

**Proposal for the Combination of
The College of Education and
The College of Family and Consumer Sciences**

**Iowa State University
October 18, 2004**

1. Summary

This proposal outlines a plan for combining the Colleges of Education and Family and Consumer Sciences, recommending that the combination take place July 1, 2005. The proposal is the culmination of eight months of discussion, research, and planning. On October 14, 2004 the Planning Committee reached consensus on this proposal and agreed that it was ready for distribution to the university community for consideration. This report and appendices, as well as all other information generated during the process, are all also available on the Planning Committee Web site at:

<http://www.provost.iastate.edu/educfcs/>

2. Review Process

On February 2, 2004, ISU President Gregory Geoffroy accepted the recommendation of Vice President for Academic Affairs and Provost Benjamin J. Allen that the university develop a plan to combine the College of Education and the College of Family and Consumer Sciences to create “important strategic advantages for faculty and students” and to generate administrative savings to be reinvested in the academic work of the new college.

On March 22, 2004, Provost Allen charged a 19-member Planning Committee for the Combination of the Colleges of Education and Family and Consumer Sciences (Planning Committee) with the task of producing a plan for combining the two colleges (see Appendix A for committee membership). The full committee met from March to October in a series of seventeen meetings and retreats, and conducted seven public forums and discussions, one Web-preference poll, one department-based preference poll, a student-run straw poll, and special meetings for faculty, staff, students, and alumni.

The Planning Committee appointed twelve workgroups to develop specific recommendations on key issues involved in the combination; those workgroups involved over 130 faculty, staff, students, and alumni in the planning process and have produced a series of sixteen reports that have provided the material from which this final proposal was crafted.

Over 30,000 post-cards were mailed to all alumni of the two colleges informing them of the activities of the planning process, and a Web site was maintained throughout the process providing public access to reports, minutes, video-streamed public forums, and media reports. The Web site also includes many other documents that describe the work of the colleges. An active correspondence has existed throughout the process with parties who have contacted the Planning Committee. The Faculty Senate Taskforce on Reorganizations was invited to attend meetings during Fall 2004.

Through all of these processes, a broad range of concerns has been addressed. Expert advice was sought from representatives of other universities who had considered or implemented similar administrative changes.

From October 18 to November 1, 2004, members of the two colleges will evaluate and comment on this proposal. Faculty in the two colleges will vote by Access Plus between October 27 and November 1. The Planning Committee will produce an addendum to this proposal incorporating these responses as it forwards the proposal to the Provost, the Faculty Senate, and the President.

3. Strategic Advantages to a Combined College

3.1 Description of College. Designed to enhance the future of its component disciplines, the new college will be positioned to play a foundational role in the twenty-first century mission of Iowa State University. Multiple and overlapping natural partnerships among the participating departments will allow the new college to provide enriched education for its students and to build partnerships that enhance the quality of its scholarship.

Upon approval, it will become the fourth largest college in the university, providing an opportunity for greater influence over university policy, planning, and decision-making. Three of the ten largest undergraduate programs and the largest graduate program will be part of the college; external funding is expected to exceed \$26 million annually; and key centers and institutes will continue to support groundbreaking interdisciplinary research within the new college.

The new college will build on the proud traditions of the programs in the current two colleges, programs that began as early as 1871 and were a key part of the growth of the university throughout the twentieth century. These programs have been and will continue to be central to the university. While budgetary challenges were a major factor in the decision to study a combination, this proposal is built on a recognition of the synergies that exist among many of the departments and programs in the two colleges. The proposal also acknowledges the potential for creating innovative programs and projects of national and international stature in continuing work in teaching and learning, research and creative activity, and engagement and Extension.

Through the work of the Planning Committee and the twelve workgroups, current operations and priorities have been evaluated and a more efficient structure has been created to support the new mission. As stated in the proposed mission statement, the college will bring together the faculty and staff expertise that provides an integrative approach to the quality of life for the individual, the family, the consumer, the community, and the schools.

