

2008-09

SELF STUDY

Educational Leadership and Policy Studies

*Iowa State University
College of Human Sciences
January, 2009*



This Academic Self-Study Report was prepared by the ELPS Self-Study Steering Committee, in collaboration with ELPS faculty. The Committee consisted of the following members:

Joshua L. Brimmeier, Second Year Master's Student, Student Affairs

Natasha N. Croom, Second Year Doctoral Student, Higher Education

Linda Serra Hagedorn, Professor & Director of Research Institute for Studies in Education

Anthony D. Jones, Fourth Year Doctoral Student, Educational Administration

Vijay Kanagala, Fourth Year Doctoral Student, Higher Education

Frankie Santos Laanan, Associate Professor, Community College Leadership Program

Scott McLeod, Associate Professor, Educational Administration

Nana Osei-Kofi, Assistant Professor, Higher Education

Stephen R. Porter, Associate Professor, Research and Evaluation

Laura I. Rendón, Professor & Chair, Educational Leadership and Policy Studies

John H. Schuh, Distinguished Professor, Higher Education

Marjorie A. Smith, Administrative Assistant

Judy R. Weiland, Records Analyst

Table of Contents

<i>Introduction</i>	3
<i>Redefining Leadership. Making a Difference: ELPS Points of Pride</i>	8
<i>Mission and Vision of Educational Leadership and Policy Studies</i>	11
<i>Overview of Educational Leadership and Policy Studies</i>	13
<i>Self-Evaluation of Programs</i>	22
<i>Educational Administration Program</i>	22
<i>Higher Education Program</i>	28
<i>Research and Evaluation</i>	41
<i>Research Institute for Studies in Education (RISE)</i>	46
<i>Planning for the Next 5-10 Years</i>	52
<i>Strategic Planning</i>	55
<i>Appendices</i>	57
<i>Appendix 1: ELPS National Advisory Board, 2008-09</i>	58
<i>Appendix 2: 2009 ELPS External Review Team</i>	59
<i>Appendix 3: Pictorial Representation of All the Degrees and Areas of Emphases Offered in ELPS</i>	60
<i>Appendix 4: List of Fulltime Tenured, Tenure Track and Non-Tenure Track ELPS Faculty and Their Brief Curriculum Vitas</i>	61
<i>Appendix 5: Student Information</i>	84
<i>Appendix 6: ELPS Financial Resources</i>	92
<i>Appendix 7: Educational Administration Program Information</i>	93
<i>Appendix 8: Higher Education Program Information</i>	98

Introduction

This report represents the Academic Review Self Study of the Department of Educational Leadership and Policy Studies (ELPS) at Iowa State University (ISU). All academic programs at ISU are scheduled for review on a seven-year cycle. ELPS' last academic review was in 2001. Please see electronic documents of the 2001 academic review report and ELPS program responses in the CD attached to this report.

Organization of Programs

Figure 1 represents the organizational chart for ELPS. ELPS is a graduate-level only department with three academic programs and one research unit:

Educational Administration—prepares K-12 principals, special education directors, superintendents, and other school administrators for leadership in elementary and secondary education.

Higher Education—prepares students for careers in higher education, student affairs administration, community college leadership, and leadership and learning. Graduates go on to careers which include college and university administration and university faculty. This program recently added a new social justice concentration, the first of its type in the nation.

Research and Evaluation—prepares students to engage in quantitative and qualitative studies and to assume careers in fields such as institutional research and evaluation.

Research Institute for Studies in Education (RISE)—engaged in state and national research, evaluation and assessment projects.

Description of the Self-Study Process

The self-study process was inclusive in nature and involved the following steps:

- Nominations and approvals of names of individuals who would constitute the External Review Team. All nominations were approved by the Provost's office, College of Human Sciences Dean's office, as well as ELPS faculty.
- Introduction and discussion of self-study process with ELPS faculty, staff and selected students, as well as ELPS Advisory Board members (see [Appendix 1](#) for list of ELPS National Advisory Board members, 2008-09).
- Formation of ELPS Self-Study Steering Committee.
- Selection of External Review Team (see [Appendix 2](#) for list of 2009 ELPS External Review Team members).
- Development of self-study report.
- Sharing of drafts of self-study report with ELPS faculty, students and staff.
- Sharing of final self-study report with External Review Team.

The programs that will be assessed include: 1) Educational Administration (superintendent and principal training); 2) Higher Education (higher education, student affairs, community colleges, leadership and learning, and social justice concentration); and 3) Research and Evaluation. We will also assess RISE in terms of its potential contributions to ELPS' mission, quality and future.

ELPS Organizational Chart, 2008-09

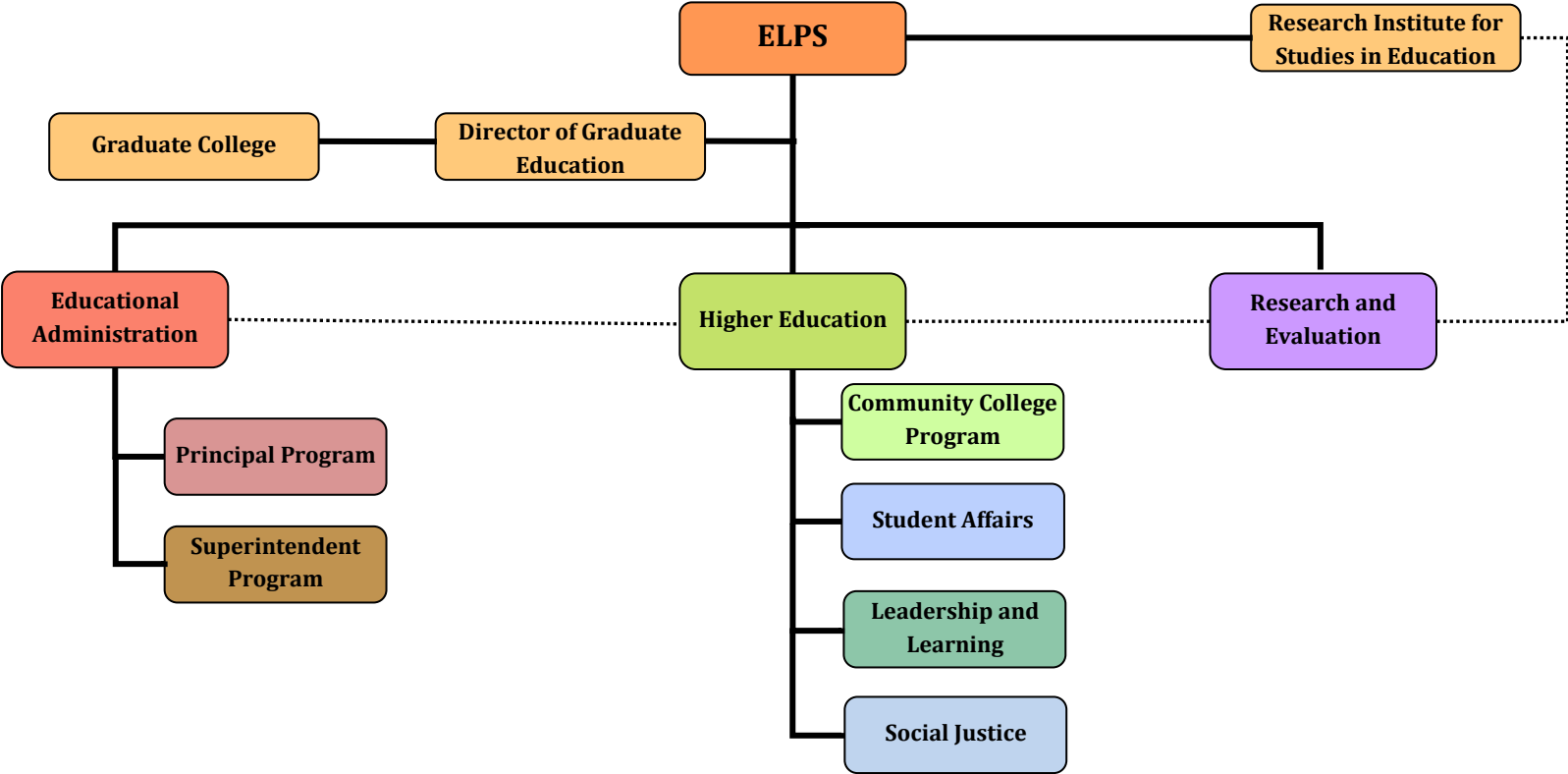


Figure 1: ELPS Organizational Chart 2008-09

Degrees and Areas of Emphases Offered in ELPS.

