

---

# Findings of the Committee Reviewing the College of Education, University of Iowa, September 22, 2017

## Introduction

The College of Education (CoE or the College) at the University of Iowa has a long and rich history of teaching, research, and service in education. The College boasts the nation's first department of education, started in 1872, and five of the six first graduates from the University of Iowa received degrees in teacher education. The College is recognized nationally as a leader in standardized testing, beginning with the scholarship and entrepreneurship of E.F. Lindquist and continuing with the Iowa Testing Program. The College's work has generated the highly successful spin-off companies ACT and Pearson Education, both leaders in standardized testing. Against this background, the Review Committee offers its input and advice with the aim of continuing the College's impact.

The last review of the College of Education is unknown, as no previous report could be located by the College or the Provost's Office. The last likely review was in the 1990s, estimated by considering the College's history through the 2000s. Without a previous report to compare against, the Review Committee focused on recent initiatives on teaching, research, and service in the College and on the future directions discussed in the College's Self Study document.

This review draws from many sources, including the College's Self Study document, prepared under the previous Dean, and on-campus meetings with Provost Sue Curry and Dean Daniel Clay. Within the College of Education, the Review Committee met with the Executive Council (consisting of Associate Deans and DEOs), Faculty Advisory Committee, External and Internal Center Directors, Senior Staff directing HR, finance, and communications, Staff Council, and both graduate and undergraduate student representatives. The committee also met with designees from units and offices outside of the College. These meetings included the Associate Provosts, Deans and Associate Deans from the other Colleges on campus, and the Vice President and Associate Vice President of Student Life. These outside meetings also included representatives from finance and operations, human resources, information technology, development, and the Superintendent and Assistant Superintendent of the Iowa City Community School District.

## Part I: Response to Charges

Provost Curry charged the Review Committee with examining the CoE around three of the pillars of the 2016-2021 University of Iowa Strategic Plan. The Provost directed the committee to focus on specific questions or issues within each pillar in the Strategic Plan: Research & Discovery, Student Success, and Engagement.

### Charge 1. Research & Discovery.

- Identify where current strengths within the College meet future opportunities for innovation to address emerging state and national needs
- Identify opportunities to leverage the College's research centers to increase scholarship, grants, and strengthen academic programs
- Identify opportunities to bring intellectual property to market and meet current and future demands and generate new revenue streams for the College

---

Research and scholarship in the College are generally strong, and the College's previous strategic plan outlined several specific goals regarding scholarship, including increasing the number of peer-reviewed articles in top-tier journals and the number of faculty submitting grant applications. The self-study reports that the trend has remained stable for publications but that grant submissions have increased since 2013. The new faculty evaluation process instituted over the past several years encourages continued scholarly production and now uses merit raises to reward faculty with satisfactory teaching, research, and service. Such measures are useful to incentivize faculty and units to be as productive as possible in their scholarship. However, comments during the review meetings indicated to the committee that the evaluation process was surprisingly top-down in design and implementation. Clear communication and shared governance should remain priorities, particularly around resource allocation issues. The College has tremendous scholarly potential and should fully leverage that potential around areas that show the most potential for impact.

The Teacher Education Program (TEP) is an area that will be important for current and future state needs. Although the College is undoubtedly the strongest, most nationally visible in the state, the perception remains in the state and in the Board of Regents that the University of Northern Iowa houses the state teacher education program. To highlight its unique position in training Iowa's educators, the College should be aggressive in making research more visible, particularly research that improves or assists education in the state of Iowa, which will be relevant for state and local school leaders and politicians. For example, the College could recruit student presenters to apply to the annual Research in the Capitol program; undergraduate research from the Belin-Blank Center has been highlighted at previous Research in the Capitol sessions. The committee heard about unique degree possibilities that would be useful across the state, such as a joint program with the Tippie College of Business to provide educational administrators with a joint MA/MBA degree. Such a program would ally strong programs at the university and create a degree program distinct from others in the state (and many in the nation). Similarly, exploring undergraduate-to-graduate programs could highlight the College's innovation in research and teaching and, again, distinguish it in the state.