3.2 Assumptions and Principles of Combination. The Planning Committee adopted the following assumptions and principles in developing the proposal:

- The two founding colleges have an equal contribution to make to a combined college, and the new administrative structure, leadership and management should honor that balance.
- The savings generated by the plan will be fully reinvested in the new college and accepted as the required reallocation proposed for FY06. The highest priority for these reallocated funds will be new faculty lines.
- All current academic programs for undergraduate, graduate and continuing education students will be retained.
- The current department structures will be retained.
- As they would in any college, further structural and programmatic changes may evolve later as departments and college leadership endorse.
- When specific procedures, policies, or practices are not mentioned in this proposal, it is assumed that they will continue as is, unless appropriate review and approval is conducted, according to university policy.
- During the transition period, the University will work with the college to support and facilitate the needed procedural changes resulting from the combination (e.g. advertising materials, Web site development, catalog changes, Foundation support).
- The workgroup proposals generated during this review process (available on the Web site) should be seen as guidelines to key issues as the new college is established. They also identify issues that will require additional consideration and faculty/staff input as the new college is established.

4. Savings Generated and Reinvestment Plan

Based on the proposed structure of the new Dean's Office and the Student Services Office, the combination plan would generate approximately \$500,000 in annual savings. These savings will be devoted to supporting the academic work of the college, with the highest priority placed on new faculty lines. The new Dean, in partnership with faculty and departments, will create a process for prioritizing the needs of the college, in line with the University's strategic plan.

Because there will not be time to hire new faculty by the beginning of FY06, the Planning Committee recommends as a first choice that the savings for that one year be invested in the proposed remodeling of the east wing of MacKay (first floor) to house the Student Services office of the new college. (Discussion of remodeling is on the Web site, under Deans Office Workgroup.) This plan would rehabilitate a space not adequately designed for the new use, and would create a single, welcoming environment for students. The remodeling is contingent upon receiving matching contributions from the Provost and President. An alternative for the first year of savings would be to create support for academic and scholarship programs.

As indicated above, in subsequent years, the savings would support the academic work of the college, with the highest priority on new faculty lines.

Other suggestions for new funding, as recorded in workgroup reports, have not been accepted, unless explicitly noted in this proposal.

5. Mission and Name

5.1 *Mission.* The proposed mission for the college is as follows:

The College provides an integrative approach to improving the quality of life for individuals, families, consumers, and communities by:

- *linking discovery, science, creativity, and practice;*
- *applying the knowledge of learning in all endeavors; and*
- *developing leaders for roles in research, education, business and industry, and health and human services.*

Core Values include:

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| • <i>Access</i> | • <i>Collaboration</i> | • <i>Community</i> |
| • <i>Creativity</i> | • <i>Discovery</i> | • <i>Diversity</i> |
| • <i>Entrepreneurship</i> | • <i>Leadership</i> | • <i>Learning</i> |
| • <i>Engagement</i> | • <i>Professionalism</i> | • <i>Service</i> |

5.2 *Name.* The college will bring together a unique set of six departments in fields for which there exists not one but many options for a college name. After collecting preference data on the possible name in several ways, from all groups connected with the college, the Planning Committee believes that two names would be viable options for the new college: 1) Education, Family and Consumer Sciences or 2) Human Sciences. Either name will be appropriate for the proposed plan for the new college (see Appendix B for a summary of pros and cons on the two names). The faculty will vote separately on the proposal and on the choice of a name.

6. Administrative Organization and Operations

The major budgetary savings to be realized from this combination will come from the re-organization of central offices in the two colleges. These central units fall into three categories, and a recommendation follows for each. The Planning Committee recommends that the new structure be reviewed two years after implementation.

6.1 *Dean's Office.* One Dean and three Associate Deans will provide leadership for the new college and will be joined by a staff as outlined on the organizational chart in Appendix C. Duties are delineated in the Deans Office Workgroup report. The plan includes a reduction of 2.5 staff positions as well as one dean and two associate dean positions and generates substantial savings. Discussions among the staff in the two current college offices and departments have resulted in a consensus that policies and procedures in the two colleges can be effectively combined.