1. Doctor of Philosophy (Ph.D.) in Education (Educational Leadership)
 - Community College Leadership
 - Educational Administration
 - Higher Education
 - Research and Evaluation
2. Master's of Education (M.Ed.) in Education (Educational Administration). Capstone Required.
 - Preparation for Leadership (PreLEAD) program
3. Master's of Education (M.Ed.) in Education (Higher Education). Capstone Required.
 - Community College Leadership
 - Leadership and Learning
 - Student Affairs
4. Master's of Science Degree (M.S.) in Education (Educational Administration). Thesis required.
 - Educational Administration
5. Master's of Science Degree (M.S.) in Education (Higher Education). Thesis required.
 - Community College Leadership
 - Leadership and Learning
 - Student Affairs
6. Master's of Science Degree (M.S.) in Education (Research and Evaluation). Thesis required.
 - Research and Evaluation
7. Social Justice Concentration in Higher Education
8. Certificate Programs
 - Community College Leadership Certification
 - Community College Teaching Certification
 - Principal Licensure – PreLEAD Certification
 - Superintendent Licensure – Certificate of Advanced Studies (CAS)

[Appendix 3](#) provides a pictorial representation of all the degrees and areas of emphases offered in ELPS.

History of Educational Leadership and Policy Studies

The actual roots of the Department of Educational Leadership and Policy Studies (formerly Department of Professional Studies in Education) began in 1919 when the Department of Vocational Education was split from the Department of Agriculture Education. Guy M. Wilson served as Department Chair for both departments until 1924. In 1924, W. Lancelot was appointed Head of Vocational Education and Agriculture Education. They were then combined into a new division called the Division of Vocational Education, where all of the graduate programs in Education were housed. Barton Morgan was named the Division Head in 1936, and Ray Bryan was named Head in 1950.

Doctoral work began in the late 30s and blossomed in the early 1960s. Much of the work in the early 1960s was done by Ray Bryan and Virgil Lagomarcino. The first Ph.D. in education was given in 1941, with fewer than eight awarded each year until 1965. The College of Education was formed in 1968, with Virgil Lagomarcino serving as Dean (until he retired in 1990). The organization of the college took place through a five-year transition period starting in September of 1968. No departments existed until 1973, but four administrative units were created: (1) secondary education, (2) elementary education, (3) professional studies in education and (4) industrial education. These four areas became departments in 1973. Ray Bryan was the first chair of the Department of Professional Studies in Education until he retired in 1975.

In July 2005, the College of Education was joined with the College of Family and Consumer Sciences to create the new College of Human Sciences (CHS). The first dean of the CHS assumed another deanship in 2008. Presently, there is an Interim Dean of the CHS, Pamela White, and a search for a new Dean is currently underway.

During the past 10 years, ELPS has had two Chairs. John Schuh served as Chair from 1998-2005. Laura I. Rendón began her tenure as Chair in 2005, and presently serves as Chair. In 2008 ELPS approved a new mantra: **Redefining Leadership. Making a Difference.**

Redefining Leadership. Making a Difference: ELPS Points of Pride

ELPS is a nationally recognized and ranked academic unit. In *U.S. News and World Report*, ELPS had two nationally ranked programs in 2008. Among public university programs, Counseling and Personnel Services (the category under which the student affairs program is listed) ranked 12th and Higher Education ranked 15th. In the Faculty Scholarly Productivity Index (FSP Index), administered by Academic Analytics which evaluates faculty scholarly productivity, ELPS ranked 6th out of the top 10 programs in the “General Education” category in 2006-2007.

Educational Administration: Points of Pride

- Our Certificate of Advanced Studies (CAS) has been recognized by the Iowa Department of Education as the State’s most innovative superintendent preparation program.
- The UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), is the nation’s only center focused on the technology needs of school administrators.
- A responsive blend of award-winning academic and clinical faculty to meet the preparation needs of preservice administrators.
- Convenient, cohort-based learning communities for Iowa educators.
- Coursework that is deeply rooted in administrative dilemmas of practice.
- Synergistic connections with major leadership associations and educational agencies in Iowa and the Midwest.
- A multitude of dedicated educational administration alumni serve in key leadership positions across Iowa and around the nation.

Higher Education: Points of Pride

- The highest number of ethnic/racially diverse faculty among top-ranked higher education programs throughout the country.
- Among graduate programs at ISU, our program has the highest percentage of students of color.
- ELPS faculty members include 1 ASHE Research Achievement Award recipient, 1 ASHE Distinguished Service Award recipient, 1 ASHE Promising Scholar/Early Career Award, 3 Fulbright scholars, 3 ACPA senior scholars, 2 ACPA emerging scholars, 3 ACPA Annuity Coeptis awardees, 3 NASPA Robert H. Shaffer awardees, and 2 have been inducted in the prestigious Iowa Academy of Education.

- Acclaimed faculty who have published more than 25 books used in higher education programs throughout the nation, and served on 29 editorial boards of top scholarly publications.
- Several faculty have served as presidents and vice presidents of the nation's most highly-regarded organizations, including the American College Personnel Association, National Association of Student Personnel Administrators, Association for the Study of Higher Education, American Educational Research Association (Division J), Association for Psychological Type International, and the Association of College and University Housing Affairs International.
- Counseling and personnel services (i.e., student affairs) and higher education programs ranked among the top 15 public university programs in the nation by *U.S. News and World Report*.
- In the past 10 years, the ELPS Community College Leadership Program has prepared a combination of 41 presidents, vice presidents, and deans in Iowa and beyond.
- Placed nearly 200 of our Ph.D. graduates as faculty and student affairs administrators throughout the nation.
- Nearly 100% placement rate of our master's graduates in student affairs administrative positions.
- A community college leadership program cited as one of the nation's most innovative by the American Association of Community Colleges.
- Conducting some of the nation's leading research on the participation of women and underrepresented students in science, technology, engineering and mathematics (STEM) fields of study.
- The nation's first social justice concentration in a higher education program.
- Strong cohort of graduates of our Community College Leadership Program who have become presidents, vice presidents and deans in the nation's two-year colleges.
- Editing of the *Journal of College Student Development*, the premier refereed journal of research focused on college students – Florence A. Hamrick, Editor (2004-08); John H. Schuh, Associate Editor (1994-2008).
- Editing of *ACPA Books and Media*, a rich collection of books and resources published by ACPA-College Student Educators International - Nancy J. Evans, Editor (2003-06).
- Editing of *New Directions for Student Services*, among the most recognized publications in student affairs education – John H. Schuh, General Editor (1997 to present).

- Book review editing of the *Review of Higher Education*, one of the nation's premier scholarly journals – John H. Schuh, Book Review Editor, (2008 to present).
- Publish and disseminate the *ASHE/Lumina Policy Briefs and Critical Essays* in conjunction with the Association for the Study of Higher Education (ASHE), the Lumina Foundation for Education and Michigan State University – Laura I. Rendón Co-Editor (2007 to present); Stephen R. Porter, Co-Editor (2007 to present).
- Publish and disseminate *Education Policy and Practice Perspectives (EP³)*, a policy brief series with a graduate student editorial board analyzing current issues confronting the K-16 educational system – Laura I. Rendón, Faculty Editor (2006 to present).

Mission and Vision of Educational Leadership and Policy Studies

Mission

The mission of the Department of Educational Leadership and Policy Studies is to advance the quality and effectiveness of educational institutions and individuals engaged in education. The department is guided by the missions of Iowa State University and the College of Human Sciences and embodies the concepts of the land-grant tradition of teaching, research, and service. The department is dedicated to enhancing the intellectual, cultural, social, and ethical potential of students and faculty for the benefit of Iowa, the nation, and the world.

Specifically, the Department of Educational Leadership and Policy Studies:

- Provides graduate degree and career preparation programs, coursework, and other learning opportunities for students and practitioners.
- Conducts and disseminates basic and applied research for the advancement of educational theory and practice.
- Provides professional service for institutions, individuals, and organizations at all levels of education.

Vision

All ELPS faculty are engaged in the following academic activities:

Research: Faculty create and disseminate knowledge and promote educational inquiry that enhances educational practices at local, state, national, and international levels.

Teaching: Faculty engage in teaching that is consonant with the principles of adult learning and effective teaching that helps students develop critical thinking and professionally relevant skills and that provides a foundation for the application of knowledge to practice.

Service: Faculty, using their professional expertise, work with educators, educational institutions, and other constituent groups to solve problems.

Advising: Faculty foster students' professional and personal growth by guiding and inspiring them to formulate and complete relevant programs of study and to conduct high quality research.

Curricula/Programs: Faculty develop and implement futuristic curricula and programs to ensure that students learn to think critically and perform their professional roles in an exemplary fashion.

Relationship to College and University Missions

The mission of the Department of Educational Leadership and Policy Studies is reflective of and complementary to the mission statements of the College of Human Sciences and Iowa State University.

Mission Statement of the College of Human Sciences

The College of Human Sciences provides an integrative approach to improving the quality of life for individuals, families, schools 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.