The College has much potential for scholarship and new revenue streams through its faculty and research centers. Of particular note are Iowa's strong tradition of test development and the highly visible, productive startups that emerged from this tradition, notably Pearson Education and ACT. Perhaps the most likely potential for future scholarly opportunities and new revenue streams lies in the evolving nature of educational testing. The testing landscape, however, has changed dramatically with the addition of state consortium tests, and this landscape has already posed a challenge to the College's long-standing legacy in this area, specifically the Iowa Department of Education's choosing a different vendor and test for the state's assessment in fall 2017. Although the Iowa Assessments are used currently by the state, the instrument's future use is not a certainty. This transition belies a need to stress innovation and leadership in existing areas where the College is a recognized leader—not only in testing—and to explore new avenues for scholarship, funding, and entrepreneurship. The College should explore ties across campus or to other content areas such as big data initiatives, connections to STEM fields in other colleges, social-emotional assessment for education, and learning theory (via the Delta Center). The other collegiate deans indicated that the College of Education was a highly collaborative partner on such topics, and those collaborations should be nurtured and developed for their scholarly potential.

## Charge 2. Student Success.

- Evaluate the strength of graduate programs in the College to determine which to close or combine to increase quality and bring new efficiencies

- 
- Identify opportunities to deepen the College’s pool of graduate program applications with a goal of improving the quality and increasing the diversity of the graduate student population
  - Assess the College’s efforts in the areas of diversity and inclusion

The College offers graduate degrees in programs in all four departments and an undergraduate B.A. through the Teacher Education Program. Doctoral programs at the University of Iowa were reviewed in 2016 by the Graduate College. In the final report, the College’s four departments were all classified as having ‘Sustainable’ doctoral programs. A sustainable designation indicated that the reviewed programs were performing well but could be strengthened to improve national ratings and graduate student success.

Many of the graduate programs have strong enrollments, and the College has shown forward thinking in its development of online courses and pending international programs. The College also has shown the willingness to close graduate programs where necessary. In any reorganization, the committee would again recommend an emphasis on openness and transparency. For example, the recent move of the Couples and Family Therapy program into the Psychological and Quantitative Foundations (P&Q) department raised concern among some faculty. Moving forward, the College could consider next assessing programs small in either faculty or students. One Ph.D. program, Rehabilitation Counselor Education (RCE), is listed as no longer accepting applications. This is the result of a departmental decision in merging the PhD programs in Rehabilitation Counselor Education and Counselor Education and Supervision. The rationale for the merger was (1) following professional trends, (2) better experiences for RCE students, and (3) departmental efficiency. Similarly, in the Department of Teaching and Learning, there is considerable overlap among different programs (e.g., Science Education and Mathematics Education), and combining or clustering the various programs, where feasible, could strengthen the resulting groups and provide students with a larger peer community.

College leadership expressed a need to further examine and grow undergraduate program offerings. Staff and faculty echoed this need and reinforced the positive opportunities that offering the bachelor degree in elementary education brings to the College. In terms of undergraduate degree programs, the topic of pursuing national accreditation arose several times, and there seems to be a consensus, within the college, that national accreditation is unnecessary given state accreditation processes and the need to stay consistent with other Regents institutions. At the same time, there were concerns expressed by many regarding the reduced entrance requirements for undergraduate admission into the college. The change in admission requirements appears to be an attempt to increase numbers in the college, especially with regard to students from diverse populations. Despite the associated cost, pursuing national accreditation may be a positive direction that would require the college to implement more rigorous admission requirements, and also would provide the framework for growth, accountability, and continued excellence that the college is looking for in terms of undergraduate degree offerings. Another avenue for increasing the visibility of Iowa’s TEP over other programs in the state would be to highlight opportunities that make Iowa’s program unique should be made visible to potential undergraduate TEP students, such as the Honors Opportunities Program and the “Tomorrow’s Teachers Today” living learning community in residential housing.