The Associate Dean for Undergraduate Programs and Student Services and the Associate Dean for Graduate Programs and Scholarship/Research will have 0.75 administrative

appointments so that they can maintain scholarly work; the Associate Dean for Extension, funded in large part by University Extension, will remain full time. A term program assistant will assist the Communications and Development group in making the transition to the new college. The filling of the P&S staff positions will proceed according to university policy. Changes in merit positions will follow procedures outlined in the AFSCME contract.

After review of available space options and to minimize costs, the Planning Committee recommends that the second floor of the east wing of Lagomarcino house the Dean, the Associate Dean for Undergraduate Programs and Student Services, the Associate Dean for Graduate Programs and Scholarship/Research, and associated staff. The Associate Dean for Extension would move to the west wing of MacKay. The Communications and Development group would be located in the southeast corner of Lagomarcino, with space to house future growth in research functions. Minor physical renovations would make the Dean's Office more welcoming.

A Director of Licensure will be created using existing funds already devoted to this function and report to the Associate Dean for Undergraduate Programs (see details of this function on the Web site).

A proposed listing of the administrative duties in the new college is available under the Deans Office Workgroup segment of the Web site.

6.2 Student Services and Related Positions. Based on a review of the current functioning of Student Services operations in both founding colleges, the Planning Committee recommends a combined structure that draws from the strengths of both founding colleges to create an efficient and effective student services operation with enhanced services to students.

- The new Student Services office would include six full-time P&S staff positions with responsibilities in Classification, Recruiting and Retention, Advising Coordination, Minority Liaison responsibilities, International Programs, and Career Services. They will report to the Associate Dean for Undergraduate Programs and Student Services and be supported by three support staff. (See Appendix C.)
- The new structure results in the reduction of 2.5 positions (one classification officer, one minority liaison officer, and 0.5 support position).
- The filling of the P&S staff positions will proceed according to university policy. Changes in merit positions will follow procedures outlined in the AFSCME contract.
- Advising is currently administered both within departments and centrally. There is no proposed change to this structure.
- Student Services operations will be located in a single location with easy access to students, a renovated location on the first floor of MacKay (east wing). The savings generated in the first year of the new college would help to fund the renovations.

6.3 Technology. Maintaining current information technology (IT) services without interruption is a priority. The Planning Committee recommends a department-driven, centralized college system for IT. The two founding colleges have supported information technology (IT) in different ways. The College of Family and Consumer Sciences has three central IT support staff for a variety of functions: network administration/help desk, student lab support and Web site development, and educational technology assistance for faculty members using Web CT and other aspects of educational technology. The College of Education has one central support staff member for the IT help desk; Education departments provide additional support for student labs and faculty IT needs.

The Planning Committee proposes to continue current IT support staff positions with some reconfiguration of responsibilities. Based on department needs, the new college will create an appropriate combination of central college and department-based IT support that will include help desk, Web site development, student lab and instructional development support. The staff will report to the Dean and will remain in their current locations. These changes will be budget neutral.

In the future, there may be some combination of university IT services with the new college support system, if the coordination can be done economically and within the current budget allocations for IT from both colleges.

The Technology Workgroup is diligently pursuing development of an IT plan for the new college, which has involved working and sub-working group meetings over the summer, frequent meetings of the whole committee this fall, meetings with central ISU IT staff, and the administration and detailed analyses of faculty, staff, and student technology surveys. (See reports on Web site.)

6.4 Development and Foundation. Key to the success of the college will be the continued support of alumni and donors. While the founding colleges have two very different histories with alumni, the new college will be attentive to informing alumni about what is new and what is constant in the college. The Workgroup on Development and Foundation Issues has outlined issues that the new Dean and her/his development officers will actualize.

- The college will maintain two development officers and one alumni officer, with one support person shared with communications officers. The college will request from the Foundation the appointment of a third development officer to accommodate the workload in the transition. The term Program Assistant appointed in the Dean's office will also help in the transition. All should be housed in a single location in Lagomarcino.
- New accounts and campaigns will be developed for the college. As the University plans for a new capital campaign during 2004-05, the administration and members of the college will help outline the best strategies for supporting the new college through gifts. The college will honor the wishes of its benefactors and help them understand that the future of the new college will be brighter as they support the academic work of the new unit.

