansion of out-of-state and international enrollments as suggested above and increases in contract services provided to Iowa businesses.

Another possibility is for universities to make agreements with business and industry whereby the latter will pay for additional faculty to teach continuing-education and professional-upgrading courses.

In addition, the Task Force commends the Regents universities for their current internal studies of duplication and realizes that significant resources will have to come from reallocation.

Finally, over the next two decades, restructuring of the education system can result in significant shifts of funds.

14. Create a New Ideas Fund.

A New Ideas Fund could initially be focused on encouraging the implementation of the ideas presented in our report. This could be accomplished through a modest appropriation to fund grants for pilot tests and other programs directed to implementation. The review of proposals and awards might be accomplished by an ad hoc task force empaneled each two years for this purpose.

In addition, we have been impressed with the many ideas that were presented during our public hearings around the state. Many are represented in our report, but many others were too specific for the Task Force to pursue. We were reminded again, however, that people closest to a problem are usually in the best position to solve it. The New Ideas Fund can provide incentives for this kind of problem solving through the establishment of a competitive grant process that offers financial support for designing and testing solutions in problem areas identified by the state.

15. Promote Iowa's colleges and universities.

Since quality is both actual and perceived, we recommend improved efforts to inform the public about the many outstanding programs available at Iowa's colleges and universities. This might take the form of working with various media to publicize outstanding programs, research efforts, or public-service successes through an education page in statewide newspapers, facilitated by outside funding for cooperative advertising. However it is done, Iowa's citizens need to be made more aware of the excellent resources available to themselves, their children, and their businesses.

CHAPTER 5



Coordinating Higher Education

The Concept

We have recommended various ways to improve the accessibility, responsiveness and quality and accountability of higher education to meet the challenges of the new century. We have confidence that the institutions themselves and their governing bodies can bring about the needed changes — if there is an effective mechanism through which they can work together.

Therefore, we recommend in this chapter, among other things, the creation of just such a vehicle for coordination.

At present Iowa's educational system is characterized by multiple layers, sectors and tracks offering different courses, having different admissions criteria, and employing different standards, reflecting deeply held feelings about academic freedom, institutional autonomy, and the separation of the campus from government.

The diversity is impressive, but such

diversity and competitiveness also can result in inefficiencies: duplication of services, difficulty in the movement of students across institutions, and delayed institutional responsiveness to state needs. When it comes to the resolution of conflict, there is no point at which a system-wide perspective operates.

The elementary-secondary and post-secondary systems are separately governed and administered. Iowa is one of a limited number of states with a community-college system managed by a department of education.

During the last three decades, many states have established statewide coordinating boards. In some cases, they review new or existing programs, or both. They also develop consolidated budgets that combine the askings for all public colleges and universities. In some states, a coordinating board may be a planning agency. In still other states, its main responsibility centers on data gathering and analysis.

There has been less movement nationally toward closer secondary education/higher education linkages. The systems tend to be distinct, reflecting their sequential development. In a few cases a single board spans all levels of education, but the more popular pattern is one in which formal or informal attempts are made to convene the separate boards in regular meetings.

Iowa has an opportunity to break new ground in coordination, since no models exist that precisely fit Iowa's situation. We are convinced of the need and believe it is critical to proceed toward a suitable coordinating body.

The basic inter-sectoral education currency — the symbol that holds the system together — is the student credit, the Carnegie Unit. Credits do not mean the same thing to all people, and that creates problems, between high schools and colleges, and among colleges. A year of high-school English may not mean much to a college registrar when dozens of separate subjects, from journalism to drama, can qualify for English credits.

The social and economic conditions bearing on Iowa carry heavy implications for all education, but especially for vocational education. The educational demands of global competitiveness stress the importance of early acquired basic

skills in the public schools as a foundation for further education or further career preparation at the postsecondary level. They raise questions about the appropriateness of job-specific training in the secondary schools, in view of their limited capacity to provide it. These new circumstances change the focus of the K-12 education program in



many ways, not least by forcing a concentration on basic preparation for all students, a new emphasis on transferable competencies, and deferral of job-specific training until the core competencies have been mastered.

At the postsecondary level, again especially in vocational education, there has been formed a new and stronger focus

on job training, retraining, and continuing education at advanced levels — implying a new definition of roles and need for greater clarification and coordination of program efforts between the secondary and postsecondary systems.

Demands for a trained work force extend the educational implications well beyond the conventional. Lifelong learning, stated both in terms of continuing education and retraining, is a prominent theme. Stronger associations between the education and employment sectors are called for. Two further considerations emanate from this. The first is that learning experiences at the secondary level should not be “terminal” but designed to integrate with further studies at the postsecondary level and throughout one’s adult life. The second calls for greater attention to the development of joint secondary/postsecondary programs to build competency ladders.

These concepts already are being developed in some places in what is called the “two plus two plus two” system. The two upper-level years of high school prepare students to move, either directly or later, into a four-year college program, or into a two-year program at a community college or technical institute that, in turn, prepares them to move, either directly or later, into the junior and senior years at a four-year college or university.

Clearly, the locus of advanced job training has shifted from the high schools to the postsecondary sector. The historical distinctions between vocational and non-vocational education in the high schools are being blurred by employer calls for general, as distinct from highly specific, work-related competencies.

Two more related concepts need to be considered. The first is the concept of a

Learning experiences at the secondary level should not be “terminal” but designed to integrate with further studies.

competency ladder, one that builds on the transferable competencies students acquire through mastery of the basics and exploratory vocational courses in high school, adding increasingly more advanced increments in terms of preparatory and supplemental training at the postsecondary level. This occupational ladder parallels the career path represented by college-level work, postgraduate studies, and continuing education in the academic and professional fields. A change in focus from “years of study” to specific references to competencies by higher-education institutions in their admissions requirements could expedite the change.

The second concerns recognition, and this evokes certification. Degrees have not been an aspect of occupational edu-



cation. Yet, there is increasing evidence that students and employers desire the recognition of accomplishment that degrees afford. These desires are reasonable, and there is no compelling argument against them. Certification in the form of appropriate degrees should be as available to students advancing in their occupational fields as it is to students engaged in academic pursuits, and they should not be limited to the associate-degree level.

The Vision

By 2010, Iowa's educational system will be fully coordinated. The capacity to demonstrate competence and knowledge will represent the new "currency" of the system. Computerized student portfolios that list competencies will have

replaced student transcripts that merely identify academic credits and grades. Educators in all sectors will have collaborated with representatives of the public and industry in developing competency standards appropriate for each level. These will be keyed to integrated curricula that ensure the accomplishment of core competencies in basic skills by the tenth grade. At that point, students can exercise their preference for vocational or academic programs cooperatively offered by the secondary and postsecondary systems.

The elementary-secondary system will have acquired a new form. Parents will have the option of enrolling their children in pre-school programs. Grade levels will not be a strong feature of the early years, as classes will be arranged as

blocks — grades K-3 and grades 4-6 — and children will be encouraged to proceed at their own pace. The system will be organized around the accomplishment of the core competencies by all students completing tenth grade. These competencies will be essentially those identified in the FINE Report — effective communication skills, knowledge of American and other civilizations and governments, facility with at least one other language than English, computation skills, understanding of geography and national and international economics, a firm grounding in the arts, job acquisition and retention skills, and some entrepreneurship skills.

At this point, students will be able either to enter the work place and receive occupational training in apprenticeships or continue their education in high school/college programs in the occupational or academic fields, climbing career ladders involving progressively advancing studies in community colleges and four-year institutions. Career ladder and lifelong learning concepts will have meaning in both the academic and occupational spheres, as students in the occupational program will have the option of acquiring a baccalaureate degree in appropriate fields via joint programs between the community colleges and the public universities, offered at community-college sites and elsewhere throughout Iowa.

Two examples illustrate how the system will prepare students.

John Andrews, studying for a baccalaureate degree in political science, with the goal of a doctorate in international studies, devoted his last two years of high school to advanced academic work to qualify him for college entrance. Some of these studies were offered by Iowa colleges and universities, including the University of Iowa, where John is enrolled. The transition from high school was accordingly smooth, and since John had demonstrated mastery of the core competencies two years before, it was a foregone conclusion that remedial work in college was not required.

