

Contact: Diana Gonzalez

INTER-INSTITUTIONAL COOPERATION TASK FORCE PROGRESS REPORT

Action Requested: Receive the progress report of the Inter-Institutional Cooperation Task Force.

Executive Summary: The Inter-Institutional Cooperation Task Force report approved by the Board of Regents in February 2010 (Agenda Item #17) included three academic areas that were examined by the Council of Provosts for institutional cooperation – distance education; study abroad; and recruitment and retention of Iowa minority students. The Board requested that a progress report showing implementation of the action steps be presented in September 2010. Due to scheduling conflicts, the report was deferred to February 2011.

This report addresses the Board of Regents Strategic Plan priorities of “educational excellence and impact” and “economic development and vitality.”

Background:

The Regent universities continually strive to enhance administrative processes. During years of reduced state appropriations, it is critically important to focus on these efforts to aid in strategically reallocating limited resources. In the past, this review has been applied across the universities and has resulted in improved efficiencies, including collaborative purchasing, fleet operations, and shared risk management.

The Inter-Institutional Cooperation Task Force was created in 2009 to discuss academic and non-academic opportunities for consolidation/collaboration, business efficiencies, and shared resources. The Task Force collected pertinent information from the universities through the Board Office staff, and engaged university staff to review, discuss and gather information and appropriate data.

The focus of the Task Force¹ was to recommend opportunities to pursue, using criteria, such as, cost saving, not cost shifting; balancing short and long-term gains; improving quality; and retaining institutional identity and prioritizing identified opportunities.

The Board Office worked with the Council of Provosts to develop the academic elements identified by the Task Force – distance education; study abroad; and recruitment and retention of Iowa minority students to the Regent universities. The institutions were asked to consider opportunities for cooperation that promote efficiency and effectiveness; save time, money, and other resources; support core missions; best serve stakeholders; and better position the universities for future challenges. The outcomes of cooperative opportunities needed to include sustainability, strategic accomplishments, and implementation of essential changes.

The following is an update on progress related to the opportunities for cooperation identified by the Regent universities in the Inter-Institutional Cooperation Task Force Report.

¹ The Task Force was chaired by President Pro Tem Jack Evans; other members included President David Miles, Regent Ruth Harkin, and Executive Director Robert Donley. Board Office staff included Patrice Sayre and Diana Gonzalez.

Distance Education

While preserving and enhancing the uniqueness of the Regent universities, the universities explored opportunities to create joint Regent (and with other higher education institutions) course/program offerings, maximize use of distance education technologies, investigate expansion of participation and offerings of select programs in the Great Plains IDEA and other similar consortia.

The following elements were considered:

- 📖 Development of a policy that allows a student who is enrolled full-time at one of the Regent universities to take classes from one of the other Regent universities, on a space available basis, without additional tuition for full-time students if the course is not offered at their home institution.
- 📖 Development of opportunities to capitalize on exceptional faculty expertise by using technology to share selected courses among the Regent institutions and to determine the feasibility of broader application of existing cooperative models, such as the Bachelor of Liberal Studies and teacher licensure programs.
- 📖 Development of cooperative opportunities with community colleges to offer selected second year courses in such areas as engineering, science, and mathematics to insure community college graduates complete four-year degrees in a timely manner.
- 📖 Sharing fiscal and quality responsibility for necessary but low enrollment courses, such as foreign language courses.

GOAL	PROGRESS
<ul style="list-style-type: none"> ◆ Allow students to take courses and certificate/degree programs from among the Regent universities. ◆ Identify types and uses of course management and delivery software. ◆ Identify uniquely offered courses that meet requirements for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS). ◆ Identify unique world class courses that could be available to all Regent students. ◆ Review articulation agreements with community colleges for courses necessary for timely graduation. ◆ Share fiscal and teaching responsibility for low enrollment but critical courses among the Regent universities. 	<ul style="list-style-type: none"> ◆ ISU and UNI use Blackboard as a course management system and SUI uses ICON. Each university uses Adobe Connect-Professional for course delivery and SUI also uses Eluminate.live. Technical aspects are not an issue and should be transparent to the student. Panopto is used to capture content at each university. ◆ At its initial BLS advisors meeting, it was determined that approximately 30 courses can be shared. ◆ Planning for Spring 2011 courses with a global perspective occurred. A second-year course in Greek is scheduled for Fall 2010. ◆ The planning team is reviewing the ISU model for resource allocation.
<p>FURTHER DISTANCE EDUCATION COLLABORATIONS</p> <ul style="list-style-type: none"> ◆ Follow-up meeting with BLS advisors to plan for shared courses to be developed. ◆ Adopt fiscal reallocation model. ◆ Share and market existing DE courses among the Regent universities using IRIDE.² ◆ Support language courses using distance education technology. ◆ The Regent universities will implement a pilot project in Fall 2011 to share nine courses (three from each university). This effort will provide an opportunity to develop shadow courses, assess tuition, debug financial aid and technology, and develop a revenue/expenditure model. 	

² Iowa Regents Institutions Distance Education.
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Richer Study Abroad Collaboration

Educational opportunities for broadening the international perspectives and experiences of students, faculty, and staff members are an increasingly important element of the academic enterprise at Iowa's public universities. The breadth of potential international opportunities is substantial and the diversity of existing international activities at the universities suggests strong potential for beneficial collaboration that will enhance program quality and cost effectiveness. The result of more systematic collaboration in the international arena will be more broadly educated graduates who are better prepared to be effective contributors in the private and public sectors of our globally integrated economic and political environment.