- The existing college-level development fund accounts will be retained as unique accounts and will be designated for use by the departments/programs/students currently in that college. Future gifts designated to “home economics,” “family and consumer sciences,” or “education” will be placed in the appropriate, existing accounts rather than being placed in an account for the new college.
- As outlined in the Workgroup report, all current MOAs and accounts at the college level should be reviewed to identify the appropriate uses of existing gifts. Living donors will be consulted and careful communications will go out to donors and friends. The Dean will review the current practice of placing a portion of undesignated estate gifts into the endowed portion of the development account.
- Future consideration should be given to assigning someone the responsibility of coordinating scholarships.
- Department or program gifts and accounts will remain with those units.
- University-level scholarship support designated “by college” should not be reduced as a result of the creation of the new college.

6.5 *Personnel Decisions.* University policy will be followed in dealing with personnel changes associated with the combination of the central offices.

7. Academic Functions

7.1 *Scholarship, Research and Creative Activity.* The new college will be in a position to enhance its national leadership in all areas of scholarship, research, and creative activity. Through the work of the college’s centers and institutes as well as through the efforts of faculty, staff, and students, both individually and in collaboration, the college will continue its focus on scholarship that integrates discovery, application, and learning. The report of the Workgroup on Scholarship, Research, Creative Activity, and Grant Funding outlines a possible shape of the college’s research priorities and structures and has been accepted by the Planning Committee. The specific recommendations in the report need further review by the new Dean, and to that end the Dean should appoint a committee, including representatives from the Workgroup, to continue to refine a research plan. The scholarship of faculty will make the college central to the university as it adopts a new strategic plan.

7.2 *Curriculum and Issues of Teaching and Learning.* There are no recommended changes to the curriculum at this time. The Workgroup on Curricular Issues has outlined the key issues that will need to be addressed by a combined college; these issues include the following.

- A college curriculum committee will need to study the role of general education requirements and the place of a core curriculum in the new college.
- The college Dean will lead a discussion of various accreditation issues, including the accreditation offered through AAFCS and TEAC. (See list of accredited departments and programs in the Curricular Issues Workgroup report.)

- The new college leadership should review orientation courses and processes for transfer students (especially DARS) with a focus on the potential for increased enrollments in the college.
- Involvement in the Honors Program will continue to be important and college members can work out minor differences in the two current programs.
- A top curricular priority of the new college should be a common system for collecting and reporting assessment information.

7.3 *Extension and Outreach.* While each of the founding colleges has responsibilities in the area of outreach and professional practice, only one college has a formal connection with and funding from University Extension. The Planning Committee recommends that the new Dean appoint a committee, headed by the Associate Dean for Extension, to explore means to create effective and mutually rewarding partnerships among the engagement efforts carried out within the various departments and the efforts of Extension.

- The Associate Dean for Extension and the Dean will work with the Vice Provost for Extension on increasing appropriation of Extension funds to the new college. Existing ISU Extension to Families funds should be reviewed and allocated to the highest needs consistent with the mission of the new college and ISU Extension.
- The Dean and Associate Dean, working with the ISU Extension Director for 4-H Youth Development and the Vice Provost for Extension, will explore the creation of a home for the ISU Extension 4-H Youth Development program within the new college.

7.4 *Governance.* This proposal does not recommend specific changes in policies or documents, but recommends that review of existing documents take place, beginning in spring 2005, as outlined in the report from the Workgroup on Governance. Key features of that report are the following:

- Current Promotion and Tenure policies should be maintained through spring 2006 while a new policy is drafted by an elected committee and approved by college faculty. Transition to the new document will be fully accomplished by fall 2008.
- Review of other college-wide committees should be coordinated by an appointed Committee on Committees; some changes can be implemented upon Regents' approval of the combination and others may require additional transition time. Students should continue to be included in committee membership as appropriate.
- Tenured/tenure-eligible and non-tenure-eligible policies for hiring and evaluation should be reviewed and consolidated during spring 2005.
- New policies and documents should be developed into a Governance Document which will require a faculty vote. Administrators can concurrently develop a separate Procedural Handbook.
- Coordination of these changes, including the development of the new Governance Document, should remain with the current Workgroup on Governance.