ELPS offers coursework, conducts research, and offers service to organizations in ways that are entirely consistent with the mission of the College. In short, the department is concerned with leadership development, through coursework, research, and service. This, too, is the aim of the College.

Mission Statement of Iowa State University

The mission of the department also is consistent with the mission of Iowa State University. The University's mission is "create, share, and apply knowledge to make Iowa and the world a better place." Iowa State University adds the following statements to the mission:

"In carrying out its mission, Iowa State will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society.

Create knowledge through world-class scholarship in teaching, research, and creative endeavors.

Share knowledge through outstanding undergraduate, graduate, professional, and outreach programs.

Apply knowledge to improve the quality of life for current and future generations."

The Department of Educational Leadership and Policy Studies shares this commitment and its activities are directed toward these three areas, as manifested in the Department's vision statement provided above.

Overview of Educational Leadership and Policy Studies

Fall 2008 Enrollment and Student Diversity

Total Fall 2008 Enrollment: 288 Students

- 58.7% part-time, 41.3% full-time
- 57.3% female, 42.7% male

Race and Ethnicity Breakdown of Students

- 80.2% Caucasian
- 8.3% African American
- 5.9% Latino/a American
- 2.4% Asian American
- 1% Native American/Alaskan Native
- 2.1% Other
 - ~20% Students of Color

Rates of Enrollment by Degree or Certificate Program

- 43.4% enrolled in Ph.D Programs
- 51.4 enrolled in Masters Programs
- 5.2% enrolled in Certificate Programs

Faculty Diversity

Tenure -line Faculty: N=18

- 6 Caucasian males
- 5 Caucasian females
- 1 African American male
- 3 African American females
- 1 Asian Pacific Islander American male
- 1 Asian Pacific Islander American female
- 1 Latina American (also, the only woman of color and one of four women out of some 65 department chairs at Iowa State University)
 - 39% Tenure-line Faculty of Color
 - 53% Female Tenure-line Faculty

Clinicians: N=4

- 3 Caucasian males
- 1 Caucasian female

Faculty Classification

Listed below is a roster of ELPS faculty for the 2008-09 academic year. One of the individuals included in the rank of “Professor” and three of the individuals included in the rank of “Professor” also carry the title of “Distinguished Professor” (awarded for exemplary research and/or creative activities) and “University Professor” (awarded for exemplary professional service) in recognition of their contributions to Iowa State University. [Appendix 4](#) provides a list of ELPS tenured, tenure-track and non tenure-track faculty and their brief curriculum vitas.

RANK	NUMBER	GENDER	ETHNICITY	TENURE STATUS	GRAD FACULTY	DEGREE
Professor	8	4 female 4 male	1 Black 1 Latino/a 6 Caucasian	8 tenured	8 members	8 Ph.D.
Associate	4	1 female 3 male	3 Caucasian 1 Asian/P.I.	4 tenured	4 members	4 Ph.D. 1 J.D.
Assistant	6	5 female 1 male	3 Black 2 Caucasian 1 Asian	6 probationary	6 members	5 Ph.D. 1 Ed.D.
Clinician	4	1 female 3 male	4 Caucasian		4 term members	2 Ph.D. 2 Ed.D.
<i>ISU Employed</i>						
Adjunct	6	2 female 4 male	3 Black 3 Caucasian		1 member 5 term members	6 Ph.D.
Lecturer	6	3 female 3 male	6 Caucasian		6 term members	5 Ph.D. 1 Ed.D.
<i>Externally Employed</i>						
Collaborators	4	4 male	4 Caucasian		1 member	4 Ph.D.
Lecturer	7	6 female 1 male	7 Caucasian		1 term member	4 Ph.D. 2 Ed.D. 1 M.S.

Graduate Assistant Support and Classification

The department's ability to support graduate students has increased significantly in the past four years. ELPS students hold three different types of graduate assistantships: research, teaching and administrative. Funding to support graduate students comes from 1) graduate assistantships in student affairs (all master's student affairs program students are required to hold an assistantship); 2) faculty and staff contracts and grants; 3) the ISU Graduate Minority Assistance Program (GMAP) offered to underrepresented minority students; and 4) tuition waivers (master's students receive 50% tuition and doctoral students, 100%).

Practical experience is a crucial component of the Higher Education (student affairs) master's program. In order to enroll in our master's program, students must secure a graduate assistantship or be employed full-time in a student affairs position at either Iowa State University or another institution of higher education. ELPS has a strong relationship with Iowa State University's Division of Student Affairs to identify positions where students can gain practical work experience.

Seventy percent of ELPS full-time doctoral students work with faculty mentors in the department as research and teaching assistants. They also perform administrative duties as assigned. Several doctoral, master's and undergraduate students are employed as research assistants or as hourly workers with RISE. Eleven of our full-time doctoral students also work in student affairs graduate assistantship positions across campus. The following tables provide an overview of the demographics of our full-time students who have graduate assistantships in ELPS and in the student affairs offices across campus for 2008-09.

DOCTORAL STUDENTS EMPLOYED IN ELPS			
Category	Number	Gender	Ethnicity
Research Assistants	18.5	15 female	3 Asian
Teaching Assistants	0.5	9 male	10 Black
Administrative Assistants	5.0		6 Caucasian 5 Latino/a

DOCTORAL STUDENTS EMPLOYED IN STUDENT AFFAIRS			
Category	Number	Gender	Ethnicity
Research Assistants	-	6 female	2 Black
Teaching Assistants	-	5 male	8 Caucasian
Administrative Assistants	11		1 African

MASTER'S STUDENTS EMPLOYED IN STUDENT AFFAIRS			
Category	Number	Gender	Ethnicity
Research Assistants	-	46 female	2 Asian
Teaching Assistants	-	25 male	9 Black
Administrative Assistants	71		51 Caucasian 9 Latino/a

The Graduate Minority Assistance Program (GMAP) funded by the Graduate College assists the department in recruiting several of our graduate students of color. Thirteen of our doctoral graduate assistants and 14 of our master's graduate assistants receive varying degrees of funding from this program. GMAP works with departments in identifying promising students to receive funding. GMAP assists departments providing roughly half of graduate assistant stipends (\$650 month). GMAP master's and doctoral students are provided with 100% tuition as long as they remain in good academic standing.

In addition ISU provides significant tuition support for graduate students. For example, all ELPS master's graduate assistants are awarded up to half of full-time resident tuition, and all ELPS doctoral graduate assistants receive a full tuition scholarship. This is a university-wide initiative to competitively recruit deserving students to Iowa State University's graduate programs. Students are responsible for paying student fees, which were \$350 per semester in FY 2008-09.

ELPS graduate students are recipients of several fellowships. In the Educational Administration program, the *Richard P. Manatt Fellowship* honors Dick Manatt, University Professor of Educational Administration, who was at Iowa State University from 1964-2002. Upon his retirement, his former students created the fellowship as a way of encouraging the financial support and development of future administrators. It is awarded to first-year, full-time doctoral students, usually in the amount of \$5,000 a year. Currently, one student has been awarded this fellowship.

One of our doctoral students was awarded the prestigious ISU *George Washington Carver Doctoral Fellowship* in 2006. The George Washington Carver Doctoral Fellowship Program is named to honor George Washington Carver, Iowa State's first minority student and faculty member. The

fellowship is designed to assist in the national effort to increase the number of Ph.D. degrees earned by underrepresented students across all areas of graduate study. It offers to graduate students the opportunity to devote full time to preparation as researchers with specific guidance from the designated major professor. It is among Iowa State University's most prestigious awards offered to graduate students. In 2008, ELPS was awarded \$10,000 as part of the ISU *Miller Fellowship* Program to recruit and support highly qualified incoming doctoral students.

Postdoctoral Research Associates Classification

For FY 2008-09, ELPS has three postdoctoral research associates, who are engaged in research and teaching.

	Funding Source	Number	Gender	Ethnicity
RISE	CHS/ELPS	1	1 female	1 Caucasian
OCCRP	IMSEP/RISE	1	1 female	1 Latina
Social Justice Concentration	CHS/ELPS	1	1 male	1 Asian

Professional Staff

The department has five full-time professional staff members who are primarily engaged with RISE. They are also engaged in research and teaching.

Category of Position	Funding Source	Number	Gender	Ethnicity
Assistant Director	CHS/RISE	1	1 female	1 Caucasian
Program Coordinator II	ELPS/RISE	4	4 female	4 Caucasian

Support Staff

The department has two full-time staff members to support its activities. These staff members are funded out of the department's regular allocation of funds. Hourly personnel and student employees provide additional support for departmental activities.