Betty Rogers, always interested in mechanics, assisted her father and brothers with the maintenance and repair of the equipment on their farm near Marshalltown. At age sixteen she completely rebuilt the engine and fuel-injection system of her brother's 1971 Porsche 911E. Like that of all Iowa students, Betty's school work through the tenth grade centered on the core competencies. With these behind her, she enrolled in a joint high-school program with Iowa Valley Community College in auto mechanics, specializing in diesel repair. Working at a farm tractor service center, she entered the Bachelor of Applied Mechanical Technology program offered jointly at Des Moines Area

Community College by the University of Northern Iowa. Her long-range career interests center on the manufacture of high-tech and environmentally sensitive agriculture machinery.

Since "credits" will have been replaced with competency standards, students will no longer encounter barriers and the loss of time spent on unacceptable units as they transfer between institutions and sectors. A Higher Education Council, with representation from all education sectors, will have assumed responsibility for overseeing the smooth movement of students through the system. Similarly, the demonstration of knowledge represented as competence will provide a useful qualitative measure for educators and students alike. The emphasis on competence also will facilitate the cooperative presence of high schools, colleges and universities in courses and programs beamed into the schools and homes of Iowa via a fully developed statewide educational television network.

Comprehensive statewide planning for higher education will have been brought to an unprecedented level of effectiveness through the development of a strategic planning capability and the formation of a well-designed data collection system that values responsiveness to legislative, executive and public needs. Arrangements will be in place to resolve inter-institutional and inter-sector conflicts,

and reliable communications will exist among the various components of the system. Inappropriate program duplication among institutions will have been eliminated, and expanded inter-institutional collaboration and coordination will be a prominent feature of the postsecondary educational system. Program development will be closely monitored to ensure that new initiatives are attuned to student, social and economic needs.

Each community college will offer a comprehensive range of programs, on-site and augmented by telecommunications, to residents of its region.

Community-college operations will be fully coordinated by the Department of Education. The General Assembly will have established a joint higher-education committee to exercise higher-education policy oversight.

Recommendations to Improve Coordination of Higher Education

To reduce the gaps within the system and increase the quality of strategic planning and coordination by Iowa's higher-education sectors, the Task Force recommends that the state, the Board of Regents, the institutions, or the Department of Education, as appropriate:

- 1. Take the following actions with respect to postsecondary education governance:**

- a. **Retain the Board of Regents for the public universities.**
- b. **Rather than establish a new board and separate system for the community colleges, strengthen and clarify the role and responsibilities of the Department of Education with respect to the coordination and general supervision of these institutions.**
- c. **Increase resources available to the Board of Education to enable its members to better carry out their extensive responsibilities, particularly with respect to the governance of community colleges.**

We have considered other governance arrangements, including the replacement of the Board of Regents with separate governing boards for the three universities, the removal of the community colleges from the purview of the Department of Education, a separate board for community colleges, and still others. We believe that any major governance problems can be resolved through less drastic means, and these should be tried before other structures are created. If nothing else, the prospect of reorganization carries significant hidden but nonetheless debilitating costs on the system and its components as the informal networks that make such systems work are dissolved.

We considered, but did not adopt, a recommendation that the Iowa School

for the Deaf and the Iowa Braille and Sight-Saving School be removed from the jurisdiction of the Board of Regents and placed in the Department of Education. The rationale for such a move would be that the Regents deal almost entirely with postsecondary education, while the DOE deals with elementary-secondary education, as do the special schools. A case could be made that better coordination and easier movement of handicapped pupils between the public schools and the special schools would result from the transfer.

The state needs a strong and realistic strategic plan for higher education and an effective higher-education coordinating body.

Our primary interest here is the need for, and access to, lifelong learning opportunities for handicapped persons.

Some of those opportunities will be in four-year institutions; others will be in community colleges, which are under the oversight of the DOE. If further study confirms that the best lifelong learning opportunities, and the easiest movement of handicapped students in or out of regular schools and the special schools, as best suited to individual needs, can be assured under the present system of governance, there is no need for making a change.

There has been a suggestion that a separate board be created to govern community colleges within the Department of Education. We reject that proposal, because we see a great and growing need for close coordination between the elementary-secondary and postsecondary sectors. A single governing board over the elementary-secondary system and the merged-area system seems the most suitable structure to ensure that coordination. However, we have found deep concern about the oversight of the community-college system and a feeling that the Board of Education is not showing sufficient interest in these institutions.

Therefore, we are proposing that the Board be provided with additional resources in order to be able to devote more time and attention to the post-secondary portion of its responsibility.

2. Strengthen system coordination through a board composed of representatives of the executive and legislative branches of government and the higher education sectors. This board would be responsible for:

a. Developing a strategic plan that would maximize the resources of the entire educational enterprise and be shared with the legislature and executive branches as input in the appropriations process.

b. Focusing on the process of planning by anticipating issues and preparing policy analyses and studies that address them;

c. Providing procedures for the resolution of inter-institutional and inter-sectoral conflicts;

d. Ensuring the purposeful movement of students through the educational system;

e. Monitoring the programs and services of out-of-state and proprietary institutions operating in Iowa and making recommendations as necessary to the appropriate agencies;

f. Gathering and disseminating information about Iowa's colleges and universities for use by prospective students and their families;

g. Convening issue-oriented special study groups to make recommendations on intersectoral issues such as articulation and financial aid.

The Task Force proposes this coordinating organization in order to facilitate the development of good working relations among the sectors and between government and education. We reject the concept of centralized decision-making, while maintaining our position that there are educational issues that transcend campus or sectoral boundaries and must be considered collectively.

To accomplish this end, we propose that the organization be set up by inter-

governmental agreement among the sectors (on the basis of Chapter 28E of the Code of Iowa). This would preserve the integrity of the private sector and allow the parties to control the size and deployment of budget and staff. Funds might be accepted from a variety of sources, including legislative appropria-



tion, assessment of member institutions and grants from private foundations.

However, if such an agreement is not reached before the deadline for introducing legislation at the 1990 session of the General Assembly, we recommend that the organization be set up by statute as a public corporation. A draft of possible legislation will be found on page 107.

This body, to be known as the Iowa Higher Education Council, should be advisory to the legislature, executive, and sector governing boards. Its advisory role to the legislature and executive should be primarily focused on strategic planning. The legislature and the executive should use the strategic plan for evaluating proposals and allocating and appropriating funds.

The Council should be established in 1990 for a five-year period as an inter-governmental agency through a joint agreement among the Board of Regents, the State Board of Education and the Iowa Association of Independent Colleges and Universities.

The Council should be composed of 17 voting and four non-voting members as indicated below:

1. Nine representatives of the sectors of higher education as follows: three from public community colleges to be appointed by the State Board of Education; three from the public universities to be appointed by the Board of Regents; three from the independent colleges and universities to be appointed by the Iowa Association of Independent Colleges and Universities.
2. Four lay citizens to be appointed by the governor.
3. Four lay citizens to be appointed by the Legislative Council.
4. Four non-voting members as follows:

two legislators appointed by the Legislative Council, and one representative of the Department of Management and one of the College Aid Commission appointed by the governor.

The chair and vice-chair of the Council shall be elected by the Council from among its lay citizen members.

Initial appointments of Council members should be for a five-year term. Thereafter terms should be staggered so that at least three new members are appointed annually. The Task Force does not favor the use of alternate representatives to serve on the Council and such alternates would not be accepted as participants.

Members of the Council should have demonstrated a broad interest or experience in higher education, preferably from a policy perspective.

The Council should have a small professional staff to assist it in carrying out its functions.

It should be required to issue biennial reports on its activities to the legislature and the governor.

During the fourth year of the five-year term, the legislature should authorize and fund an external evaluation of the Council. This evaluation should form

the basis for the legislature's determination of the efficacy of continuing the Council or taking a different approach to the coordination of higher education in Iowa.

By making these recommendations, we are recognizing the advantages of the pluralistic, diversified and competitive approach to higher education that has

Future needs require increased planning and cooperation among the sectors of higher education and we believe that the Council can meet this need.

served Iowa well in the past. We are concerned, however, that future needs require increased planning and cooperation among the sectors of higher education and we believe that the Council can meet this need.

By recommending this approach, the Task Force has rejected — at least temporarily — the idea of creating a regulatory coordinating body for higher education. Should the Council approach fail, we recommend creation of such a body.

3. The Task Force recommends against the Iowa Higher Education Council becoming involved with program review or program approval (except in its role of resolving intersectoral conflicts),

budget review, approval or recommendations, or the day-to-day operations of programs (for example, the administration of student financial aid programs).

