

**Proposal for the Creation of  
The Iowa State University  
School Of Education**

**Iowa State University  
April 2011**

## **1. Summary**

This proposal outlines a plan for combination of the Departments of Curriculum and Instruction (C&I) and Educational Leadership and Policy Studies (ELPS) and associated centers, along with the University Teacher Education Program, to create a new structure known as the Iowa State University School of Education (SOE). The proposal is the culmination of over eight months of discussion, research, and planning. On April 24, 2011 the SOE Transition Leadership Committee reached consensus on this proposal and agreed that it was ready for distribution to the faculty and staff of C&I and ELPS, and the staff in the University Teacher Education Program (UTEP). This report, a list of frequently asked questions, as well as all other information generated during the process, are all also available on the Planning Committee Web site at: <http://www.hs.iastate.edu/about/planning/school-of-education/>

## **2. Review Process**

The College of Human Sciences began exploring the idea of a School of Education in January 2010. Initially focused as the combination of two departments, Curriculum and Instruction and Educational Leadership and Policy Studies, the idea soon grew to a larger entity that would not only join the departments both administratively and programmatically but also improve the work of other units in the CHS and beyond. The goal was to create a world-class school with a unique, holistic program that would set Iowa State University's overall education program apart from its sister institutions.

The planning process followed policies [2.7](#) and [10.8](#) of the *ISU Faculty Handbook*

In a decisive April 2010 vote, faculty and staff in Curriculum and Instruction (C&I), and Educational Leadership and Policy Studies (ELPS), endorsed plans to pursue the development for combining the two departments – and begin planning to establish a comprehensive School of Education in the College of Human Sciences.

Membership on the Transition Leadership Committee included elected representatives from C&I and ELPS, a representative from the Colleges of Liberal Arts and Sciences, a representative from the Agriculture and Life Sciences, a representative from the College of Human Sciences to represent education programs not within C&I and ELPS (Early Childhood Education, Family and Consumer Sciences Education, and Physical Education), and a representative from University Teacher Education. Student representatives from the undergraduate and graduate programs were included. Representatives from the University Faculty Senate served in an oversight function throughout the year.

The Transition Leadership Committee established at its first meeting the need for a Due Diligence Subcommittee to gather information from other institutions that had gone through a similar process to that being considered at ISU. This group conducted interviews with seven other institutions. The overarching observations gathered through these interviews included: a. Change predicated on fiscal improvements may be risky, b. Attention to ceremony is important, c. Honoring existing structures is important, d. Attention to governance and student credit hours is important.

There have been additional meetings with external constituents such as the Advisory Committee for Teacher Education. We also have considered the use of external consultants and concluded it would be important to follow-up further with those institutions that have gone through a similar process.

The voting for the SOE, according to the university governance document will include faculty and staff from the Departments of C&I and ELPS, associated centers, and the University Teacher Education Program office. These voting plans follow the guidelines described in policies 2.7 and 10.8 of the *ISU Faculty Handbook*, and have been approved by the current Faculty Senate chair and incoming chair. In September 2011, we will have an intense effort to describe this new structure to other faculty and staff at ISU associated with teacher education, such as those in departments housing secondary education programs

### **3. Strategic Advantages to a School of Education**

*3.1 Description of School of Education.* Designed to enhance the future of its component disciplines, the new School of Education 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 School to provide enriched education for its students and to build partnerships that enhance the quality of its scholarship.

Establishing a School of Education within the College of Human Sciences at Iowa State University will enable us to:

- Better address the challenges currently facing education in Iowa and nationally through demonstrating collaboration across teacher and administrator preparation, areas of content expertise and partnerships with multiple partners beyond the university setting.
- Achieve greater visibility within the university, state and nation.
- Create a greater sense of unity, cohesion and a shared mission across education programs at Iowa State University.
- Build on strengths of current programs while increasing potential for collaboration across programs within Iowa State University.

- Provide greater efficiency of human/financial resources.

3.2 *Assumptions and Principles of School of Education.* The Transition Leadership Committee adopted the following assumptions and principles in developing the proposal:

- The two founding Departments have an equal contribution to make to a combined School, 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 School of Education. 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.
- 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 of Human Sciences to support and facilitate the needed procedural changes resulting from the combination (e.g. advertising materials, Web site development, catalog changes, Foundation, and Alumni Association support).
- The workgroup proposals generated during this review process (available on the Website) should be seen as guidelines to key issues as the new school is established. They also identify issues that will require additional consideration and faculty/staff input as the new college is established.