Category of Position	Funding Source	Number	Gender	Ethnicity
Secretary III	ELPS	1	1 female	1 Caucasian
Records Analyst	ELPS	1	1 female	1 Caucasian

Student Information

[Appendix 5](#) contains detailed information about the department's students. All student information provided in this self-study report reflects data from the fall and spring semesters of the 2007-08 academic year unless specified otherwise.

Demographic information about students by program area also is provided. The department has more female students than male students, more in-state students than out-of-state students, and a substantial off-campus enrollment, particularly in the community college and the educational administration programs.

Graduate Record Examination (GRE) scores for doctoral students disaggregated by program area are provided. Typically, the mean verbal, quantitative and analytical scores were in the 500's. Undergraduate institutions attended by master's students also are identified. Most commonly, students have graduated from colleges or universities in the Midwest. Institutions where Ph.D. students received their master's degrees also are identified. Similar to the master's students, most of the students are from the Midwest.

Facilities and Technology Resources

Resources for Faculty, Staff and Graduate Assistants

ELPS strives to provide all faculty members and staff individual office space, a personal computer and laptop, printer and telephone. ELPS graduate assistants share office spaces and technological resources. Listed below is the equipment available for ELPS faculty, staff and graduate assistants for office use.

Faculty and Staff	
Desktop computers	Laptop computers
21 PC computers	15 PC computers
9 Mac computers	10 Mac computers

Graduate Assistants	
Desktop computers	Laptop computers
21 PC computers	

Resources for Graduate Students

ELPS students pay technology fees every semester at Iowa State University. A portion of the collected fees is allocated to ELPS annually and provides ELPS students with a computer lab in N221 Lagomarcino Hall with PC and Mac computers. Free laser printing and scanning facilities are also available in this computer lab. ELPS students may check out equipment for research and classroom use as well. See [Appendix 5h](#) for a list of equipment available for ELPS students.

Financial Resources

General Fund

The state budget represents the funding ELPS receives on an annual basis. ELPS currently operates with approximately \$2.3 million state budget. These funds must be spent by the end of the fiscal year.

State Budget			
Category	FY09	FY08	FY07
Staff salaries	\$ 1,673,047	\$ 1,566,341	\$ 1,419,791
Graduate assistantships	\$ 98,198	\$ 52,366	\$ 50,841
Supplies and services	\$ 38,253	\$ 50,400	\$ 63,478
Faculty Supplemental	\$ 100	\$ 71,851	\$ 77,893
Employee benefits	\$ 488,970	\$ 460,921	\$ 417,487
TOTAL	\$ 2,298,568	\$ 2,201,879	\$ 2,036,780

Distance Education Funds (Continuing Education Funds)

ELPS faculty generate a significant amount of additional income by offering off-campus courses in three areas: Educational Administration, Community College Leadership and doctoral seminars. In the current budget model, the university keeps 1.24% of each distance education tuition dollar to pay debt. After that is taken off the top, 38% goes to the college and the rest (62%) goes to the department. In ELPS, income generated through distance education programs is used to fund all course expenses first. The balance of these funds are then used to support a range of other expenses such as: faculty and student travel to conferences, summer salaries, special events, adjunct salaries, etc. These funds can be carried over to the next fiscal year.

Semester/Year	Income					TOTAL by semester
	PreLEAD	CAS	CC Ph.D.	Hg Ed -MS	EL PS	
Summer 05	\$ 37,946	\$ 9,320	\$ 20,158		\$18,573 w/CoEd	\$ 85,997
Fall 05	\$ 42,277	\$ 3,685	\$ 33,163	\$ 10,474	\$16,018 w/CoEd	\$ 105,617
Spring 06	\$ 43,925	\$14,455	\$ 31,729	\$ 13,671	\$10,822 w/CoEd	\$ 114,602
Summer 06	\$ 45,313	\$13,739	\$ 45,354	\$ 9,816	\$16,444	\$ 130,666
Fall 06	\$ 54,875	\$ 6,372	\$ 34,026	\$ 13,186	\$10,114	\$ 118,573
Spring 07	\$ 50,045		\$ 24,871	\$ 16,280	\$34,732	\$ 125,928
Summer 07	\$ 44,375	\$18,594	\$ 34,243	\$ 8,931	\$19,625	\$ 125,768
Fall 07	\$ 69,609	\$14,809	\$ 34,961	\$ 13,192	\$17,191	\$ 149,762
Spring 08	\$ 64,152	\$14,458	\$ 30,984	\$ 9,921	\$12,167	\$ 131,682

Endowment Funds/Foundation Accounts

The department has several endowed accounts that provide income for various activities. These endowments primarily provide various forms of support for students. A listing is included in [Appendix 6a](#). Not included in these funds is the Dr. Laura Rendon Conference Fund, which is administered by the College of Human Sciences and has a balance of \$17,762.

The department also has two deferred endowed chairs, one in educational administration and a second in community college leadership.

External Funding

ELPS faculty and RISE staff continue to increase the level of ELPS external grant funding which has increased from \$1.5 million in 2005 to nearly \$6 million in 2008. Funding agencies have included, but not limited to: the National Science Foundation (NSF), National Security Agency (NSA), Iowa Department of Education, and the Lumina Foundation (in conjunction with Michigan State University). To cite a few examples, grants have involved faculty in projects such as the NSF-funded ISU ADVANCE Institutional Transformation Award where Florence Hamrick currently serves as Co-PI, which seeks to increase the participation of women in academic science and engineering careers. Frankie Santos Laanan is PI and Co-PI on three NSF-funded projects focused on the role of community colleges in educating and training future scientists and technicians for women and underrepresented groups.

Since 2004 Laanan has received funding from the Iowa Department of Education to examine issues in Iowa such as family literacy and Perkins Accountability. Joanne Marshall received funding from the Religious Research Association to evaluate Iowa's Leading with Soul Pilot Program. Laura I. Rendón and Stephen R. Porter serve as Co-PI's on the ASHE/Lumina Fellows Policy Briefs and Critical Essays. Further, faculty have received grants from other institutions. These include Barbara Licklider's Learning Enhancement Action/Resource Network supported by Kansas State University. Ryan Gildersleeve's research on migrant Latino students is supported by the Center for Enrollment Research, Policy and Practice at the University of Southern California. Larry Ebbers received funding for an instructional training project from Des Moines Area Community College. Also, Ebbers is PI on a core project funded by the Iowa Math and Science Education Partnership to address the shortage of math and science instructors in Iowa's community colleges.

Laura Rendón served as an evaluator of California State University-Long Beach Hispanic-Serving Institutions Project. Laanan and Starobin received a three-year, \$289,026 grant to examine student outcomes for Project Lead the Way participants in high schools, community colleges and public universities in Iowa. This grant is funded by the Kern Family Foundation. A detailed list of external funding received by ELPS and RISE from FY2002-FY2008 is included in [Appendix 6b and 6c](#), respectively.

Self-Evaluation of Programs

In this section, each of the three programs and research unit--Educational Administration, Higher Education, Research and Evaluation and Research Institute for the Study of Education (RISE)--provide an overview of their respective areas.

Educational Administration Program

History of the Program

The Educational Administration (EDAD) program at Iowa State University has a long and storied history. At one time, the program was the 'go to' educational leadership program in the state, renowned for both its scholarship and its widespread service to the practitioner community. In more recent years, the program has seen a great deal of turnover, losing 14 faculty members since 2000. Scott McLeod, program coordinator, was hired in Spring 2007 from the University of Minnesota with the explicit charge of stabilizing and rebuilding the program. The 2008-2009 academic year represents the second year of EDAD's plan for rebirth and growth.

Areas of Emphasis and Degrees Offered

Master's Degree

- Educational Administration

Certificate of Advanced Studies (CAS)

- K-12 Superintendent

Doctoral Degree (Ph.D.)

- Educational Administration

Graduate Certificate

- School Technology Leadership (begins Summer 2009)

Most EDAD students are in the PreLEAD program, the completion of which allows P-12 educators to receive their Principal / Special Education Director licensure from the State of Iowa (see [Appendix 7a](#) for courses). The vast majority of PreLEAD students get a Master's of Education degree as part of their program. A few students who already have a Master's degree simply get the license.

The program's new Superintendent licensure program began in Summer 2007 (see Appendix 7a for courses). A couple of years ago, the Iowa Department of Education required the superintendent preparation programs in the state to resubmit their curricula for approval. Iowa State's Certificate of Advanced Studies (CAS) was the only program approved unconditionally by the state department; all the rest were either sent back for revisions or rejected outright. The Department has noted numerous times that it views ISU's superintendency program, which features a spiral curriculum focused on eight dilemmas of practice, as the most innovative in the state.

Both the PreLEAD and CAS programs are aligned with the Iowa Standards for School Leaders (see [Appendix 7b](#)). The Doctor of Philosophy in Educational Leadership is available, and is an increasingly popular option for educators who wish to be superintendents or work in school district central offices. Approximately half of each CAS cohort also is involved in the Ph.D. program.