Additionally, the human relations minor offered from the Rehabilitation and Counselor Education Department is a popular and well-structured program. There was some discussion of evolving this minor into a major, and the college would benefit from collaborating with other colleges and departments, such as Social Work, Sociology, and Psychology, to grow this option.

---

Fostering increased student leadership opportunities for undergraduate students has been an institutional focus for a number of years. The Division of Student Life leadership is interested in collaborating with the College of Education to grow leadership programs and expand on student leadership competencies. Currently, leadership courses are offered under University College, but the College of Education seems uniquely poised to partner with Student Life and the Tippie College of Business to advance this endeavor.

Finally, the topic of diversity and inclusion became a theme throughout the committee's two-day review. Although there was acknowledgement that the College of Education plays a critical role in campus-wide approaches in this area and that there are expectations for the college to be a campus leader regarding inclusion efforts, it was evident that were concerns surrounding the College's approaches and current climate. Therefore, the committee will elaborate on its observations and recommendations below in this document; however, it is important to comment on the role of diversity in terms of undergraduate student success and career preparedness. When asked about how the College approaches issues surrounding diversity, undergraduate student representatives shared that diversity is discussed in classroom settings and they have observed a growing emphasis on teaching English Language Learners (ELL). The focus on ELL is especially critical given local and state needs as discussed with Iowa City Community School District leadership, who noted that they have been experiencing significant growth in refugee populations (many of whom necessitate English language instruction) coupled with ELL teacher shortages. However, one undergraduate student responded that diversity sometimes is framed as "things to keep in mind" and the focus is one of "equal opportunity." Some faculty, in other forums, shared that this mindset and approach is problematic and there is a greater need to focus on equity and inclusion as opposed to equality and representation.

To provide students with a genuine introduction to diversity and inclusion will require support from and the development and retention of junior minoritized faculty. In some forums, the need for mentoring of junior minoritized faculty was discussed, and this should be a priority focus because of its ability to contribute to a climate of inclusion in the College and to the retention of junior scholars.

### Charge 3. Engagement.

- Is the College tactically working to align collegiate resources and messaging with important needs within the State of Iowa?
- Is the College in a position to enhance cross-college and interdisciplinary collaborations?

The College of Education demonstrates a proactive and highly effective commitment to public engagement and outreach. Through a variety of initiatives, the College endeavors to sustain collaborative connections with a range of stakeholders and increase its visibility throughout the state and beyond. The College is also in the process of developing innovative interdisciplinary projects with other UI units. The answer to both questions regarding engagement is a clear 'yes.'

Given that education is a public good, the University of Iowa's College of Education is *de facto* publicly engaged. Thus, through its teacher training programs and student teaching placements, the College maintains direct connections with K-12 schools in Iowa as well as outside the state; the Office of Student Field Experiences oversees the teaching practicums and 15-week student teaching experiences mandated by the Iowa Teaching Licensure system; the CoE centers conduct research on evaluation, measurement, and assessment and have a direct impact on the instruments and metrics used to appraise K-12 student achievement; the Belin Blank Center supports gifted and talented education with programming for students from around the state and the globe; and the CoE departmental course

---

curricula are sensitive and responsive to requirements and initiatives generated by the State Department of Education as well as by local school districts.

Beyond these institutional structures that work to link the College of Education with state, national, and international school systems, the College is assiduously developing ways to optimize collaborative working relationships with various communities and foster outreach through strategic communication and publicly engaged scholarship and teaching. One such mechanism is the College of Education Advisory Board, created in 2015 by former Dean Nicholas Colangelo. The board meets regularly to discuss policy and curricular issues as well as to assist with fundraising for the College, and it is one avenue through which the collegiate administration engages actively with external stakeholders and maintains meaningful connections with the professional world.

The College also utilizes its Office of Strategic Communication (OSC) to promote and publicize the activities of faculty, staff, and students. OSC staff members work closely with the UI Office of Strategic Communication. Using a combination of social media and traditional print outlets, the CoE OSC writes and disseminates news releases about college activities, publishes an alumni magazine showcasing collegiate achievements, and produces the College's annual report. This office has also developed a marketing and branding policy complete with logo. In addition, OSC staff and Dean Clay have regular meetings with development officers to discuss fundraising and event planning.