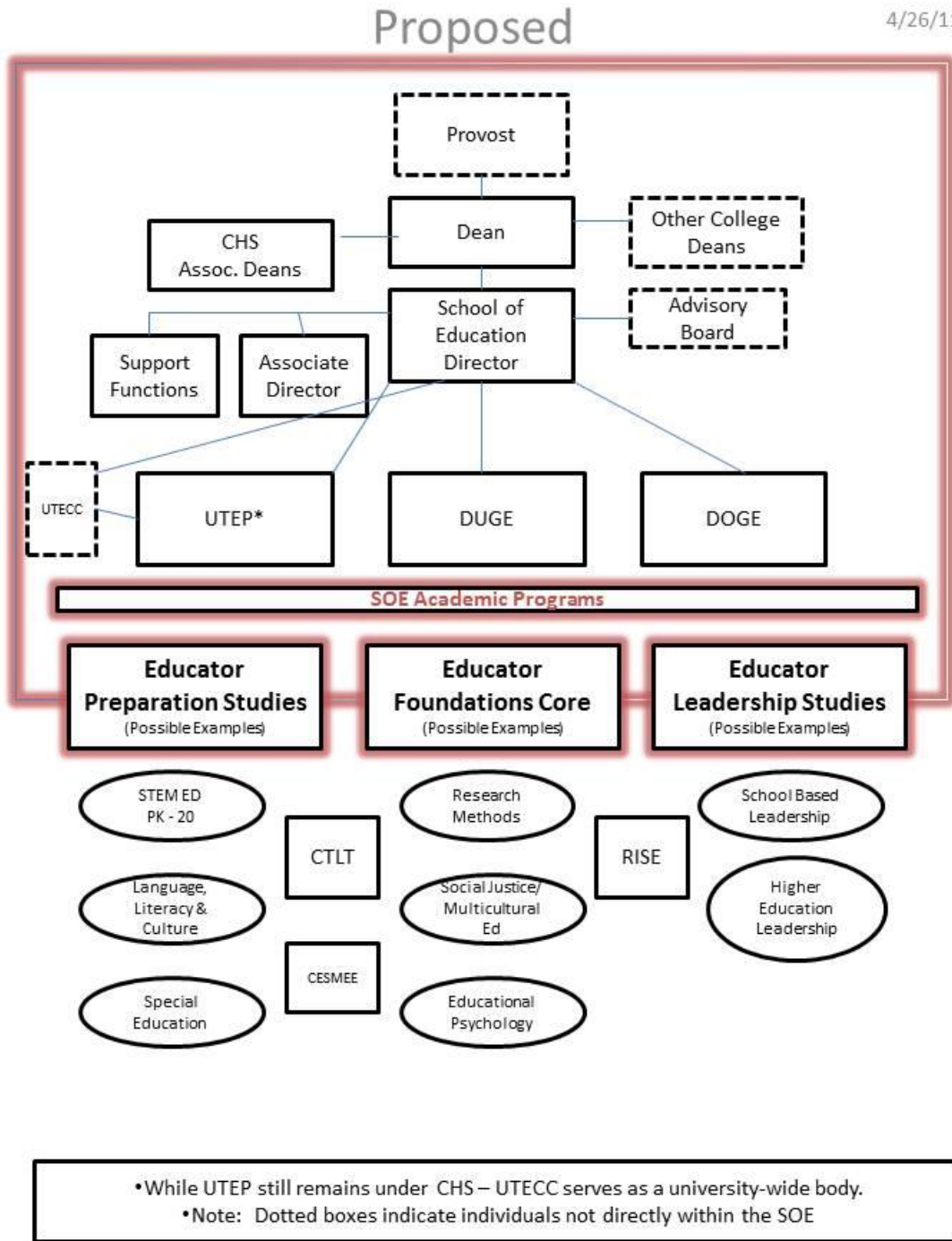
#### **4. Vision and Mission**

**VISION:** The School of Education will be a premier leader in education based on a strong foundation in the humanities and social sciences with a noted emphasis in leadership, and science, technology, engineering and mathematics (STEM) education. The School will advance research and scholarship in the areas of teaching, learning, and leadership and in the preparation of professionals for educational environments across multiple settings.

**MISSION:** The mission of the School of Education is to create, share, and apply knowledge and to advocate for equal educational opportunities and socially responsible educational reform in Iowa, the nation and the world. The School will prepare excellent research-informed educators, researchers, administrators, and others in educational roles.

### 5. Administrative Organization and Operations

Below is the tentative organizational structure for the School of Education.