The program plans to offer a 12-credit School Technology Leadership graduate certificate beginning in summer 2009. The certificate is a joint initiative of the University Council for Educational Administration (UCEA) Center for the Advanced Study of Technology Leadership in Education (CASTLE), which is housed in the department and directed by Scott McLeod, and the College of Human Sciences Center for Technology in Learning and Teaching (CTLT). The certificate will consist of six 2-credit online courses (see [Appendix 7c](#)) and builds upon Scott McLeod's expertise as perhaps the leading academic expert in the country on P-12 technology leadership issues.

Mission

The mission of the EDAD program is to prepare responsive, reflective, and transformational leaders who promote high quality schools and embrace learning and success for every child.

Strengths, Opportunities and Challenges

During this transitional time, the EDAD program is building upon its strengths as it works to regain its prominence within the state. The program has several powerful opportunities as it proceeds forward.

Strengths

The program currently has 2.0 FTE tenure-line faculty, which include Scott McLeod, a tenured Associate Professor and Joanne Marshall, a tenure-track Assistant Professor. However, Professor Marshall is currently on half-time leave.

The rest of the EDAD faculty consists of four clinicians (2.75 FTE):

- Jan Beatty, full-time clinician, CAS co-director
- Michael D. Book, full-time clinician, CAS co-director
- Gary J. Ratigan, half-time clinician
- James R. Scharff, quarter-time senior clinician

One of the primary strengths of the program is its faculty members. All six faculty receive superb teaching evaluations and all six have excellent connections throughout the state. In addition to their work at ISU, most EDAD faculty serve on numerous statewide committees for the Iowa Department of Education (DE), the School Administrators of Iowa (SAI), the Iowa Association of School Boards (IASB), and other organizations. Michael Book is the current chair of the Iowa Council of Professors of Educational Administration. James Scharff also is the Executive Director of the Iowa Association of School Business Officials, which is housed here at Iowa State University and delivers professional development and certification course work through its Iowa School Business Management Academy to hundreds of participants each year.

In addition to these state-level connections, Scott McLeod intersects regularly with organizations such as the National School Boards Association, the International Society for Technology in Education, the Consortium for School Networking, the State Educational Technology Directors Association, and the North American Council for Online Learning as well as with corporations such as Microsoft, IBM, and TetraData. He also currently serves as the Associate Director for Communications and Marketing for UCEA and has received numerous national awards for his technology leadership work. Both Marshall and McLeod are active in various ways within UCEA and the American Educational Research Association.

Scholarly productivity has been diminished by program instability and turnover. Nonetheless, Drs. Marshall and McLeod are moving forward with their research, writing, and presentation agendas.

EDAD tenure-line faculty, 2004-2008	N
Refereed articles (another 5 are under review)	9
Book chapters	5
Evaluation and technical reports	10
Non-refereed articles and other resources	35
Refereed presentations	29
Non-refereed presentations	114

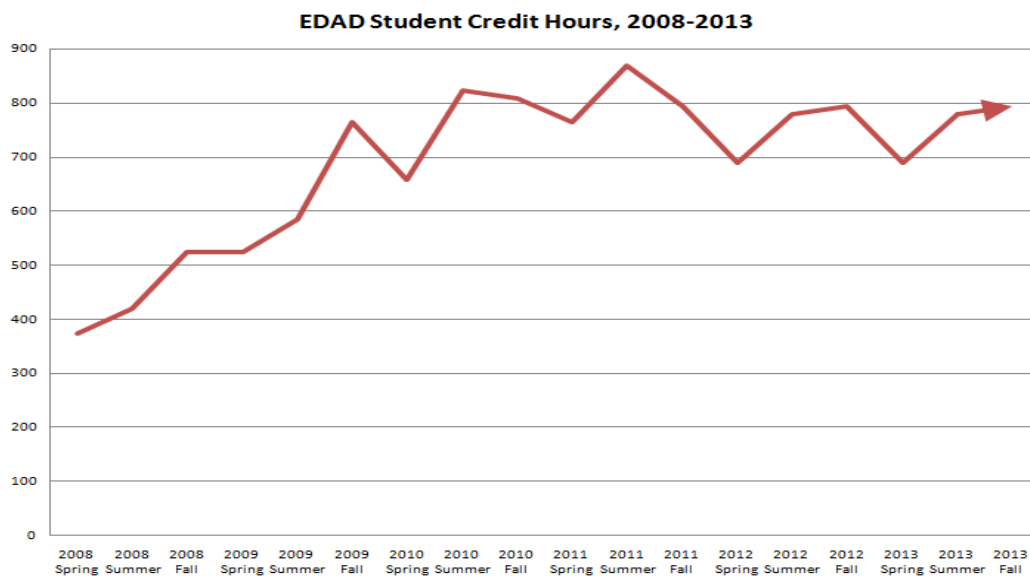
Scott McLeod and CASTLE have an active Web presence consisting of numerous blogs, wikis, podcasts, and other online resources. *Dangerously Irrelevant* blog created by Scott McLeod is now one of the top 10 education blogs in the world (~4,500 visitors per day) and CASTLE's *LeaderTalk* blog (now housed at Education Week) is within the top 50 (~2,500 visitors per day). The *EdJurist* blog recently joined CASTLE's collection of online resources. Also, McLeod was the co-creator of the popular *Did You Know? (Shift Happens)* video, which has been seen by an estimated 20 million online viewers.

Opportunities

The EDAD program has tremendous opportunities for credit and tuition growth. When Scott McLeod was hired in Spring 2007, the program was admitting two PreLEAD cohorts a year, was in the process of redesigning the CAS program, had no school technology leadership program, and had only a few doctoral students. The program is now admitting a new PreLEAD cohort every semester (including summer), new CAS and school technology leadership cohorts every summer, and as many doctoral students as the Higher Education program. By summer 2012, the EDAD program will be administering 10 leadership cohorts simultaneously (see [Appendix 7d](#)), which will approximately double the number of student credit hours it generates. All credits generated by the EDAD program are 'distance education' credits, meaning that the university returns a greater percentage of the generated tuition to the department. Because virtually all EDAD students are full-time P-12 educators, essentially none of EDAD's generated revenue is offset by graduate assistant tuition scholarships.

Credit and tuition growth is being driven by two factors. First, despite ISU's recent lowered profile on the statewide scene, other educational leadership preparation programs in the state and nation have failed to 'corner the market.' As we return to previously-served communities (or branch out into new ones), we are being warmly embraced by Iowa educators who are eager to see

ISU's return to preeminence. Our alumni are particularly pleased to see the EDAD program thriving and growing again and have been important allies as we rebuild. Second, the PreLEAD curriculum is in the process of whole-scale revision in favor of a more appropriate (and more marketable) model that places greater emphasis on instructional leadership, data-driven decision-making, and leadership for a digital, global era. All three of these areas are cutting-edge strengths particular to ISU that are unmatched by rival preparation programs. As our reputation and visibility increase due to our highly-regarded teaching and numerous outreach efforts, we are seeing a corresponding return in student enrollment. In addition to our cohorts across the state, the school technology leadership certificate will be a highly-visible initiative that draws students from across the globe.

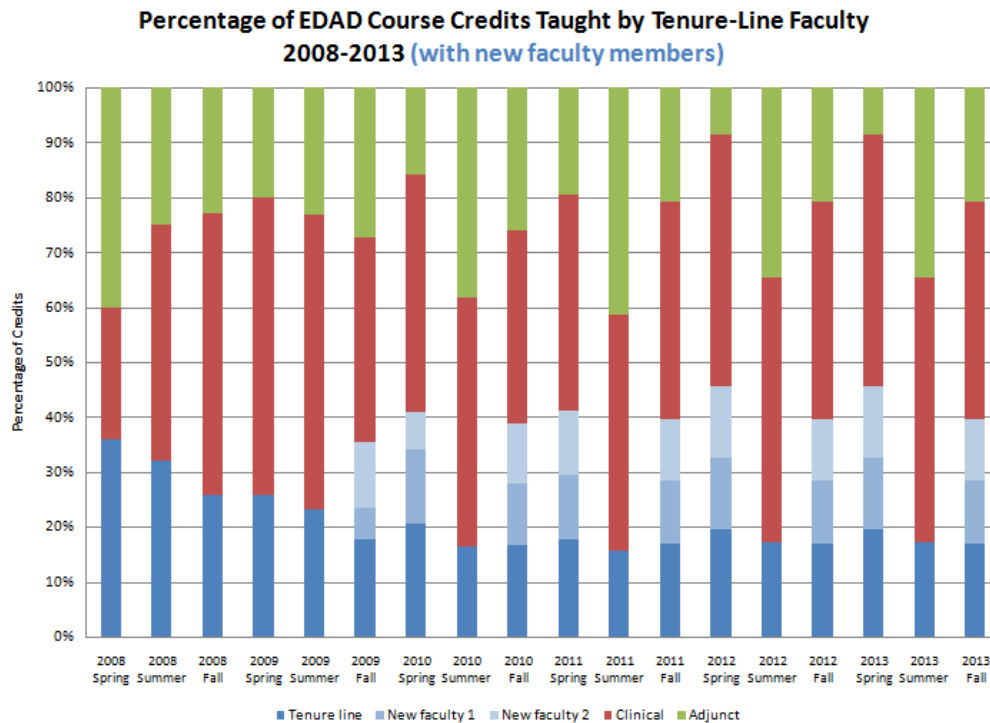


The EDAD program has the potential to bring in significant external funding as well. Over a five-year span at the University of Minnesota, Scott McLeod brought in nearly \$1.3 million in external grants and contracts. This academic year he already has garnered about \$50,000 in external contracts and is working with the CTLT faculty, College staff, and others to identify other potential sources of funding.