Our recommendation 2 (a), above, does not imply that the Higher Education Council will make budgets for institutions or sectors. The executive branch recommends, and the legislature enacts, budgets and appropriations for the universities and the community colleges and financial aid for students in all sectors. The Higher Education Council could provide input, supplementing that which is currently being provided from other sources, to help the executive and the legislature make their decisions.

4. The higher education data collection responsibility should be placed in the Department of Management.

There is a need for a centralized data collection agency to support the Council's planning activities. Currently the College Aid Commission is assigned this function. Our sense is that this function is peripheral to its primary purpose and would be better placed in the Department of Management. This will allow the Commission to focus its full attention on the administration of state student-aid programs, and place data-collection in an agency that specializes in such functions.

5. The Higher Education Council should, as a first order of business, convene an Articulation Committee to study and make recommendations for smoothing the transition of students from one educational level to another and from one institutional type to another.

The Articulation Committee should be composed of representatives of all levels of education, including elementary-secondary education.

Articulation seeks to achieve a set of inter-institutional relationships whereby students may move from one sector to another with a minimum amount of confusion and bureaucratic complexity. Problems still exist. Unilateral changes in courses, programs and entry or exit requirements are commonplace among higher-education institutions.

This issue has taken on new urgency since the development of community colleges, the great increase in the college-participation rate of high-school graduates and the emergence of the older student. There are now sideroads through higher education in addition to college-prep courses in four years of high school leading to four years at a residential postsecondary institution. The travelers are often older, more focused, and unwilling to jump through the hoops set up for younger, full-time,

residential degree candidates.

6. The Task Force suggests that the legislature consider creating a Joint Committee or Sub-committee on Higher Education for the purpose of receiving and discussing the strategic plan and considering other higher-education policy issues.

The Task Force notes that the legislature does not have a committee, other than the appropriations committees, that specifically focuses on higher education. We believe that the importance of higher education to the future of the state warrants creation of such a committee.

7. An initial and subsequent periodic institutional evaluation of each community college should be made by the Department of Education to: ensure the presence of a common minimal range of educational offerings in each community college, and continually review the number of administrative units and recommend changes to reflect demographic changes and service needs, including, if appropriate, the realignment of borders based on providing complete and consistent service for the area served.

We have recommended the continued placement of the merged area schools within the Department of Education, but we assume and expect that the Department will take a more active role in ensuring that basic services are avail-

able to all residents of the state and that these are strong, effective and responsive colleges. If the Department cannot meet these expectations, then we believe the subject of a separate community-college system should be reopened.

8. The development and maintenance of close working relationships among the faculty and teachers of secondary and postsecondary institutions in Iowa should be encouraged.

This is a logical part of our following recommendation on a restructured K-12

A statewide library network accessible to all students regardless of the school they attend is possible.

system. Iowa does not have a single teaching profession; rather, it has two classes: "teachers" in the public schools, and "faculty" in the colleges and universities. We believe the two should be brought more closely together through improved preparatory and continuing-education programs, the extension of postsecondary teacher perquisites (such as office space, secretarial assistance, telephones and professional leaves) to teachers in the elementary and secondary systems, and new collaborative relationships in the form of symposia, regular interactions, cooperative

curricular-development efforts, and others, among faculty in both sectors.

9. The Task Force recommends the inter-institutional coordination of media/library resources.

Adequate financial resources need to be provided to maintain and enhance media/library services. Consideration also needs to be given to improved inter-institutional library and media sharing arrangements. A statewide library network that could be accessed by all Iowa students, regardless of the institution of attendance, is possible. Similarly, it is entirely possible to include the resources of the state, regional, and local libraries in one computerized system. We encourage the Board of Regents to take the lead in accomplishing this ideal.

10. There should be continuous review of program offerings on the bases of enrollment, demand, quality and cost. Effective review procedures for all new higher-education programs should be ensured.

We are prepared to accept the commitment of the Board of Regents and the Department of Education for their respective institutions in the program-review process. We believe that all existing programs should be periodically reviewed to ensure their continued relevance, quality and effectiveness, and

we certainly endorse the notion that all new program proposals should be carefully reviewed before being authorized and funded. We gave thought to charging a coordinating board with this responsibility, but we are prepared to leave it with the respective sector authorities. We do suggest, however, that all new program proposals conform with the strategic plan.

11. The Task Force recommends modifying the public educational system in the following respects:

- a. Change the prominent measure of student progress and accomplishment from academic credits, Carnegie Units, to student competencies;
- b. Configure the public K-12 educational system to ensure the achievement of core competencies by all students by the tenth grade;
- c. Provide optional opportunities for all parents seeking pre-school for their children.
- d. Cease practices that track students into general, college-prep and vocational channels prior to the accomplishment and demonstration of core competencies;
- e. Provide integrated high school/college program options in the academic and occupational fields for students continuing their education beyond the tenth grade;
- f. Supplement conventional student transcripts with competency portfolios;

g. Consider joint programs, dual enrollments/joint registration between colleges and universities and appropriate community colleges leading to the Bachelor of Technology or Bachelor of Applied Technology degree for students pursuing occupational studies.

This recommendation involves a fundamental restructuring of the public educational system in Iowa. It recognizes the growing importance of pre-school options for all parents and their children. It also recognizes that most high-school drop-outs occur upon completion of the compulsory attendance years but before graduation. The reconfigured system it describes is directed to all of these.

The objective is a system that accords more fully with what are likely to be the realities and needs of Iowa society in the year 2010. The major educational purpose of the K-12 system becomes mastery of core competencies by all students.

These competencies are those recommended five years ago in the FINE Report — among them, facility in a second language, the ability to communicate effectively, an understanding of American and other history and governments, an understanding of basic mathematics and science concepts. They also represent recommendations of other

eminent boards and committees. Fully coordinated curricula and cooperation between the postsecondary and secondary institutions during the post age-16 years in academic and vocational fields also would contribute to the more fully integrated educational system we seek.

What this business about competencies instead of Carnegie units means can be illustrated by the case of a young man with whom a member of the Task Force had a conversation during the summer. This man was working as a car jockey

Credits transferred must be of sufficient quality that the student can succeed after changing institutions.

at a Des Moines dealership. He was a graduate of a small high school in west-central Iowa, and had enrolled at Iowa State University.

He had acquired all of the Carnegie units he needed — that is, enough hours in enough subjects and with good enough grades to be admitted to a state university. But when he had been at ISU a short time, he realized that he was in above his head, so he dropped out. He had not acquired the basic competencies that this report envisages will, in time, be defined and required. But he wants to continue his education in order to get out of his dead-end job.

So the Task Force member advised him to enroll at Des Moines Area Community College, where there already are the means to bridge the gap between his unpreparedness and the preparedness he will require to get ahead in life.

This example also illustrates one of the difficulties to be overcome before articulation can become widespread and effective: The credits being transferred need to be of sufficient quality that the student can succeed after he or she has been accepted at the receiving institution.

Priorities

This report offers an ambitious agenda that probably could not be accomplished in much less than the 20-year time span we are directed by statute to consider. Just as the educational institutions and the government will need to decide which of our recommendations to implement, they also will have to decide which to do first. However, we can suggest several that we believe deserve priority.

First is the Higher Education Council, which we have proposed be organized in 1990. Its members can set in motion a number of the other recommendations or begin the necessary studies leading up to them.

Several of our priorities are within the

legislative domain: (1) Providing funds to phase in the reduction of community-college tuition to about the national average. (2) Increasing the level of student aid, by creating a uniform statewide system, and the various other ways we have recommended. (3) Funding the increase in community-college faculty salaries to the national average.

Other priority recommendations are the joint responsibility of the legislature and the institutions: (1) Encouraging students — and providing incentives to them — to pursue graduate studies leading to careers in business and industry as well as research and teaching in colleges and universities. (2) Establishing several *graduate centers to make postgraduate studies accessible to the place-bound.*

Still other priority items are up to the institutions and the sectors: (1) Implementing Recommendation 1 under “Responsiveness,” dealing with economic development. (2) Launching the studies called for in several recommendations to develop measures of quality, outcomes and competencies.

Responsibilities

It is our hope that this report and its recommendations will refocus attention on the appropriate division of responsibilities between public higher education and state government.

The governing boards of our institutions of public higher education and the institutions they govern are bound by the laws of the state and are politically responsible to the General Assembly and the Governor. The general policies and objectives to be implemented by these boards and institutions are specified by the General Assembly in the laws it enacts.