Interdisciplinary Activities and Outreach. College of Education faculty members are actively participating in cross-disciplinary programs at the University of Iowa aimed at forging connections and developing innovative teaching and research projects. Notable examples of interdisciplinary activities in the College include collaborations with UI College of Engineering faculty to develop STEM education programs at the Kirkwood Regional Center; graduate certificates in College Teaching and Online Teaching, which are open to UI graduate students from all departments and colleges; the UI REACH program, a transitional certificate program for students with disabilities; and the possible development of a joint MBA/EdD degree program with the Tippie College of Business.

The College fosters outreach through its support for a range of programs. Noteworthy examples include:

- The Center for Disability Research and Education (CDRE) is currently collaborating with a local educator who has developed a reading intervention to design and conduct research to develop an evidence base for her work.
- The Innovation Institute is a two-week summer residential computer and technology innovation program for talented high school students to identify a community problem and develop a rapid prototype computer solution. The Institute is a partnership between the Belin-Blank Center in the UI College of Education and the Jacobsen Institute for Youth Entrepreneurship in the UI College of Business.
- Several faculty members in the College engage in visible outreach efforts, including directing the Oakdale Prison Choir, a musical ensemble for incarcerated people at the correctional facility, coordinating the Community Stories Writing Workshop for homeless people at Shelter House in Iowa City, and working with the adult and family literacy project in West Liberty, IA, exploring how to address communication issues between immigrant parents and teachers in West Liberty.
- College of Education faculty members have received Community Impact Grants for supporting their outreach efforts and scholarship.

Fundraising. Fundraising campaigns have been very successful, with \$55 million raised for the CoE in the last campaign (far exceeding the initial goal of \$35 million). Lynette Marshall, president and CEO of the UI Center for Advancement, believes that the CoE is well poised to attain its development goals. The

---

College has two full-time development officers at the UI Center for Advancement. Ms. Marshall noted that Dean Clay is eager to engage with alumni and has thoughtful ways of interacting with them: about 11 percent of alumni are donors to the College. Current fundraising targets include space needs and remodeling of space; creating a global education center, and expanding international outreach through study-abroad programs as well as opening up student teaching opportunities overseas.

## Part II: Strengths, Challenges, and Recommendations

The following three sections reflect the Review Committee's views on several aspects of the College's operation that emerged during our on-campus meetings. Several of the challenges and recommendations also align with the pillars from the university's strategic plan, and several points below expand on the specific charges given to the committee.

### 1. Strengths.

#### **1.1. The College is well-respected, especially in specific fields.**

The College is well respected across campus. The Deans on campus spoke highly of the College, as did senior level administrators. Nationally, the College is ranked 43rd in the most recent U.S. News ranking (31st among public institutions), with Higher Education 11th. This ranking places the College above several campus professional schools (e.g. Engineering, Business), and below the most well regarded (e.g. Law, Medicine). We note that the College's ranking could be boosted most easily by increasing external funding expenditures and improving its peer assessment score. The institution has a long and storied history in the field of testing and measurement, with several centers still well recognized, though the Iowa Assessments, which multiple individuals referred to, is not nearly as prominent as it once was. Other disciplines are also well regarded within the College and across the university, though without any systematic data or external validations reported.

#### **1.2. The College has good relations with the Iowa City Community School District.**

The Review Committee met with the local superintendent and assistant superintendent, who were both effusive in their praise for the College. The Dean and faculty have worked hard to nurture this relationship. Although we did not meet with any other school district or state leaders, we assume the same kind of strong relationship exists with others in the larger P-12 educational context.

#### **1.3. The College's leadership appears to have widespread support within the College and across campus.**

The new Dean, Daniel Clay, was appointed in July 2016, and there is a new leadership team in the Dean's office. Dean Clay has quickly created a strong reputation among administrators at all levels across campus, and the College is engaged with many efforts across campus. The Dean has pursued multiple changes in the College that could be contentious to some, and the Review Committee heard no specific concerns about these changes.