Challenge

The biggest challenge for the EDAD program is the lack of faculty, particularly tenure-line faculty that can help with doctoral advising. Book and Beatty are serving as co-directors of the CAS program, and Gary Ratigan has taken on an extraordinary field experience supervision workload. Even with these efforts to distribute the program administration workload, Scott McLeod still serves as primary advisor to 76 Master's students and another 30 doctoral students. Joanne Marshall has almost a dozen doctoral students of her own (and a handful of Master's students)

despite the program’s best attempts to minimize her advising load as she works toward tenure. The current ratio of Ph.D. students to FTE tenure-line faculty is 27:1.



As the chart shows, most EDAD credits are taught by clinical and/or adjunct faculty. Tenure-line faculty members currently teach less than 30% of EDAD’s coursework. As the program’s course offerings increase, that percentage will decline to under 20% without new faculty. We are in the process of searching for two new tenure-line faculty members, one Associate/Assistant Professor and one Assistant Professor. Even if both hires are made for Fall 2009, the percentage of credits taught by tenure-line faculty still will be around 40%.

Looking Forward

The university’s new Resource Management Model (RMM) rewards revenue generation and entrepreneurship. With adequate staffing, the EDAD program is well positioned to move forward under the new budget model and should have little trouble generating additional revenue as it expands its current academic programs and initiates new ones.

Higher Education Program

History of the Program

For more than 40 years, the Higher Education program at ISU has been engaged in transforming higher education. The program was formally created in 1965 in response to the State Legislative Act of that year creating the community college and addressing the need for administrative and licensure programs for two-year faculty and staff. Shortly thereafter, the faculty created the student affairs emphasis. During this time, the Higher Education program has developed a reputation for producing outstanding graduates. The Higher Education program prepares students for careers such as student affairs administrators, community college leadership, university faculty and research and evaluation experts. A new social justice concentration was added in Fall 2007, and is considered to be the first in the nation. In 2008 the faculty approved the master's program in leadership and learning.

Mission

The mission of the Higher Education Program is to provide the knowledge, concepts and skills for leadership necessary for the study and practice of higher education administration. The program is guided by the missions of Iowa State University, the College of Human Sciences and the Department of Educational Leadership and Policy Studies. The mission embodies the concepts of the land-grant tradition of teaching, research, and service. The department is dedicated to enhancing the intellectual, cultural, social and ethical potential of students and faculty.

Areas of Emphasis and Degrees Offered

Master's Degree (M.Ed., M.S.)

- Emphasis in Student Affairs
- Emphasis in Community College
- Emphasis in Leadership and Learning

Doctoral Degree (Ph.D.) in Educational Leadership

- Emphasis in Higher Education
 - Concentration in Social Justice
- Emphasis in Community College

Student Affairs – Master’s Degree

Students in student affairs administration obtain positions in community colleges, private liberal arts colleges, or public colleges and universities. A master’s degree in this area may qualify a person to work in a Dean of Students Office, residence halls, orientation programs, student advising, enrollment management, financial aid, admissions, student activities, Greek affairs, campus recreation, multicultural programs, or other similar areas in higher education. Graduate students have the option of completing the Master of Education (M.Ed.) or the Master of Science (M.S.). The M.Ed. program requires students to complete a learning portfolio, which illustrates how academic work students have completed in classes and assignments accomplished in work settings have contributed to achievement of the learning outcomes of the student affairs program. Students who desire a stronger background and experience in independent research may complete the M.S. degree, which includes additional coursework in research methodology and/or statistics as well as a master’s thesis.

Community College Leadership Program (CCLP) – Master’s & Doctoral Degrees; Certificates & Professional Development

CCLP is the only graduate program in Iowa that offers coursework in community college leadership. The program goals are to prepare the next generation of community college leaders and provide professional development. CCLP offers professional development, certificates, and advanced degrees. Professional development programs include the Community College Leadership Initiative Consortium (CLIC) and the Leadership Institute for a New Century (LINC). The Community College Leadership Academy offers a certificate, master’s and doctoral degree. The Community College Teaching, Learning, and Leadership Academy offers a certificate and master’s degree. The faculty in CCLP have high level interaction with community college leadership throughout the state of Iowa and the nation.

Leadership and Learning – Master’s Degree

Approved by the faculty in March 2008, this emphasis in the master’s degree is targeted toward professionals in any organization who are responsible for leading groups of people. These may include: those in supervisory positions, academics outside the education discipline who wish to enhance their skills in helping others learn, and those who aspire to move into formal leadership positions that have no requirement for formal administrative or leadership training. Typical

students to date include athletics trainers, admissions personnel, academic advisors, assistant coaches, and those working for foundation/fundraising groups. At this time, there are 11 new students enrolled in the program. The program enhances the strategic plan for ISU by focusing on students' critical thinking, creative abilities and communication skills (key goal under the education part of the strategic plan). In addition, the program supports the second goal under the program area of the plan by elevating the overall quality of graduate and professional studies.

Higher Education – Doctoral Degree

The doctoral program emphasis in Higher Education is designed to provide the knowledge, concepts, and skills for advanced study and practice within the field of higher education. Students graduating with an emphasis in this area seek positions in community colleges, private liberal arts colleges, or public colleges and universities. The doctoral program is intended for experienced professionals in higher education.

Social Justice Concentration in the Higher Education Doctoral Program

Approved by the faculty in Fall 2006, this concentration was officially launched in the Fall of 2007. The study of Social Justice in Higher Education (SJHE) is a cutting-edge field in which educators, practitioners, and administrators are prepared to live, work and contribute toward promoting societal change and creating inclusive and equitable communities in higher education and beyond. Students pursuing this concentration have the opportunity to engage in rigorous study of higher education and social justice. Students gain in-depth understanding of the dynamics of privilege and oppression at the individual, group, and systemic levels, and acquire knowledge and skills to work actively for social and economic justice. It is noteworthy that in 2008, close to 30% of students entering the Ph.D. program in higher education elected the social justice concentration. The concentration, at the beginning of year two, had 9 Ph.D. students.

Strategies for Developing the Higher Education Program

Student Affairs: This program is regularly reviewed and evaluated to ensure quality control and currency. Student feedback is used to restructure courses and adjust curriculum. We also regularly seek feedback from assistantship supervisors on the performance of our students. Goals for developing the program in the future include closer interaction with the Division of Student Affairs

to enhance quality of student supervision in assistantships and practica, closer interaction with adjunct professors regarding course content to ensure overall understanding of the program and its learning outcomes, and planning for upcoming retirements of senior faculty in the area.

Community College Leadership: In fall 2008 the CCLP program was awarded a Core Project from the Iowa Math and Science Education Partnership (IMSEP) to address the shortage of math and science instructors in Iowa's community colleges. The initiative has two foci: 1) development of the 12-credit Community College Teaching Certificate; and 2) development of the Interdisciplinary Graduate Studies (IGS) Master's program that would include the 12-credit block of teaching and learning courses, 21 credits of content specific coursework, and a 3-credit Creative Component. Opportunities for the future entail developing an online master's program with the emphasis on community college. This program will target community college professionals in Iowa and the region who are place-bound. The online master's program will help increase graduate enrollment.

Social Justice: Opportunities for the future of the Social Justice Concentration, with the appropriate resources and support made available, are plentiful. Future possibilities include the creation of an annual national social justice conference at ISU, establishing a research center to encourage collaboration across the university and the nation, the development of a scholarly journal focusing on issues of social justice in higher education and cultivating consulting opportunities. Currently, faculty in the concentration are in the final stages of seeking university approval of a social justice certificate program that will allow graduate students from across the university to obtain a 12-credit certificate in social justice.