However, the General Assembly has neither the expertise nor the time to elaborate in detail all of the many



specific policies and objectives to be implemented by these boards and institutions, or the precise manner in which these policies and objectives should be implemented.

Consequently, the Legislature delegates authority to elaborate these policies and objectives to these boards and institutions within the general statutory guidelines it provides. This approach to the governance of our public institutions of higher education is also consistent with the need to preserve as fully as possible

the special conditions of academic freedom that are so essential to the success of their educational enterprise.

Some people have suggested that a change in the governance system for our public institutions of higher education might be desirable. However, such a change does not seem warranted. In general, the present governance of these institutions has been adequate to ensure a system of public higher education that is widely accessible, efficient and of high quality.

The recent evaluations of our higher-educational institutions by the General Assembly and the Governor, along with those institutions' own self-analyses, have also produced a number of desirable changes that are consistent with the needs of the state.

But these recent evaluations do not change the conclusion that the current scheme for governance of public higher education in Iowa is generally sufficient to ensure the political accountability of these institutions and is an effective and efficient means for achieving the objectives posited for the system by the people of this state.

The pendulum may swing between greater and lesser government control of education. One of America's most distinguished educators, Clark Kerr, encourages a swing toward decentralization.

Others warn that autonomy without standards leads to chaos. We agree with both viewpoints, but we are particularly concerned that state efforts to prevent chaos do not go so far as to result in government micromanagement of Iowa's colleges and universities.

We thank the countless Iowans whose interest and participation, in public hearings and otherwise, made this report and these recommendations possible. We believe that all sectors of education would benefit, as we did, from wide participa-

tion by citizens, parents, students and faculty, as well as by education's governing boards and administrators.

We trust that governments and institutions won't succumb to the temptation of putting into place the "easy" recommendations in this report, while putting aside those that appear costlier or more unsettling. We believe that our whole package of recommendations can result in a significant payoff for Iowa in the form of a citizenry educated to meet the changing challenges of the 21st century.

ENDNOTES

Foreword

¹Task Force members were: Edgar Bittle and Roxanne Conlin, Des Moines, co-chairpersons; Susan Clouser, Coon Rapids; Judith McCoy, Dubuque; Arthur Neu, Carroll; Harry Slife, Cedar Falls; Tim Sylvester, Ames; Senator Dale Tieden, Elkader; Senator Richard Varn, Solon; Representative Johnie Hammond, Ames; Representative J. Brent Siegrist, Council Bluffs.

²See Appendix A for a list of Task Force subcommittee members.

³See Appendix A for a list of Task Force meetings, topics, and experts.

Chapter 1.

¹The eight states used for comparison are Arkansas, Colorado, Connecticut, Kansas, Mississippi, Oklahoma, Oregon, and South Carolina.

²Based on high school follow-up data from the *Iowa Guidance Surveys*.

³Enrollment statistics are based on data contained in a memorandum from the Board Office to the Board of Regents, dated November 9, 1988, for the Fall 1988 term.

⁴Based on the results of a 1986 residence and migration survey undertaken by the U.S. Department of Education.

⁵Information about enrollment is based on data obtained from the annual *Data Digest on Postsecondary Institutions*, published by the Iowa College Aid Commission, and the *Profile of Postsecondary Education in the State of Iowa* prepared by Peat Marwick Main & Co. in February 1989.

⁶Income and raw tuition information is from *idem*. The comparison of Iowa to other states is based on information published in *State Profiles: Financing Public Higher Education, 1978 to 1988* by Research Associates of Washington.

⁷Debt information is from the *Profile of Postsecondary Education in the State of Iowa*, prepared by Peat Marwick Main & Co. in February 1989.

⁸Obtained from a draft of the *Information Digest of Postsecondary Education in Iowa, 1987-88*, prepared for the Iowa Postsecondary Education Study in January 1989.

⁹Figures were provided to the Task Force by the Board of Regents in a June 2, 1989 memo.

¹⁰State appropriations figures are based on data published in *State Profiles: Financing Public Higher Education, 1978 to 1988* by Research Associates of Washington.

¹¹State funding and tuition figures are from *State Profiles*.

¹²Information about the level of state support for public institutions is from the *Profile of Postsecondary Education in the State of Iowa*, prepared by Peat Marwick Main & Co. in February 1989.

¹³Student aid data are from the *Data Digest on Iowa Postsecondary Education* published by the Iowa College Aid Commission.

¹⁴Employment and economic data are based on figures contained in *The Iowa Economy, Dimensions of Change*, prepared by the Federal



Reserve Bank of Chicago in conjunction with the Iowa Business Council, and the *Iowa State Profile*, prepared by Woods and Poole Economics, Inc. of Washington, DC.

¹⁵Some of these conclusions are based on those presented in *Iowa's Future: A Quality Economy for Tomorrow*, prepared by SRI International for the Iowa Future Project in May 1989.

¹⁶Information about state and federal funds is based on information

presented in *Significant Features of Fiscal Federalism*, published by the Advisory Commission on Intergovernmental Relations of Washington DC, and *The Iowa Economy, Dimensions of Change*, prepared by the Federal Reserve Bank of Chicago and the Iowa Business Council.

Chapter 2.

¹Peat Marwick Main, *Draft Report to the Board of Regents on the Length of Time to Complete an Undergraduate Degree*. (June, 1989.)

Chapter 3.

¹Based on 1988-89 average tuition and fees for public two-year colleges, as reported in the *Chronicle of Higher Education*, August 16, 1989, and total 1988-89 tuition receipts of Iowa community colleges.

²*Chronicle of Higher Education*, October 11, 1989, Page A52.

Chapter 4.

¹Based on U.S. Department of Education data for FY 1988.

APPENDIX A

HIGHER EDUCATION TASK FORCE

Roxanne Conlin, Co-chairperson
Des Moines, Iowa

Ed Bittle, Co-chairperson
Des Moines, Iowa

Senator Richard Varn
Solon, Iowa

Senator Dale Tieden
Elkader, Iowa

Representative Johnie Hammond
Ames, Iowa

Representative J. Brent Siegrist
Council Bluffs, Iowa

Susan Clouser
Coon Rapids, Iowa

Judith McCoy
Dubuque, Iowa

Arthur Neu
Carroll, Iowa

Harry Slife
Cedar Falls, Iowa

Tim Sylvester
Ames, Iowa

SUBCOMMITTEES

ACCESS & AFFORDABILITY

Tim Sylvester, Chairperson
Ames, Iowa

Robert Cahoy
Davenport, Iowa

Gregory Cusak
Des Moines, Iowa

Barbara Gentry
Des Moines, Iowa

Ruth Holtan
Forest City, Iowa

Philip Hubbard
Iowa City, Iowa

Louise McCormick
Mt. Pleasant, Iowa

Ila Plasencia
West Des Moines, Iowa

Rita Sealock
Council Bluffs, Iowa

FINANCE

Harry Slife, Chairperson
Cedar Falls, Iowa

John Axel
Muscatine, Iowa

Raymond Bailey
Milford, Iowa

Lana Dettbarn
Davenport, Iowa

Nancy Evans
Cedar Rapids, Iowa

Melinda Hess
Iowa City, Iowa

Arthur Hessburg
Waverly, Iowa

Lowell Norland
Dike, Iowa

Phyllis Pearson
Des Moines, Iowa

GOVERNANCE

Judith McCoy, Chairperson
Dubuque, Iowa

Samuel Becker
Iowa City, Iowa

Michael Delaney
Des Moines, Iowa

Daniel Dykstra
Sioux City, Iowa

Mary Jean Montgomery
Spencer, Iowa

Wayne Newton
Blairstown, Iowa

Steve Sovern
Cedar Rapids, Iowa

William Sueppel
Iowa City, Iowa

Pat Van Bremer
Sioux City, Iowa

QUALITY & CAPACITY

Susan Clouser, Chairperson
Coon Rapids, Iowa

Richard Christie
Council Bluffs, Iowa

Jan Friedel
Davenport, Iowa

Thomas Jolas
Mason City, Iowa

Michael Kennedy
New Hampton, Iowa

Kathy Kreykes
Marshalltown, Iowa

Sara Lande
Muscatine, Iowa

Robert Norris
Shenandoah, Iowa

Marvin O'Hare
Dubuque, Iowa

Margaret Wick
Sioux City, Iowa



VOCATIONAL EDUCATION

Arthur Neu, Chairperson
Carroll, Iowa

Phil Burmeister
Mt. Ayr, Iowa

Don Buryanak
LeMars, Iowa

Barbara Crittenden
Creston, Iowa

Frances Disselhorst
Burlington, Iowa

B.J. Furgerson
Waterloo, Iowa

Jack Neuzil
Solon, Iowa

Mark Schantz
Des Moines, Iowa

Mark Smith
Des Moines, Iowa

Marilyn Stamp
Clinton, Iowa

Jean Sweat
Cedar Rapids, Iowa

Gary Thomas
Des Moines, Iowa

Richard Van Iten
Ames, Iowa

Task Force Meetings

Sept. 4

Aims McGuinness, Director
Postsecondary Education
Education Commission of the States

Cynthia Linhart
Peat, Marwick, Main & Co.