An essential element for enhancing the international perspectives and experiences of students is the opportunity to study outside the United States for an extended period of time. Systematic collaboration in the development, enhancement, and implementation of study abroad programs will result in more widely available information about existing programs, as well as an increased variety of affordable international opportunities for students. Enterprise-wide collaboration will foster greater participation by students in international experiences that better prepare them for public and private life as global citizens following graduation.

The overarching focus of collaborative activity in the international arena is to increase affordable study abroad opportunities and participation by students. A second important emphasis is to increase international collaborative activities and participation by faculty and staff members. High quality, cost effective international activities that enhance academic programs and that leverage institutional strengths are fundamental objectives.

The following specific actions and associated metrics of progress are proposed as the initial elements of an increasingly systematic enterprise-wide collaborative approach to international educational experiences.

GOAL	PROGRESS
<ul style="list-style-type: none"> ◆ Revise study abroad websites at all three universities to publicize more prominently Regents' Study Abroad programs, as well as single university based programs that are available to students from the other Regent universities. Increase student participation in Regents' Study Abroad programs by 20% by FY 2015. ◆ Identify additional existing study abroad programs that are good candidates to become Regents' Study Abroad programs. Increase the number of Regents' Study Abroad programs to 12 by FY 2015. ◆ Identify sites outside the United States at which one of the three Regent universities has a study abroad program, international partner, and support infrastructure in place with capacity that would allow significant expansion of study abroad opportunities for students from the other two universities. ◆ Prioritize sites that expand the diversity of countries and types of international experiences beyond those already available through existing single university programs. Implement infrastructure leveraged collaborative study abroad programs at six sites by 2015. ◆ Develop a Regents' undergraduate certificate in globalization by July 1, 2012. This certificate would document additional preparation and experience in the international arena in conjunction with a disciplinary undergraduate degree. ◆ Develop a Regents' graduate certificate in globalization by July 1, 2012. This certificate could be attractive to working professionals, as well as current graduate students, who wish to document additional competence in the international arena. ◆ Investigate mechanisms for increased collaboration to offer non-English language instruction through distance education technology to enable students at all three universities eventually to have access to all languages that are taught at any of the universities. Initiate collaborative distance language instruction of one non-English language by Fall 2011 and at least three non-English languages by Fall 2015. 	<ul style="list-style-type: none"> ◆ Regents' International Study Council (RISC) enhanced study abroad website to publicize opportunities more effectively. ◆ RISC annually tracks participation in Regents' Study Abroad programs. ◆ RISC approved Cork, Ireland as the 9th Regents' Study Abroad program. ◆ High potential additional programs under investigation include Rome (ISU), India (SUI), and Greece (UNI, ISU, SUI). ◆ Second year Greek was offered by SUI through distance education technology to ISU students in Fall 2010.
FURTHER STUDY ABROAD COLLABORATIONS	
<ul style="list-style-type: none"> ◆ RISC survey of additional potential Regents' Study Abroad programs and collaborative sites is scheduled for discussion in Fall 2010. ◆ Templates for Regents' globalization certificates will be developed by May 1, 2011. ◆ Hebrew has been identified as a second potential language to be offered through distance education technology. ◆ Additional languages to be offered through distance education technology are under discussion. 	

Outreach to and Recruitment of Iowa Racial/Ethnic Minority Students to Regent Universities

Increasing higher education opportunities for Iowa racial/ethnic minority students is an educational and economic imperative for the Regent enterprise, given the State of Iowa's changing demographics. In particular, the Latino/Hispanic population is the largest and fastest growing group in the state; however, few Latino/Hispanic students undertake a post-secondary education. Students who do not prepare for some form of post-secondary education limit their life opportunities and reduce their contributions to Iowa's economic and civic future.

Rationale for an Enterprise-wide plan:

The vision is to develop a Regent-wide plan and work collaboratively with the Iowa Department of Education (DE), community colleges, and local school districts to encourage more Iowa racial/ethnic minority high school students to attend and graduate from college, regardless of whether they attend SUI, ISU, or UNI or where they begin or complete their academic career.

Action steps:

In order for the Regent universities to successfully support underrepresented minority students to graduation, there is a need to recruit underrepresented minority students who are prepared to succeed at the universities in numbers sufficient to approach a critical mass. A pool of college-ready students is a prerequisite for successful recruiting. Therefore, the following pool development and inter-institutional collaborations are being implemented.

GOALS	PROGRESS
<ul style="list-style-type: none"> ◆ Publish and distribute a document emphasizing the value that the Regent universities place on a diverse student body, the resources available to support underrepresented minority students, and the pathways to admissions to and success at the university. ◆ Extend the potential of community college collaborations to include a focus on diversity because many underrepresented minority students choose to begin their studies at community colleges. ◆ Investigate a pilot project, working collaboratively with the Iowa Department of Education, community colleges, and local schools, to seek funds from state, federal, or private grants to encourage and assist underrepresented minority students to take the ACT. ◆ Develop an assessment plan for these actions and metrics for enrollment growth to evaluate the effectiveness of the action steps and ensure that progress is being made. 	<ul style="list-style-type: none"> ◆ An inter-institutional committee has been formed. ◆ There was a continued distribution of a joint institutional folder to all Iowa 8th graders in Fall 2010. ◆ Partnerships with Iowa community colleges are a prerequisite to working on diversity initiatives. SUI, ISU, and UNI have completed agreements with all community colleges. ◆ Examination of data indicates need to focus on greater development of pool of students at an earlier age. ◆ Collecting data on effective means of promoting college as a viable option at a younger age and to families. ◆ Seeking to identify and understand all existing efforts; coordination is important.
<p>FURTHER STUDY ABROAD COLLABORATIONS</p> <ul style="list-style-type: none"> ◆ The inter-institutional committee will schedule regular meetings during the year. 	