Leadership and Learning: The Leadership and Learning program is in its infancy with high potential for engaging many students. With its emphasis on leadership related to the science on learning and development of key leadership skills, the program enrolls students from diverse backgrounds and experience. Growth is likely given the benefit for professionals in nearly any leadership position.

Quality of the Faculty

The higher education program benefits from its nationally-known, acclaimed faculty which include:

- Larry H. Ebbers, University Professor
- Latrice E. Eggleston, Assistant Professor
- Nancy J. Evans, Professor and Student Affairs Program Coordinator
- Florence A. Hamrick, Associate Professor
- Linda Serra Hagedorn, Professor and Director of RISE
- Frankie Santos Laanan, Associate Professor and Higher Education Program Coordinator
- Barbara L. Licklider, University Professor, Leadership and Learning Program Coordinator
- Nana Osei-Kofi, Assistant Professor, Social Justice Program Coordinator
- Lori D. Patton, Assistant Professor
- Laura I. Rendón, Professor and Chair
- Daniel C. Robinson, University Professor and ELPS Director of Graduate Education
- John H. Schuh, Distinguished Professor and Doctoral Admission Coordinator
- Soko S. Starobin, Assistant Professor

Among the Higher Education faculty, one (John Schuh), has been recognized as a Distinguished Professor at Iowa State University. A Distinguished Professorship is awarded for exemplary performance in research and/or creative activities as reflected by a national or international reputation in the nominee's discipline. Three faculty members in the Higher Education Program (Larry Ebbers, Barbara Licklider, and Daniel Robinson) are University Professors. The University Professorship recognizes faculty members whose professional work has focused upon effecting positive, significant institutional change at ISU. The amount of recognition, the number of awards and the depth of scholarly publications attributed to our faculty is far too long to include here, but it is available on our website at www.elps.hs.iastate.edu and in our Points of Pride.

Points of Pride

In the first section of the self study, a list of higher education program points of pride provides a broad overview of the wide ranging accomplishments in this nationally-acclaimed program.

Student Learning, Research Excellence, and Serving Constituents' Needs

Faculty in the Higher Education Program are engaged in developing academically strong programs that include close faculty/student interactions, mentoring, programmatic and course innovations, experiential learning, research experiences and policy analysis. Many experiential and research activities such as design of theory-based interventions, campus environment audits, ethnographic studies, and phenomenological interviews are built into courses to give students hands-on experience with using theory and research techniques in practice. Learning portfolios also allow students to demonstrate their knowledge, thinking, and communications skills.

Faculty and students may also participate in policy analysis. We publish two nationally recognized policy brief series. Supported by a grant from the Lumina Foundation, we publish and disseminate the *ASHE/Lumina Policy Briefs and Critical Essays* in conjunction with Michigan State University and the Lumina Foundation. The series focuses on topics such as college access, financial aid, and college remediation, among others. *Educational Policy and Practice Perspectives (EP³)* is a policy brief series with a graduate student editorial board. EP³ has featured briefs on topics such as declines in college enrollment, financial aid trends, and diversity in higher education.

The nationally-ranked Student Affairs Program prepares socially conscious, reflective leaders who blend theory with practical experience to work with college students. Faculty in this program have written many of the books and journal articles employed in student affair programs throughout the nation. Learning outcomes for the master's degree in student affairs program can be found in [Appendix 8a](#). The learner outcomes include three areas: 1) students will be...(e.g., experienced practitioners and educational leaders.; 2) students will be able to....(e.g., apply theory to practice); and 3) students will know...(e.g., foundations). Other assessment documents are included in Appendix 8 such as:

- Assessment Process in Student Affairs Master's Program ([Appendix 8b](#))
- Master's Program Outcomes Assessment, 2003 ([Appendix 8c](#))
- Faculty Ratings of Learner Outcomes (Emphasis by Course, 2003) ([Appendix 8d](#))
- HgEd 598: Capstone Seminar Portfolio ([Appendix 8e](#))

A comprehensive program assessment of the master's program in student affairs was conducted in 2003. [Appendix 8f](#) outlines the feedback from students in the program. Other learning initiatives include the development of a student research conference that is presented every December to showcase work students have completed in their Fall semester courses, guest speakers and presenters in classes to provide outside perspectives on current issues, encouragement to attend regional and national conferences and to participate in case studies, presentations, and other events for graduate students. Students are also actively involved in the Higher Education Graduate Student Association (HEGSO), which in 2007 sponsored a regional conference on spirituality. HEGSO also offered workshops on professional conferences, resume writing, interviewing, and other topics. Faculty frequently serve as consultants to the ISU Division of Student Affairs and student affairs units on other campuses in addressing needs and issues they are facing.

Five learning outcomes are required of all doctoral students who pursue the Higher Education emphasis: 1) leadership; 2) research; 3) communication; 4) assessment and evaluation; and 5) educational foundations. [Appendix 8g](#) provides detailed information about each learning outcome. All doctoral students are required to provide evidence demonstrating growth and accomplishments for each learning outcome during the program of study committee meetings.

In a report titled *Breaking Tradition*, which was published by the American Association of Community Colleges, the Iowa State University Community College Leadership Program was identified as one of the top six most innovative programs in the nation. The Office of Community College Research and Policy (OCCRP) at Iowa State University is focused on creating, sharing, and applying knowledge in the context of community college education. The mission of the OCCRP is to articulate and analyze the issues affecting policy and practice by conducting rigorous research. The OCCRP provides assistance to community college practitioners and policy makers in strengthening governance structures, developing leadership competencies, and making informed decisions to improve educational opportunities and academic success for students in community colleges in Iowa and nationwide. CCLP is designed to have a built-in network of support to be accessible for students who continue to work full-time as they pursue advanced degrees of study. Students navigate their way through the program as members of a cohort. The cohorts provide students with strong support networks for problem-solving, professional development, and career advancements. At the same time, peer relationships are developed that last long after students complete their degrees. Core courses are offered on Thursdays, Fridays, and Saturdays. Courses are delivered in a variety of formats including face-to-face, online, and blended instruction.

The faculty in Leadership and Learning are engaged in innovative research and faculty development through endeavors such as: Program LEA/RN (Learning Enhancement Action/Resource Network), which is a highly successful staff development program to expand active learning techniques and inductive learning strategies.

The Social Justice concentration includes innovative courses and seminars on topics such as: developing social justice allies, liberatory pedagogies, educating for wholeness, social justice and liberation, equity for GLBT communities, student diversity in higher education, critical race theory, disability studies, and education of (im)migrant communities, among others. While engaging in highly relevant and critical work, the social justice concentration is operating on a shoe-string budget. Faculty in the concentration have received two diversity seed grants from the provost's office, as well as some financial support from the department. While these funds have been helpful, they represent a very small portion of the resources needed to fully realize the potential of the concentration.

Peer Comparison with Quality Benchmarks

As of April 2008, *U.S. News and World Report* ranked several programs. Higher Education had two ranked programs:

- Counseling and Personnel Services: 12
- Higher Education: 15

Currently, ISU has the only Social Justice in Higher Education concentration offered by any major U.S. university. However, several programs in the study of higher education are in the initial stages of developing social justice concentrations (e.g., University of Michigan, Pennsylvania State University, University of Maryland).

Interrelationships of Program with Other Programs at ISU and Perceptions of Quality Outside of the Program

The student affairs master's program works closely with the Division of Student Affairs and related units on campus. Each student is required to hold a graduate assistantship in student affairs or a related area. [Appendix 8h](#) provides information on student affairs graduate assistantships that were available for 2008-09. Interview Days, during which students interview for assistantships, is jointly sponsored with the Division of Student Affairs. [Appendices 8i and 8j](#) provide information on graduate assistantship placements for 2008-09. In addition, students complete practica for academic credit in student affairs offices on campus and at other institutions

in the area. Our students are in high demand and we have more requests for practicum students than we can fill. The potential practicum sites are listed in [Appendix 8k](#). Sites are constantly being added to this list.

Faculty Productivity Indicators

The higher education faculty have been quite productive in terms of publishing, making presentations at refereed conferences, and doing invited keynote addresses nationally and internationally. They have also held prestigious positions in major organizations in their field and have held important editorial roles. Faculty have also been awarded prestigious teaching and research awards and secured internal and external grants. Readers may review each faculty bio to learn more about faculty accomplishments. In addition the table below portrays faculty productivity from Fall 2002-Fall 2008.