Stuart Vos
College Aid Commission

Phyllis Herriage
Dept. of Education

Nov. 2

Gordon Van De Water
Augenblick, Van de Water & Assoc.

Nov. 30

Don Avenson, Speaker
House of Representatives

Doug Gross, Exec. Asst.
Office of the Governor

James Carney
Peat, Marwick, Main & Co.
Iowa Postsecondary Education Study

Willis Goudy
Coordinator of Census Services
Iowa State University

David Bechtel
Dept. of Education

Dan Davis
Legislative Fiscal Bureau

Gordon Van de Water, Consultant
Task Force

William Chance, Consultant
Task Force

Jan. 26-27

Reports from Subcommittees

Feb. 24

Richard Hezel, Consultant
Telecommunications

Linda Schatz, Director
Narrow Cast Telecommunications
Iowa Public Television

Richard Gross, Dean
Telecommunications
Kirkwood Community College

March 15

Ellen Chaffee
(Prepared remarks delivered by

Augenblick, Van de Water & Assoc.)
North Dakota State Bd. of Higher
Education

April 19

D.C. Priestersbach, Vice President
Educational Dev. and Res.
University of Iowa

Russell Youmans
Western Rural Development Center
Oregon State University

May 24

Aims McGuinness, Director
Postsecondary Education
Education Commission of the States

June 7-8

Reports of Subcommittees

Aug. 16, 17, 18

Approval of draft report.

Nov. 14

Approval of final report.

Subcommittee Meetings of the Task Force

VOCATIONAL EDUCATION AND ARTICULATION

Nov. 3 Capitol

PRESENTERS

William Chance
Consultant, Task Force

Roger Foelske
Bureau of Career Educ.
Dept. of Education

Phyllis Herriage
Bureau of Career Educ.
Dept. of Education

Virginia Loftus
Adjunct Professor
Iowa State Univ.

Harlan Giese
Exec. Director
Ia. Voc. Educ. Advisory Council

Nov. 16 Capitol

Jan Huss
Bureau of Career Educ.
Dept. of Education

Dwight Carlson
Bureau of Admin. & Accred.
Dept. of Education

Roger Foelske
Bureau of Career Educ.
Dept. of Education

Phil Burmeister
Superintendent
Mount Ayr Comm. School Dist.

David Neas
Area Planning Coor.
Mount Ayr

Dec. 1 Capitol

David Clinefelter
Superintendent
Lamoni Comm. Schools

Jack Neuzil
Kirkwood Comm. College

Mary McGee
Director, Ia. State
Occupational Information
Coordinating Committee

Ron Rath
Director, Area Planning Council
Cedar Rapids

Howard Hammond
Bureau of Teacher Education
and Certification

Farnsley Peters
President, Ia. Assoc. of
Business & Industry

Bob Jafforian
New York State
Dept. of Education

William Chance
Consultant
Task Force

Dec. 14 Capitol

James Jess
Superintendent
Alden Comm. Schools

William Keck
President
Keck Parking Systems

Sandy Pennington
Director, Nursing
Madrid Lutheran Home

Dec. 19 Capitol

Mary Sherer
President
Partners in Voc. & Tech. Educ.

Don Darrow
Price Laboratory School
Univ. of Northern Ia.

Gerald Manning
Dept. of Marketing & Sm. Bus.
Des Moines Area Comm. Coll.

Jan. 11 Wallace Bldg.

Jan. 25 Wallace Bldg.

Feb. 28 Grimes Bldg.

William Chance
Consultant
Task Force

Duane Anderson
Chair, Regents Committee
on Educational Relations

Sharon Van Tuyl
Asst. V.P., Educational Svs.
Des Moines Area Comm. Coll.

John Martin
Bureau of Curr. & Instruction
Dept. of Education

March 13 Capitol

Steven Ovel
Director
Economic Dev. Group
Kirkwood Comm. Coll.

Tom Flanders
Director, Corporate Training
Pella-Rolscreen Co.

Doug Getter
Bureau of Domestic Marketing
Dept. of Economic Development

April 18 Wallace Bldg.

May 23 Wallace Bldg.

QUALITY AND CAPACITY

Dec. 1 Capitol

PRESENTERS

Joseph Borgen
President
Des Moines Area Comm. Coll.

Milton Glick
Provost
Ia. State University

Steven Jennings
President
Simpson College

Jan. 9 Wallace Bldg.

**April 11
100 Court Ave.**

**April 20 Des Moines
Area Comm. Col.**

Robert Barak
Director, Academic Affairs
Board of Regents

Charles Moench
Bureau of Area Schools
Dept. of Education

**May 25
Wallace Bldg. (a.m.)
Olmsted Center
Drake Univ. (p.m.)**

GOVERNANCE

Dec. 1 Capitol

PRESENTERS

John Hartung
President
Ia. Assn. of Indep. Coll. & Univ.

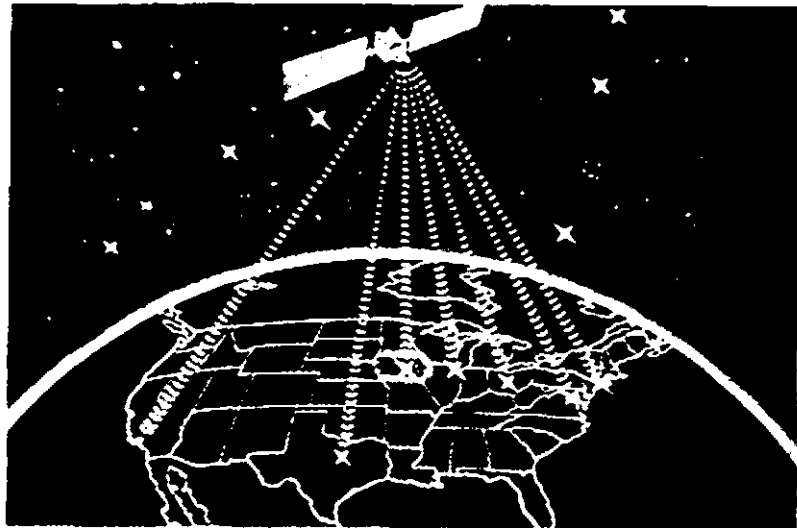
Charles Moench
Bureau of Area Schools
Dept. of Education

Jan. 19 Wallace Bldg.

William Lepley
Director
Dept. of Education

**April 4
100 Court Ave.**

**May 2
100 Court Ave.**



June 6 Capitol

Representatives of the Ia.
Coordinating Council for Post High
School Education

FINANCE

Dec. 1 Capitol

PRESENTERS

Virginia Loftus
Adjunct Professor
Ia. State University

Dan Davis
Legislative Fiscal Bureau

Glen Dickinson
Legislative Fiscal Bureau

Jan. 12 Wallace Bldg.

**April 13
100 Court Ave.**

**May 12
100 Court Ave.**

Drew Albritten
Executive Director
Ia. Assn. of Comm. Coll. Trustees

**June 6 Memorial Union
Univ. of Ia.**

ACCESS AND AFFORDABILITY

Dec. 1 Capitol

PRESENTERS

John Martin, Chief of Bureau of
Instruction & Curriculum
Department of Education

Gary Nichols
Executive Director
Ia. College Aid Commission

Mark Warner
Director, Financial Aid
University of Ia.

Dan Davis
Legislative Fiscal Bureau

Glen Dickinson
Legislative Fiscal Bureau

Earl Dowling
Director, Financial Aid
Ia. State University

Jan. 13 Capitol

March 23 Wallace Bldg.

April 18 Wallace Bldg.