## 6. Voting Structure

In May of 2011 all faculty and staff the Departments of Curriculum and Instruction (C&I) and Educational Leadership and Policy Studies (ELPS) and associated centers, along with the University Teacher Education Program will vote for the creation of a SOE. The votes will be advisory to the Dean, Provost, President, and Board of Regents.

An online process will be developed that will require voters to log in using their ISU login and password to assure that only those approved as “voters” will be allowed to cast their votes and prevent anyone from accidentally voting more than once. The electronic system will also allow the identification of voters into the groups (but will not release the identity of voters and their individual votes).

All eligible voters will cast a single ballot. The votes will be reported in the following disaggregated groups:

1. All tenured/tenure-track faculty with at least a 50% appointment in the Departments of Curriculum and Instruction or Educational Leadership and Policy Studies.
2. All non-tenure-eligible faculty with at least a 50% appointment in the Departments of Curriculum and Instruction or Educational Leadership and Policy Studies.
3. All staff with at least a 50% appointment in the Departments of Curriculum and Instruction, Educational Leadership and Policy Studies, or the Teacher Education office.

### Counting of Votes

The Dean will be presented with three counts of “Yes” and “No” by department (C&I, ELPS, UTEP) of the following groups:

1. Tenured/tenure-track faculty
2. Non-tenure-track faculty
3. Staff

These votes will be forwarded to the Provost.

*How the Process Moves Ahead.* If the proposal is recommended for approval after consideration by the faculty and staff, CHS Dean, Provost, Faculty Senate and President it will be forwarded to the Board of Regents for final approval. At that point, an implementation committee of faculty and staff in the college as well as others who will assist in the transition will be elected by the faculty to continue the work and to advise other units who will assist with the process.

## 7. Academic Functions

*7.1 Scholarship, Research and Creative Activity.* The new School will be in a position to enhance its national leadership in all areas of scholarship, research, and creative activity. Through the work of the School's centers and programmatic areas as well as through the efforts of faculty, staff, and students, both individually and in collaboration, the School will continue its focus on scholarship that integrates discovery, application, and learning.

*7.2 Curriculum and Issues of Teaching and Learning.* There are no recommended changes to the curriculum at this time.

*7.3 Governance.* This proposal does not recommend specific changes in policies or documents, but recommends that review of existing documents take place, beginning in spring TBA.

- Current Promotion and Tenure policies should be maintained through spring 2014 while a new policy is drafted by an elected committee and approved by college faculty. Faculty will have the option to utilize either the former or the newly established criteria during the transition period. Full transition to the new document will be fully accomplished by Spring 2015.
- Tenured/tenure-eligible and non-tenure-eligible policies for hiring and evaluation should be reviewed and consolidated by Spring 2012.
- 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.

## 8. Implementation

*8.1 Selecting a Director for the New School.* The selection process will follow standard procedures for administrative searches set up by the Dean of the College of Human Sciences. Within this framework, the transition group will make recommendations about the process (including timing) to ensure that the search results in a strong and effective Director. The search will not be initiated before approval of the combination by the Board of Regents:

*8.2 Director:* After the final approval of the SOE, an interim Director will be appointed to the Unit that will report directly to the Dean of the CHS. A national search will take place with the goal of a permanent director for the fall of 2012 or sooner.

*8.3 Assistant Director:* Upon final approval of the SOE, the assistant director will be appointed by the Dean to serve in a renewable 3-year contract. The assistant director will have a reduced teaching load to enable her/him to perform the necessary duties related to the position.

*8.4 Division Coordinators:* There will be a divisional coordinator agreed to by the faculty for each of the three divisions: Educator Preparation Studies, Educator Foundation Core, and Educator Leadership Studies. Each Divisional lead will have a

reduced course load to enable him/her to perform the necessary duties related to the position. Coordinators will serve for a 3-year renewable contract.

## 9. Tentative Timeline

The following tentative timeline is presented for the SOE:

### Implementation Timeline

#### CHS School of Education

<u>Action</u>	<u>Timeline</u>
Vote of C&I & ELPS	early May 2011
Provost Review	late May 2011
Faculty Senate Review	September - October 2011
President Review	early October 2011
Board of Regents Review	October - November 2011
Search Process for Permanent Director of SOE	December 2011 - May 2012
Baseline for SOE Budget	March - April 2012
Inauguration of SOE	July 2012
Division Coordinators/Program Areas	July- August 2012
Structure of Support Staff	July - August 2012
Refinement of Gov./P & T	Ongoing
Fundraising (SOE)	Ongoing