#### **1.4. Morale is generally high, and people seem to like being in the College of Education.**

Overall, the Review Committee heard that faculty and staff like working for the College and that students believe they made a good decision in coming to the university and College. They are pleased with facilities. All doctoral students are supported.

#### **1.5. The College is involved with publicly-engaged scholarship.**

---

Faculty are engaged in a wide array of scholarship, and a number focus on community or public-engaged research that is important for a professional field like education. Part of the communication strategy is to focus on these efforts.

**1.6. The College is looked at as a leader for diversity thought on campus.**

A number of campus-wide leaders and administrators pointed to the College as a leader in campus efforts directed at diversity. Clearly, individuals in several departments across the College focus their research on issues of diversity that is providing support to campus-wide efforts.

**1.7. College salaries appear to have kept up with peers better than most academic units on campus.**

The recent salary raise exercise on campus indicated that College of Education salaries were close to those at peer institutions (95% of peers). We did not review salary data extensively, but standing relative to peers was a positive finding, especially in the broader context of the University of Iowa campus. One caution is if the peer comparisons were based on means or modes, which provide a better calculation for the typical faculty members' salary comparisons, controlling for the possibility of a few highly paid individuals distorting the mean.

**1.8. The College has aggressively moved to the online space and added minors and other new programs to bolster student credit hour productivity.**

Nationally, Colleges of Education have experienced severe declines in enrollment since 2010 (as much as 40%). The College at Iowa is undertaking appropriate measures to maintain and potentially grow enrollments in this environment. Although the Self-Study reported some enrollment declines at the graduate level, the undergraduate trend is positive. College leadership reported that Fall 2017 enrollments were strong.

**1.9. The College has made good use of other university resources.**

These include the University Iowa Writers Workshop for English Education, the Honors Program for high-ability student education, and fund-raising/development. There likely are others the Review Committee is not aware of, but the College should be recognized for these efforts.

## **2. Concerns and Challenges to Address.**

**2.1. The College faces many unknowns centering on the future of the budgeting process.**

This is a campus-wide issue, but the lack of information on priorities or processes, timeline, data, etc. is unhealthy. The committee sensed that many people appeared 'on hold' and were waiting to see what will unfold. A clear timeline and set of expectations should be widely shared and regularly discussed as the new budget model is developed and emerges. Transparency needs to be a goal – for example, understanding of the distribution of F&A was unclear to most everyone below the Vice President level. It may be that these dollars are fairly shared within the general fund, though it was a point of confusion within the College and beyond.

**2.2. Diversity.**

As stated above, individuals from across campus indicated that the College was the thought leader for the university on issues of diversity. Clearly, there are faculty members in the College whose work is helping to shape Iowa's thinking on the topic of diversity. But the committee was struck with the glaring lack of focus on diversity in our discussions with faculty and administrators in the College. Diversity was not highlighted in the self-study, except for reporting of demographic information (which also was not well-defined; for example, what counts for diversity?), nor was there infrastructure support for diversity.

---

Given the high-profile events in higher education at Missouri, UVA and elsewhere, and the significance for issues of diversity, equity, and inclusion in the field of education, this lack of explicit emphasis was concerning. It appeared to the committee as if diversity is a non-issue. When the committee spoke with some stakeholder groups, we learned that diversity is not well addressed in the College. We heard concerns regarding the lack of support, especially in a community with so little diversity. Microaggressions were reported as common. The lack of a supportive culture for those from minoritized backgrounds is a serious matter warranting attention. To the point, one interviewee reported, “faculty are not as savvy as they think they are.” One stakeholder group reported low expectations among some faculty for minority student performance. The committee understands that diversity is a university-wide matter for attention, but given that the College is seen as a campus-wide leader in this area, it is clear there remains a distinct lack of understanding and much work to be done.