May 25 Wallace Bldg.

Speakers at 1988 Public Hearings

Des Moines House Chambers, Capitol

October 12, 1988

Elaine Szymoniak
Member, City Council
Des Moines

Gene Gardner
President
Ia. Assn. of Comm. Coll. Pres.

Joseph Borgen
President
Des Moines Area Comm. Coll.

Diana Bengé
Student, Des Moines Area
Comm. Coll.
Ia. State Univ.

Gordon Eaton
President
Ia. State Univ.

Milton Glick
Provost
Ia. State Univ.

Gary Nichols
Exec. Director
Iowa College Aid Comm'n.

William Lепley
Director
Dept. of Education

Phil Tyler
Member
Creston Development Corp.

Peter Prugh
Writer
Des Moines

Joel Wormley
Alumnus
Ia. State Univ.

Nancy Inoble
Higher Education Ctr.
Des Moines

Arthur Puotinen
President
Grand View Coll.

Charles Laverty
Trustee
Simpson Coll.

Charles Terlouw
Businessman
Des Moines

Lori Gunderson-Agee
Student
American Inst. of Bus.

Tammy Schumacher
Student
Simpson Coll.

Donald Biggs
Retired, Prof. of Geology
Ia. State Univ.

Susan Wickham
Instructor, Learning Ctr.
Des Moines Area Comm. Coll.

Neil Harl
Professor, Economics
Ia. State Univ.

Brent Hanna
Instructor, Voc. Educ.
Knoxville High School

Rachel Stewart
Trustee
Southeastern Ia. Comm. Coll.

Council Bluffs Kirn Junior High School

October 13, 1988

Dennis Eitmann
V.P. for Community Svs.
Ia. Western Comm. Coll.

Paul Jones
Trustee
Ia. Western Comm. Coll.

John Lisle
President, Lisle Corp.
Clarinda

Joe Henry
Continuing Educ. Division
Ia. Western Comm. Coll.

Ward Bean
Continuing Educ. Develop.
Ia. Western Comm. Coll.

William Ballenger
President, Ballenger Auto. Svs.
Council Bluffs

Lanny Walker
President, Walker Printing
Council Bluffs

Harmon Tucker
Supervisor Career Education
Council Bluffs Schools

Otis Elkin
Dir. Jointly Admin. Programs
Ia. Western Comm. Coll.

Martin Wolf
V.P., Instructional Svs.
Ia. Western Comm. Coll.

Barbara Higdon
President, Graceland Coll.

Frank Starr
President
Lamoni National Bank

William Sherer
Nursing Home Admin.
Woodbine

David Clinefelter
Superintendent
Lamoni Public Schools

Larkin Powell
Student
Graceland Coll.

Marge Hewlett
Student
Graceland Coll.

Ron Cain
Math Instructor
Southwestern Comm. Coll.

Oran Beaty
Retired Voc. Tech. Educ.
Ia. Western Comm. Coll.

Jack Bottenfield
President
Ia. Central Comm. Coll.

Archie Willard
Student
Ia. Central Comm. Coll.

Dean Kramer
Director, Student Svs.
Ia. Central Comm. Coll.

Bill Giddings
Adult Community Educ. Div.
Ia. Central Comm. Coll.

James Murphy
Director, Webster Co.
Industrial Dev. Commission

Bill Drey
Vocational Agri. Instructor
Red Oak

Kenneth Milford
Civil Engineer
Council Bluffs

David Richter
Attorney
Council Bluffs

Gary Harward
Trustee
Buena Vista Coll.

Rhonda Storm
Student
Buena Vista Coll.

Mark Meyer
Student
Buena Vista Coll.

Steve Hunolt
Vocational Agri. Teacher
Griswold Comm. Schools

Douglas Goodman
Council Bluffs

Tom Haskell
Assoc. Dir., Council Bluffs Ctr.
Buena Vista Coll.

John Klockentager
V.P., Enrollment Planning
Buena Vista Coll.

Sioux City North High School

October 18, 1988

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Trustee
Iowa Lakes Comm. Coll.

George Shadle
Trustee
Iowa Lakes Comm. Coll.

Charles Ullom
V.P.
Iowa Lakes Comm. Coll.

Maurice TePaske
Sioux Center

Arthur Richardson
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Westmar Coll.

Donald Poppen
V.P., Institutional Advancement
Morningside Coll.

Frank Adams
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Northwest Ia. Tech. Inst.

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Former Chair, Bd. of Trustees
Western Ia. Tech. Comm. Coll.

Donna Huls
Student
Westmar Coll.

Donna Masuen
Student
Briar Cliff Coll.

Kim Shockey
Student
Western Ia. Tech. Comm. Coll.

Doug Kanaly
Planning Coordinator
Western Ia. Tech. Comm. Coll.

Jack Gilbert
Station Manager, KWIT
Western Ia. Tech. Comm. Coll.

Kelly Moore
Student
Morningside Coll.

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President
Western Ia. Tech. Alumni Assoc.

Miles Patton
Trustee
Morningside Coll.

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Director, Stud. Activities &
Multicul. Aff., Northwestern Coll.

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Regional Coordinating Council

Carol Garvis
Ia. Council on Voc. Educ.

Harlan Giese
Exec. Dir.
Ia. Council on Voc. Educ.

Al Sturgeon
State Senator

Waterloo Holiday Inn Civic Center

October 19, 1988

David Buettner
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North Ia. Area Comm. Coll.

Matt Wiskus
President, Student Senate
North Ia. Area Comm. Coll.

Deborah Bentley
Alumna, North Ia. Area Comm. Coll.
Buena Vista Coll.

Gwen Buseman
Director, Job Training Part. Act
North Ia. Area Comm. Coll.

Roger Watson
Instructor, Humanities
North Ia. Area Comm. Coll.

Ann-Morrison Folkers
Coor., Dev. Education
North Ia. Area Comm. Coll.

Mary Ellen Miller
Trustee
North Ia. Area Comm. Coll.

Gary Guetzko
Vice President, St. Joseph Mercy
Hosp., Mason City

Tom Jolas
Ia. Dept. of Econ. Development

John Prihoda
President
Ia. Valley Comm. Coll.

Myra Boots
Ass't Prof. Speech & Language
Univ. of Northern Ia.

Marlene Strathe
Ass't. V.P., Academic Affairs
Univ. of Northern Ia.

Victor Tullis
Chair, Dept. of Voc. Educ.
Oelwein Comm. School Dist.

Nathan Northey
Coor., Area Planning Co.
Area VII



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President
Wartburg Coll.

David Nelson
Professor of Physics
Luther Coll.

Dan Peterson
Student
Luther Coll.

Rick Miller
Student
Wartburg Coll.

Joan Bily
Student
Wartburg Coll.

Tom Watt
V.P., Ia. Pub. Serv. Co. &
Midwest Energy Co., Waterloo

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President
Hawkeye Technical Institute

James T. Martin
Chair, Board of Trustees
Hawkeye Technical Institute

Jane Hasek
Sr. V.P., Allen Mem. Hosp.
Waterloo

Michael Delaney
Board Member
Ia. State Educ. Assn.

Joseph Yedlik
Ia. Voc. Agric. Teachers Assn.

Debora Blume
United Students of Ia.
Univ. of Northern Ia.

Steven Sanders
Business & Marketing Educator
Oelwein Public Schools

Marvin Haugebak
Legislative Liaison
Ia. State Univ. Alumni Assn.

Donald Darrow
Associate Professor, Education
Univ. of Northern Ia.

Clinton Washington Junior High

October 20, 1988

Marvin Pomerantz
President
Board of Regents

Hunter Rawlings
President
Univ. of Ia.

Steven Hull
Training Admin.
Alcoa Davenport Works

Deborah Gray
Student, Kirkwood Comm. Coll.
Mount Mercy Coll.

Martha Kerslake
Student
Kirkwood Comm. Coll.

Edward Rogalski
President
St. Ambrose Univ.

John Daniel
Businessman
Davenport

Elizabeth Anne Schneider
Trustee
College

Merlyn Kuhl
Retired Businessman

Larry Witt
Student
Mount St. Clare Coll.

April Mensinger
Student
Mount St. Clare Coll.

Dean Strand
Retired Union Member
Davenport

Elizabeth Snyder
Mayor
Clinton

Pat Dillon
President, UAW Local 94
John Deere, Dubuque

Polly Brill
Commissioner, Ia. Nurses' Assn.
Comm'n. on Nursing Educ.