8. Implementation

8.1 Selecting a Dean for the New College. The Workgroup on Process for Selection of New Dean is continuing to gather information about the best way to select a dean of the new college and will issue a report on November 1, 2004. The selection process will follow standard procedures for administrative searches set up by the Provost (see <http://www.provost.iastate.edu/documents/admsearch/>). Within this framework, the work group will make recommendations about the process (including timing) to ensure that the search results in a strong and effective Dean. The search will not be initiated before approval of the combination by the Board of Regents.

8.2 How the Process Moves Ahead. If the proposal is recommended for approval by the university and forwarded to the Board of Regents, an implementation committee of faculty and staff in the colleges as well as others who will assist in the transition will be appointed by the Provost to coordinate the changes outlined in this proposal and to advise other units who will assist with the process. Members of the Planning Committee and workgroups will continue to be involved as necessary.

9. Appendices

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| 9.1 | Appendix A. | Planning Committee Membership |
| 9.2 | Appendix B. | Naming a College: Pros and Cons |
| 9.3 | Appendix C. | Proposed Administrative Structure |

Appendix A: Planning Committee Membership

Name	Department
Tom Andre	Curriculum and Instruction
J.D. Beatty	College of Education
Susan Carlson	Provost's Office, Facilitator
Letha DeMoss	College of Family and Consumer Sciences
Dianne Draper	Human Development and Family Studies
Heidi Eichorn	College of Education
Ann Marie Fiore	Apparel, Ed Studies and Hospitality Management
Mary Gregoire	Apparel, Ed Studies and Hospitality Management
Suzanne Hendrich	College of Family and Consumer Sciences
Mary Huba	Educational Leadership and Policy Studies
Douglas King	Health and Human Performance
Maurice MacDonald	Human Development and Family Studies
Gary Phye	Curriculum and Instruction
Cheryll Reitmeier	Food Science and Human Nutrition
Rick Sharp	Health and Human Performance
Roger Smith	College of Education
JaneAnn Stout	College of Family and Consumer Sciences
Ex-officio:	
Jerry Thomas	College of Education
Pam White	College of Family and Consumer Sciences

Appendix B: Naming a College: Pros and Cons

The Name and Mission Committee has developed and tested several potential names (through preference polls and open forums) with alumni, faculty, staff, and students from both Colleges. We believe we have developed two suitable names. However, we still have no clear-cut preference. Below we have listed the two names and summarized “pros and cons” for each based on statements made by alumni, faculty, staff, students, and others. We provide this information to aid you in making a careful decision on college name.

Education, Family and Consumer Sciences

This name represents a combination of the names of the two original Colleges.

Pros

- Identity of the two Colleges is maintained; limits confusion
- Family and Consumer Sciences is retained as a unitary term
- Alumni from both groups can identify with this name
- Emphasizes the importance of family
- Name of the profession
- Both names, but particularly FCS, have a long history at ISU
- Good descriptor of some of the units in the combined Colleges

Cons

- Few research universities use this name
- Name is long
- Not a good descriptor of some of the units (e.g., FSHN, HHP) in the combined Colleges
- Not forward looking but based on past characteristics
- Does not foster a sense of unity
- Connotations limit appeal to males, limiting growth in all-important student enrollment

Human Sciences

This name represents a new name with a focus on the type of science done in the two Colleges.

Pros

- Represents unity between the two Colleges
- Forward looking and more visionary
- Short and easy to remember
- Larger number of research universities use this name
- The National Association of State Universities and Land Grant Colleges has a Board of Human Sciences to promote scholarship and funding in this area

- Inclusive and good descriptor of all academic units in the new College
- Recognized nationally as representing many FCS areas
- Fits well within the context of new ISU strategic plan (science and technology)

Cons

- Former Colleges lose clear identity
- May be perceived as including units not in this College (e.g., psychology)
- Too generic
- May be seen as a unit to merge with LAS in the future
- Focus on FCS-families and Education is missing