### **2.3. The College lacks professional accreditation in the Teacher Education Program.**

The self-study emphasized professional accreditation in a number of fields, including Counseling Psychology, School Psychology, Rehabilitation and Mental Health Counseling, Counselor Education and Supervision, and School Counseling. But the lack of professional accreditation in teacher preparation was glaring. Apparently, national accreditation is not required by the State of Iowa, which does its own review (as is true in all states). And the department of Teaching and Learning has undertaken a process to gather more robust data on students (e.g., TK20 and Taskstream assessments), and moved to the EdTPA as an assessment of student performance. The Provost was very concerned about the College’s decision to lower the GPA requirement for entry into teacher preparation, apparently based on a concern raised by an Iowan politician. It is unknown what the basis for such a decision was – ostensibly to grow enrollments – but it is in direct opposition to the College’s first priority in its Strategic Plan, which states – “IMPROVE recruitment, selectivity, and diversity of students, faculty and staff.” Such a decision would not have been possible if the teacher education program were accredited by the national professional accrediting agency, Council for the Accreditation of Educator Preparation (CAEP), as it would have put candidate selectivity below standards. Licensure-types of examinations/assessments are but one means for assessing teacher preparation programs (e.g. EdTPA and Praxis). We saw no evidence, for example, of employer or graduate surveys, of graduate impact on student performance based on valid and reliable data, etc. Moving to professional accreditation would require more complete data and assist with promoting the strengths within the program.

### **2.4. There exists a paucity of data for evaluations and decision making.**

The lack of data available to answer questions about program, faculty, and student performance was an obvious dilemma. There were no common metrics for assessment across any departments or programs. The Self-Study provided data on certain of the College’s Strategic goals, but nothing on a good many. Some of this problem stems from the lack of available institutional data at the university. In addition, common data sources that many universities subscribe to and rely upon are not available at University of Iowa (e.g., Academic Analytics). But the College’s lack of data to drive accountability and decision-making was obvious to the Review Committee, and it led to inconsistent and multiple gaps in data and measures across departments and programs in the self-study. For example, we could not examine the impact of increased numbers clinical and adjunct faculty had on research productivity over time.

### **2.5. Addressing internal in-efficiencies.**

It appears there are a number of low-enrollment graduate programs, particularly at the doctoral level. The Dean has made reviewing these matters a priority. At a time of constrained resources these should

---

be examined. Other financial issues include a loss of graduate fellowships, cannibalization of faculty lines, and faculty retention issues.

## **2.6. Lack of strong organizational structure/operating procedures for the College and departments.**

The College went through a reorganization in 2014, described in the Self-Study. However, it appeared that there remained multiple instances of weak structural and governing arrangements and expectations with an emphasis on program-based considerations instead of whole department or college considerations. The expectations for departmental governance and faculty input are not clear, and many faculty expressed unease with current operations. We met with the Faculty Advisory Committee (FAC). The members were unclear of their mission or purpose, who they report to or serve as a liaison between. It wasn't clear to us what their function was or how they served the College. There was no obvious channel of direct communication or exchange between the faculty and the dean's office. On the other hand, the Dean has a very large number of direct reports. The Dean reported implementing a new merit scheme, but it also wasn't clear how that was developed or who specifically approved it. This laissez-faire approach to governance and process could be a recipe for potential problems and should be addressed.

A related issue was raised by students. They raised what seemed to be legitimate concerns about the approach and applicability of a required intermediate statistics course for all doctoral students. While reviewing the specifics of an issue like this is well beyond the purview of this review, the lack of a clear process for students to pursue for raising their concerns is related to the issues we are highlighting about weak processes and governance procedures. Curricular requirements should be re-examined.

## **2.7. The College should examine relationships and contracts with centers.**

We did not have the opportunity to review memoranda of understanding (MOUs) or contracts with the various centers associated with the College. But several senior administrators lamented the "sweetheart deal" that one testing center has. The implication was that both the university and college were being shorted in funding. The Iowa Testing Center has a distinguished history, but its prominence has waned in recent years. Trends at a national level predict a continued decline, so much so, that the college should prepare itself to develop alternative/replacement revenue. It also appeared that the Dean had a large number of direct reports given the multiple numbers of centers within or associated with the College. A review of existing relationships with revenue-producing centers is warranted.