Ron Hutkin
President
Northeast Ia. Technical Inst.

Ron McAuliffe
Instructor
Northeast Ia. Technical Inst.

Bill Core
President
Clinton Area Dev. Corp.

Dick Aycrigg
Retired Businessman
Clinton

Linda Frink
Student
Northeast Ia. Technical Inst.

Jane Uelner
Uelner Tools & Dies
Dubuque

Charles Kalsrud
Instructor
Eastern Ia. Comm. Coll.

Kathy Utroska
Student
Kirkwood Comm. Coll.

Walter Mays
Amer. Inst. of Commerce

Mike Bisenius
Proprietary Schools

Steven Tubbs
Student-off-campus
Ia. State Univ.

John Bonte
Instructor
Clinton Comm. Coll.

Burt Purga
Vice Chancellor, Acad. Aff.
Eastern Ia. Comm. Coll.

Leonard Stone
President, Scott Campus
Eastern Ia. Comm. Coll.

Jack Wortman
Instructor
Kirkwood Comm. Coll.

Wayne Newton
Chair, Board of Trustees
Kirkwood Comm. Coll.

Norman Nielsen
President
Kirkwood Comm. Coll.

William Rainbow
Exec. Dir., High Schools
Cedar Rapids Comm. School Dist.

Mike Blouin
Exec. Director, Plan. & Res. Dev.
Kirkwood Comm. Coll.

Ken Gibson
Student
Nursing Home Administrator

Mount Pleasant Iowa Wesleyan College

October 25, 1988

Ray Stewart
Corporate Director of Marketing
Hy-Vee, Chariton

Mary Stewart
Chair, Special Programs
Indian Hills Comm. Coll.

Vera Gares
Instructor
Indian Hills Comm. Coll.

Enfys McMurry

Michael O'Connor
V.P.
Iowa Trust & Savings, Centerville

Howard Greiner
Chair, Board of Trustees
Indian Hills Comm. Coll.

Lyle Hellyer
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Indian Hills Comm. Coll.

Constantine Curris
President
Univ. of Northern Ia.

Michael Orr
Dir., Sales & Finance
Deere & Co., Moline, Ill.

James Dayton
Managing Partner, John Amico
School of Hair Design, Burlington

John Flick
Plant Superintendent
Pittsburgh Paint & Glass, Burlington

Richard Jacobs
Amer. Assn. of Univ. Professors
Univ. of Ia.

David Walker
Businessman
Burlington

Duane Kline
President, Faculty Union
Southeastern Comm. Coll.

Cozell Wagner
Student
Southeastern Comm. Coll.

Kenneth Olive
President
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Tina Robertson
Student
Southeastern Comm. Coll.

Mary Sue Smith
Personnel Manager,
Motorola, Mount Pleasant

Drew Allbritten
Exec. Director
Ia. Assn. of Comm. Coll. Trustees

Nancy Hauserman
Assoc. Prof. Business Admin.
Univ. of Ia.

Steve Collins
Professor, Electrical Eng.
Univ. of Ia.

Jim Livengood
Pres., KBUR and KGRS
Burlington

Laurie Ann Zotz
Student
Ia. Wesleyan Coll.

Michael McNamar
Student
William Penn Coll.

Carolyn Cutrona
Dept. of Psychology
Univ. of Ia.

David Forkenbrock
Professor, Urban & Reg. Planning
Univ. of Ia.

Samuel Becker
Professor, Comm. Studies
Univ. of Ia.

Pat Piper
President, Staff Council
Univ. of Ia.

Benita Dilley
Vice Pres., Coll. Assn. Council
Univ. of Ia.

Marilyn Hesseltine
Student
Ia. Wesleyan Coll.

Linda Widmer
Director, Financial Aid
Ia. Wesleyan Coll.

Kay Jensen
Vocational Home Economics
Patterns for Progress

Kevin McHugh
Director, Operations, Motorola
Trustee, Ia. Wesleyan Coll.

Jane Andrews-Pitz
North Campus Director
Southeastern Comm. Coll.

Jeri Dean
Health Occupations Supv.
Southeastern Comm. Coll.

Lisa Niehaus
Account Research Spec.
Southeastern Comm. Coll.

Charles Schulz
Director, Ia. State Pen. Program
Southeastern Comm. Coll.

Robert Prins
President
Ia. Wesleyan Coll.

Keith Mattke
Partners in Voc. Education
Davenport

Doris Poindexter
Home Economics Educator

Vernon Krueger
Instructor, Agri. Science
Mount Pleasant

Peter Shane
President, Faculty Senate
Univ. of Ia.

James Lindberg
Assoc. Dean, Academic Programs
College of Liberal Arts, U of Ia.

Leodis Davis
Assoc. Vice Pres. Academic Aff.
Univ. of Ia.

Donald Marshall
Professor, English
Univ. of Ia.

Eric Sanders
Student
Univ. of Ia.

Kristi Holcomb
Student
Univ. of Ia.

Gordon Fischer
Pres. Coll. Assn. Council
Univ. of Ia.

Dan Holub
Student
Ia. State Univ.

Speakers at 1989 Public Hearings

Des Moines Drake University October 3, 1989

Marvin Pomerantz
President
State Board of Regents

John Blong
President
Iowa Association of Community
College Presidents

Joseph Borgen
President
Des Moines Area Community College

Michael Ferrari
President
Drake University

William Kautzky
Council for Education of the Deaf

Mildred Taylor
Parent
Iowa School for the Deaf

Dennis Thurman
Superintendent
Iowa Braille and Sight Saving School

William Johnson
Superintendent
Iowa School for the Deaf

Donald Kissel, Sr.
Graduate
Iowa School for the Deaf

Jim Sutton
Director of Policy Development
Iowa State Education Association

Ames Iowa State University Oct. 5

David Holger
President
ISU Faculty Senate

Ruth Hughes
Iowa Partners in Vocational Education

Donald Biggs
Retired Professor
Iowa State University

John Prihoda
President
Iowa Valley Community College

William Kunerth
Retired Professor
Iowa State University

Marian Logan
Proprietor
Professional Cosmetology Institute

Mark Bruns
President
ISU, Graduate Student Senate

Janice Dawson-Threat
Graduate Student
Iowa State University

Michael Moon
Parent
Iowa Braille and Sight Saving School

Bjorn Stevens
Graduate Student
Iowa State University

Cricket Sutkus
Student
Iowa State University

Patrick Sell
Vice President
Iowa Association for the Deaf

Nancy Eaton
Dean of Libraries
Iowa State University

Lawrence Larsen
Citizen
Ames, Iowa

Paul Thibodeaux
President, ISU
Government of the Student Body

Iowa City University of Iowa October 6, 1989

Hunter Rawlings
President
University of Iowa

Joyce Truetel
Parent
Iowa Braille and Sight Saving School

Carolyn Dubler
Teacher
Iowa Braille and Sight Saving School

William Villeton
Grandparent
Iowa Braille and Sight Saving School

Janet Fisher
Director
Capri Cosmetology College

Ed Lawler, Chair
University Planning Committee
University of Iowa

Rebecca Anthony
President, Staff Council
University of Iowa

Michael Rogers
Graduate Student
University of Iowa

Emmet Vaughan
Dean, Continuing Education
University of Iowa

Gerald Miller
Collegiate Associations Council
University of Iowa

Jo-Ellen Huss
President
United Students of Iowa

Sheila Creth
Dean of Libraries
University of Iowa

Dan Shanes
Student Body President
University of Iowa

Jack Neuzil
Instructor
Kirkwood Community College

Gerhard Loewenberg
Dean, College of Liberal Arts
University of Iowa

Terry Moran
Executive Director of Planning and
Development
Kirkwood Community College

