



OFFICE OF THE EXECUTIVE  
VICE PRESIDENT AND PROVOST

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August 20, 2018

Dan Clay  
Dean, College of Education  
University of Iowa

Dear Dan:

In accordance with University of Iowa policy all colleges are required to undergo a review at least every seven years and the Executive Vice President and Provost is responsible for organizing and directing the process and formulating conclusions.

In FY2018 the College of Education underwent a collegiate review which included a self-study, an internal and external review, and a collegiate response. The College of Education was asked to prepare a self-study in accordance with UI Operations Manual guidelines with a focus on its organization, function, and current challenges. The internal and external reviewers were asked to evaluate the degree to which the College supports the UI Strategic Plan's research and discovery, student success, and engagement pillars and assess how the College can achieve progress toward that plan within its current budget. In March of 2018, the College of Education submitted a response to the internal and external reviewers report. The response corrected a factual error and reported that the College of Education did indeed complete a full review in 1998 and started a review in 2005-06 that was interrupted due to a leadership transition.

The internal and external reviewers identified the following strengths, with which I enthusiastically agree:

1. The College is well-respected, especially in specific fields.
2. The College has good relations with the Iowa City Community School District.
3. The College's leadership has widespread support within the College and across campus.
4. Morale is generally high, and people seem to like being in the College of Education.
5. The College is involved with publicly-engaged scholarship.
6. The College is looked at as a leader for diversity on campus.
7. College salaries appear to have kept up with peers better than most academic units on campus.

8. The College has moved aggressively in online education and added minors and other new programs to bolster student credit hour productivity.
9. The College has made good use of other university resources.

The items below were identified by the internal and external reviewers as areas of challenge for the College of Education. These challenges are addressed further in the recommendations.

1. The College faces many unknowns centering on the future of the budgeting process.
2. Diversity
3. The College lacks professional accreditation in the Teacher Education Program.
4. There is limited data for evaluations and decision making.
5. Lack of strong organizational structure/operating procedures for the College and its Departments, which contributes to internal inefficiencies.
6. The College should examine relationships and contracts with centers.
7. Need to strengthen faculty involvement and coordination.
8. Need to enhance structured professional development opportunities.

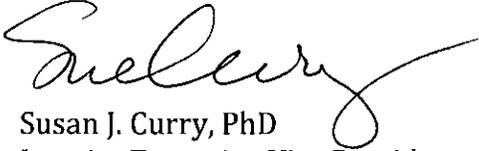
After reviewing recommendations developed by the internal and external reviewers and the College of Education's response to the review report, I expect the following:

1. *Develop common metrics for assessment with clear expectations for necessary data.*  
In March 2018, the College of Education hired a director to lead its new Office of Assessment. The director, in consultation with collegiate leadership and faculty, will develop an overall framework for the College to meet accreditation standards and will develop measurable outcomes to assist with meeting strategic plan targets. Standardized metrics will also be helpful when assessing performance of programs and departments and will allow for making informed, transparent decisions.
2. *Review current organizational structure and operating procedures.*  
The College of Education is developing a website that will centrally house information related to shared governance, such as bylaws and committee membership, charges, agendas, and minutes. It is also important to give faculty, students, and staff an opportunity to share information and concerns with collegiate leadership and to engage in developing strategic plan priorities. I encourage the dean and the leadership team to continue meeting with faculty and staff councils each semester and to meet with undergraduate and graduate student organizations to strengthen communication. Hosting open forums each semester would also increase transparency and keep faculty, staff, and students engaged in current activities.
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).*  
Continue monitoring graduate program enrollment and maximize efficiencies by phasing out programs that are not viable, merging smaller programs where possible, and develop a recruitment plan to grow enrollment. In addition to graduate programs I encourage you to look at individual course enrollment to find teaching efficiencies.

4. *Pursue professional accreditation in educator/teacher preparation through CAEP.*  
Although continued monitoring of the impact on graduates' employment on not pursuing national accreditation is important, I encourage the College to pursue CAEP accreditation to enhance the College as a "destination" program nationally.
5. *Develop a diversity agenda to attach to the strategic plan with student, faculty, and staff input.*  
While a leader in diversity and inclusion initiatives on campus, the College of Education acknowledges that diversity and inclusion can be improved and has cultural competence and equitable action as a goal in their new strategic plan. Under this goal, I am pleased to see objectives related to increasing diversity of faculty, staff, and students. Increasing opportunities for faculty, staff, and students to participate in diversity-focused activities will also improve awareness and foster an inclusive environment. I look forward to seeing the metrics that will be developed to track progress towards meeting these objectives.
6. *Create avenues for more faculty collaboration.*  
Opportunities for faculty collaboration across departments and across campus should be developed as part of the new strategic plan. I encourage you to not only focus on research collaborations but also on teaching innovations.
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.*  
The College of Education has implemented a new process for review of contracts, MOUs, and centers to ensure consistency and efficiencies.
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.*  
As is mentioned in item 2, the dean and associate dean for academic affairs and graduate programs should meet with graduate and undergraduate student advisory groups each semester to provide a venue for sharing of information and concerns. Graduate and undergraduate students should be made aware of this process through the student advisory groups. Another mechanism to increase information sharing and transparency is open forums. Grievance procedures are in every course syllabi and could be added to the website for easy access.
9. *As the new budgeting model emerges, be transparent as to how dollars are generated and targeted.*  
A new budget model was implemented campus-wide in FY2019. As the new collegiate strategic plan is developed and annually reviewed its goals and objectives should align with the College of Education's budget. Provided there has been broad input from College of Education faculty, staff, students and stakeholders on initiative priorities this will provide transparency on how dollars are generated and spent.

The College of Education has talented faculty, staff, and students and is a highly-respected college on campus, in the community, and nationally. I am pleased to see that the College of Education is reviewing its programs and thinking innovatively towards development of online courses and other new minors and undergraduate programs. I am confident that under your leadership, and in consultation with your collegiate leadership team, the recommendations above will be addressed through the College of Education's strategic plan and progress will be reported on an annual basis to the Provost.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan J. Curry". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Susan J. Curry, PhD  
Interim Executive Vice President and Provost