## **2.8. Need to strengthen faculty involvement and coordination.**

A number of College faculty, staff, and students mentioned how siloed faculty are across the College. This is a common criticism across much of higher education and not unique to the College. But, there are means for addressing the isolation, and this can only help the College, especially in the context and interdisciplinary approaches to the challenging problems educators face.

## **2.9. Need to enhance structured professional development opportunities.**

Such opportunities would be especially important to help faculty stuck in rank, to develop future leadership, and to mentor minoritized faculty including women. The College also needs more research productivity especially beyond the College Centers to achieve greater national notoriety, which may require professional development around grant writing and other research-related processes.

# **3. Recommendations.**

## **3.1. Develop common metrics for assessment with clear expectations for necessary data.**

---

Many universities use data on standard metrics like time to graduation, number of graduates, research dollars per faculty member, citation indices, student credit hours generated, student, faculty and staff demographics, etc. The College should identify what shared metrics each program and department should report on each year, as well as individualized metrics given the idiosyncrasies of each program/department. The Dean indicated an awareness of this need, being a devotee of the Baldrige Framework which addresses the importance of performance metrics.

**3.2. Review current organizational structure and operating procedures.**

Policy and governance documents regarding organizational structures, policies, and processes are available to faculty but should be created or revised when relevant (such as the relatively recent policies regarding merit raises), particularly as the College's culture changes with the new dean. Committees should have clear missions and expectations. Reporting expectations should be clear. Departments should meet regularly for specified purposes. Greater communication and transparency across the College should be the desired outcome and will become a necessity with a responsibility-centered budget model for distributing financial resources. Take great care with any mergers of programs or departments; generally, these take 5-10 years to gel and/or to realize financial savings.

**3.3. Conduct a thorough audit of all graduate programs, looking for ways to combine or eliminate small enrollment offerings. Re-examine course minimums for student enrollments (6 for grad classes and 10 for undergrad classes are low).**

**3.4. Pursue professional accreditation in educator/teacher preparation through CAEP.**

**3.5. Develop a diversity agenda to attach to the strategic plan with student, faculty, and staff input.**

The agenda should include clear and measureable goals that are reported out periodically. It will require creating a specific definition of diversity. As part of this diversity work, administering a culture survey on a regular basis is typically used to identify areas of concern, assess progress, and to set strategic priorities.

**3.6. Create avenues for more faculty collaboration.**

Clearly, regular meetings of all departments should be the norm to help breakdown some of the silos. A stronger vision for how the College will become "best in class" needs to be developed along with a corresponding and aggressive research agenda.

**3.7. Review existing contracts, memoranda of understanding, and relationships with research/testing centers to make certain the College's needs are addressed. Review reporting lines for efficiency.**

**3.8. Create a means for students to express concerns about programs with clear feedback loops explaining decisions. Review the grievance procedures for clarity, access and applicability.**

**3.9. As the new budgeting model emerges, be transparent as to how dollars are generated and targeted.**

A new entrepreneurial ecosystem and culture will need to be built and additional revenue streams will need to be developed. The dean believes there is a lot of intellectual property that is not leveraged currently. Create a faculty budget advisory committee to increase transparency and to allow more people see, understand, and work with the new budget model.

---

## The Review Committee:

Cheryl Achterberg, Dean  
College of Education and Human Ecology  
The Ohio State University

Mirra Anson  
Director of Academic Support and Retention  
University College  
University of Iowa

Meenakshi Gigi Durham  
Associate Dean for Outreach and Engagement  
College of Liberal Arts and Sciences  
University of Iowa

Rick Ginsberg, Dean  
School of Education  
University of Kansas

Keri Hornbuckle  
Professor, Civil and Environmental Engineering  
College of Engineering  
University of Iowa

Shaun Vecera, Review Committee Chair  
Professor, Department of Psychological and Brain  
Sciences  
College of Liberal Arts and Sciences  
University of Iowa