David Bunting
Dean for Instructional Services
Kirkwood Community College

Wayne Newton
Trustee
Kirkwood Community College

John Nelson
President, Faculty Senate
University of Iowa

Dee Kacere
Vocational Education Teacher
Linn-Mar Public Schools

Margery Stell
Art Teacher
Cedar Rapids Public Schools

Robert Woolson
Council on Teaching
University of Iowa

Pepe Rojas
President, Student Senate
University of Iowa

David Legg
Iowa Association for the Deaf

Robert Barnes
Vocational Education Teacher
Cedar Rapids Public Schools

Harry Schultz
Vocational Education Teacher
Cedar Rapids Public Schools

Steven Collins
Vice President Faculty Senate
University of Iowa

Eric Sanders
Collegiate Associations Council
University of Iowa

Burlington Southeastern Community College October 10, 1989

Laura Mosena
Economic Development Coordinator
Indian Hills Community College

Kim Glasgow
Business Director, Institute of
Cosmetology Arts
Burlington

R. Gene Gardner
President
Southeastern Community College

Jane Andrews Pitts
North Campus Director
Southeastern Community College

Jack Kline
Teacher
Iowa Braille and Sight Saving School

Rebecca Rump
Development Officer
Southeastern Community College

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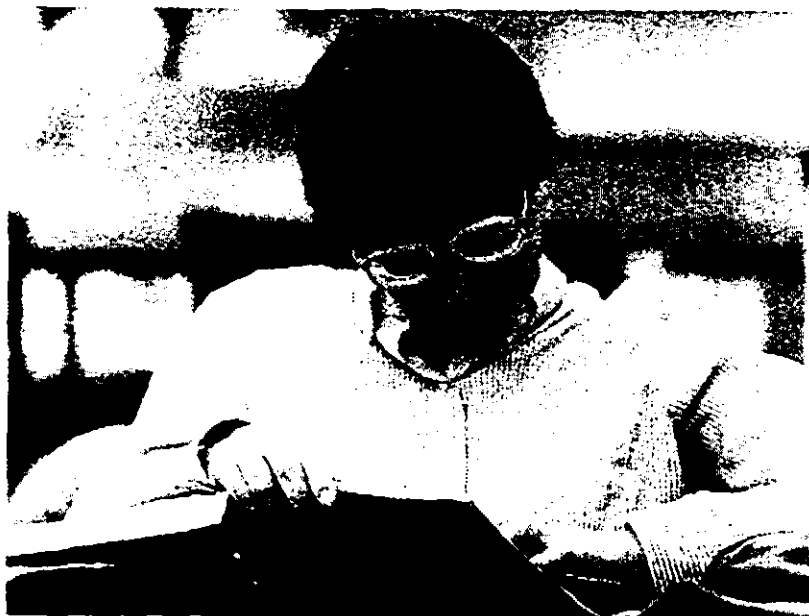
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Proposed Higher Education Council statute

This is a suggested draft of legislation under which the proposed Higher Education Council could be established by the 1990 session of the General Assembly, should the three sectors of higher education fail to organize such a council by intergovernmental agreement under Chapter 28E.

A BILL FOR

An Act creating the Iowa higher education council and higher education council fund and providing for expenditures from the fund.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. NEW SECTION. 257B.1 IOWA HIGHER EDUCATION COUNCIL CREATED.

1. The Iowa higher education council is created as a corporate body. The council is an independent nonprofit quasi-public instrumentality and the exercise of the powers granted to the council as a corporation in this chapter is an essential governmental function. The council as a nonprofit corporation has perpetual succession. The succession

shall continue until the existence of the corporation is terminated by law. If the corporation is terminated, the rights and properties of the corporation shall pass to the state. However, debts and other financial obligations shall not succeed to the state.

2. The purposes of the council include but are not limited to the following:

- a. Promoting and advancing the development of working relations among public and private post-secondary educational institutions in this state and between the institutions and agencies of state government.
- b. Developing a strategic plan to meet emerging statewide post-secondary education needs and coordinating the plan's implementation.
- c. Promoting programs which encourage participation in post-secondary education.

Section 2. NEW SECTION. 257B.2 COUNCIL MEMBERSHIP.

The council shall consist of the following seventeen voting and four nonvoting members:

1. Nine representatives of the following sectors of higher education: three representatives from public community colleges, to be appointed by the state board of education; three representatives from the universities under the control of the state board of regents, to be appointed by the state board of regents; three representatives from the independent colleges and

universities, to be appointed by the Iowa association of independent colleges and universities.

2. Four citizens, to be appointed by the governor.

3. Four citizens, to be appointed by the legislative council.

4. Four nonvoting members, to be appointed as follows: two members of the general assembly, to be appointed by the legislative council; one representative of the department of management, to be appointed by the governor; and one representative of the college aid commission, to be appointed by the governor.

5. If an appointing body fails to make an appointment, those members of the council who have been appointed by the other appointing bodies shall fill the vacancy by selecting any person meeting the requirements of this chapter upon an affirmative vote of a majority of the members of the council.

Section 3. NEW SECTION. 257B.3 COUNCIL ORGANIZATION.

All appointments to the council shall be based on potential members' demonstration of a broad interest or experience in higher education, preferably from a policy perspective.

1. Initial appointments of council members shall be for a five-year term. After the initial appointments, the appointing authorities shall stagger terms as necessary, so that at least three new members are

appointed annually. Alternate representatives of council members shall not be permitted to participate in official council actions.

2. The council shall elect a chairperson and vice-chairperson from among those members appointed by the governor or the legislative council.

3. Meetings of the council shall be held at least quarterly at the call of the chairperson or at the request of a majority of the members of the council.

Section 4. NEW SECTION. 257B.4 DUTIES OF THE COUNCIL.

The council, within the limits of the funds available to it, shall do all of the following:

1. Develop a strategic plan to maximize the resources of the elementary, secondary, and post-secondary educational system and submit the plan in a report to the general assembly, the governor, and executive branch agencies.

2. Prepare policy analyses and studies of issues affecting the development and implementation of the strategic plan. Research activities of the council shall not duplicate educational research efforts taking place in Iowa's colleges and universities except for validation or confirmation of research results.

3. Provide procedures for the resolution of interinstitutional and intersectoral conflicts.

4. Ensure the purposeful movement of students through the educational system.

5. Monitor the programs and services of out-of-state institutions operating in Iowa and make recommendations as necessary to the appropriate state agencies.

6. Gather and disseminate information about Iowa's colleges and universities for use by prospective students and their families.

7. Convene issue-oriented special

study groups to make recommendations on intersectoral issues such as, but not limited to, articulation and financial aid.

However, the council shall not be involved with the day-to-day operations of programs or with program or budget review or approval, except when resolving intersectoral conflicts.

8. Issue biennial reports on its activities to the general assembly and the governor.

Section 5. NEW SECTION. 257B.5 ORGANIZATION—BYLAWS.

1. The council is an autonomous state agency which is attached to the college aid commission for organizational purposes only.

2. The council shall determine its own organization, draw up its own bylaws, adopt rules under chapter 17A, and perform other functions which may be necessary for and incidental to the administration of this chapter, including the housing, employment, and fixing the compensation and bond of persons required to carry out council functions and responsibilities. A decision of the council is final agency action under chapter 17A.

3. The council shall be located in the college aid commission offices.

4. The administrative functions of the council shall be performed by the college aid commission.

Section 6. NEW SECTION. 257B.6 FUNDS—COMPENSATION AND EXPENSES OF COUNCIL.

The director of revenue and finance shall account for all funds received and expended by the council. The members of the council, except those members who are legislators or state employees, shall be paid a forty-dollar per diem and shall be reimbursed for actual and necessary expenses. All per diem and expense moneys paid to nonlegislator members shall be paid from funds appropriated to the council. Legislator

members of the council shall receive compensation and expenses pursuant to sections 2.10 and 2.12.

Section 7. NEW SECTION. 257B.7 FUND CREATED AND TRANSFER OF MONEYS.

The Iowa higher education council fund is established in the office of treasurer of state. The fund shall be an endowment for the council and moneys deposited in the fund shall not be expended, but shall be invested by the treasurer of state in investments authorized for the Iowa public employees' retirement fund in section 97B.7.

The council may accept gifts, grants, bequests, other moneys, and in-kind contributions for deposit in the fund as a part of the endowment or for the use of the council.

Gifts, grants, and bequests from public and private sources, federal funds, and other moneys received for the endowment shall be deposited in the fund. Interest earned on the fund shall be transferred by the department of revenue and finance to the credit of the council at the request of the council and shall be used by the council as authorized by this chapter.

The council may transfer moneys credited for the use of the council not encumbered or obligated on June 30 of a fiscal year to the fund and those moneys shall be considered interest earned by the fund and may be transferred back to the credit of the council at the request of the council at any time.

EXPLANATION

This bill establishes a higher education council within the college aid commission to develop and promote planning, cooperation, and coordination of resources for postsecondary education. The bill also establishes a fund, in which funds received from public and private sources can be deposited, to assist the council in carrying out its duties.