Description	Number
Books (edited, authored, co-authored)	10
Monographs (edited, authored)	11
Refereed Journal Articles	138
Book Chapters	51
Monograph Chapters (e.g., New Directions, etc.)	14
Refereed Conference Presentations/Proceedings (e.g, ASHE, AERA, ACPA, NASPA, etc.)	
A. International	17
B. National	320
Invited Keynote Addresses or Plenary Sessions	56
Invited Lectures	191
Prestigious positions and invited memberships	37
Prestigious positions held in major national organizations	97
Member of Review Panels (NSF, U.S. Dept of Education, etc.)	15
Editor of Journals	8
Teaching Awards	19
Research Awards	15
Grants and Contracts	
A. Internal	17
B. External	28

Productivity Indicators (SCH/FTE)

The Faculty Scholarly Productivity Index (FSP Index), administered by Academic Analytics, evaluates the productivity (i.e., publications, citations of journal publications, federal research

funding, and awards and honors) of research extensive university doctoral programs. ELPS ranked 6th out of the top 10 programs in the "General Education" category in 2006-2007.

Productivity Indicators (Grants and Contracts)

Faculty as well as RISE staff have been actively engaged in securing grants and contracts over the past 7 years. A list of these grants and contracts is included in [Appendices 6b and 6c](#).

Placement of Graduates

Our graduates reflect our values. Our alumni are highly competent, innovative, self-reflective, collaborative, visionary and courageous leaders who can institute transformative changes in college and university environments. Nearly 100% of the student affairs master's graduates secure positions within 6 months following their graduations. Exceptions would be those who do not seek positions or who may be place bound for various reasons. Students are hired into a variety of positions in colleges and universities across the country. Our Community College Leadership Program has an excellent track record of developing leaders. Our alumni include 14 Presidents, 25 Vice Presidents/Provosts and 56 Deans and Directors. [Appendices 8 l- 8p](#) provide detailed information for placements from 2004 through 2008.

Student retention, average time to completion, and graduation rates

Mean number of years to complete graduate study by program areas are provided in [Appendix 5g](#).

Program Quality Challenges

Overall, the higher education program is fundamentally strong. However, it is faced with the following challenges:

- Faculty turnover is likely in the foreseeable future. Some faculty members are reaching retirement eligibility and presumably some of them will opt for retirement. Replacing these faculty members requires planning. Associate and assistant professors are expected to make progress into senior ranks, and it is quite likely that they will do so.
- As a new cohort of senior faculty emerges, there are implications for curriculum planning related to the kinds of expertise that will depart as faculty members retire. These considerations are in addition to issues related to new resources and faculty lines needed to support current programs and curricula.

- Regarding the new Resource Management Model (RMM) at ISU, faculty are grappling with identifying the best strategies to thrive under RMM. A number of other universities/departments operate under similar kinds of budget models and we can learn vicariously from their experiences.
- Additional resources are needed, including 1) significantly more physical space to accommodate growth in faculty; 2) office renovations; 3) new lines to hire faculty in areas such as social justice and student affairs.
- Several challenges face the master's concentration in student affairs. A major concern in recruiting students is the fact that we are only able to offer partial tuition scholarships, while other programs across the country are offering full tuition scholarships. A second challenge is given the number of assistantships available, as well as the number of faculty available to teach and advise students, we have very limited potential to increase numbers of students admitted in the student affairs master's program. This is of concern given the new Resource Management Model, which allocates funds based on student enrollment. A third concern is that with increased emphasis on securing external funding and working on grant-funded research, full-time faculty are less available to teach master's courses. As a result, we must rely more on adjuncts. Because of the increasing demands on student affairs staff on campus, fewer of them are available to teach for us on a regular basis. Consequently, we are having a difficult time finding qualified faculty to teach master's courses. Increasing reliance on adjunct faculty also has the potential of undermining the continuity and quality of the coursework offered.
- Three of the five faculty who are primarily associated with the student affairs faculty are likely to retire in the next 3-5 years, and no plans have been put in place for their replacement.
- The most pressing need in the Social Justice concentration is to remain sustainable and at least one new faculty line is needed. The program is currently coordinated by an untenured assistant professor, and the program faculty currently consists of three untenured assistant professors, one postdoctoral research associate whose contract expires in May 2008, and two full professors, one who serves as Department Chair, and the other whose duties as coordinator of the master's program in student affairs preclude her from serving in a full-time capacity on behalf of the concentration.
- We expend an enormous amount of effort working with students individually on master's capstone projects, doctoral capstone projects, and dissertations. However, the credit hours applied to these experiences underestimate the time and intensity of this individual work with graduate students who are undertaking relatively sophisticated studies. We have posited that a

weighting of such credits is indicated, commensurate with ELPS's current graduate-only department status, but have no success in convincing senior leaders. We need help in making the case that credits related to these independent projects need to be weighted, particularly in light of financial implications of the credit hour and tuition provisions of the RMM.

- We need to continue to develop efforts and commit resources to have the higher education program ranked within the top 10 in the nation.
- We need to plan carefully to see which courses can be offered as off-campus courses so that the tuition revenue can be returned to the department.
- We need to plan to develop more certificate programs in ELPS. Such programs could include the following: 1) academic advising (e.g., community college/university focus); 2) multi-cultural competence.

Program Planning and Opportunities for the Future

In the master's program in student affairs, systematic assessment of the academic program provides good data on which to plan for the future. Indicators suggest that the program is healthy, innovative, and effective in preparing students for student affairs positions. Students are actively sought for positions around the country, and we have a strong national reputation in student affairs settings as well as student affairs professional associations. Retirements will provide opportunities to recruit strong, young faculty to carry on this tradition of excellence.

The community college program will continue to develop and deliver courses using distance education (e.g., WebCT) to attract and reach a bigger constituent group, both in Iowa and in the Midwest region. The plan is to make CCLP the program in the Midwest to educate and train current and future faculty, leaders, and professionals in community colleges. Resources will be needed to devote faculty time to develop and implement existing courses to online courses that are rigorous and of high quality. The growth of graduate students in CCLP will put pressure on advising loads for the current faculty. Given that CCLP is an off campus program, which generates revenue for the department, meeting the needs of growing enrollments, as well as faculty advising loads will need to be addressed.

The social justice concentration needs a tenured professor who can serve as coordinator and focus on program development and growth without the concerns of seeking to attain tenure and promotion. Additionally, as a more immediate need, unless the opportunity to hire a postdoc is renewed or an opening for an assistant professor in social justice is made available, there is a shortage of faculty to teach the core courses in the concentration. We believe that this is simply too

important an initiative to not make a sustainable future possible. To have 9 Ph.D. students in a program after only being in operation for one year, speaks loudly to the need for this program, and that close to 30 percent of incoming Ph.D. students in higher education sought out this concentration is significant. We need a strong cadre of faculty working in the concentration to be able to deliver on the mission and vision of the concentration. Based on the mission of the program, it is critical that a diverse student body is represented in the concentration. Financial resources are an important component in the growth of the concentration in order to effectively recruit a diverse student body from across the nation and the world.

Research and Evaluation

Background

The Research and Evaluation (ResEv) program area has been part of the Educational Leadership and Policy Studies department from the founding of the former College of Education in 1968. Program area faculty teach a variety of research courses for students in the College of Human Sciences (CHS), as well as students in areas outside the college, such as Agriculture & Biosystems Engineering and Linguistics. We offer a M.S. in Research and Evaluation and a Ph.D. in Educational Leadership, with a graduate certificate in educational research and evaluation currently in development. In AY 07-08, we taught 14 regular course sections for 205 students from within CHS and across the university.

Currently the program has 3.5 full-time tenured/tenure track teaching faculty, with a number of adjuncts teaching additional courses. The Director of RISE serves as the half-time teaching faculty member. One of the program coordinators in RISE also teaches one course per year as an adjunct for the program as part of her regular job duties. The program faculty have completely turned over in recent years, and the current faculty have been teaching for the program for less than four years.

Mission

The ResEv Program provides introductory and advanced research methodology courses for the College of Human Sciences. The degrees, certificates, and courses offered by the ResEv program emphasize high quality methodology aimed at preparing students to achieve success in their professional lives and to be active contributors to an academic community. The ResEv program educates students to become competent and ethical professionals who consume and/or produce research within the academic community. In each facet of its mission, the program embraces a respect for, and a commitment to, diversity in its various forms.

Program Quality Strengths

Our faculty are known for their national reputations in research. Half of our faculty have served or currently serve as editorial board members for *Research in Higher Education* and *Review of Higher Education*, two of the top three journals in the field of higher education. Our faculty are

the most prolific among ELPS faculty in publishing articles in top peer-reviewed journals, as well as in citations by other scholars of our research. Our faculty have received funding from the U.S. Departments of Agriculture and Education, the Ford Foundation, and the Lumina Foundation. The tenured/tenure track faculty are:

- Ryan Evely Gildersleeve, Assistant Professor, research interests: social contexts of educational opportunity, (im)migration, sociocultural theory and critical inquiry.
- Linda Serra Hagedorn, Professor and Director of RISE, research interests: community college student success (transfer, retention).
- Stephen R. Porter, Associate Professor, research interests: organizational behavior, effect of colleges on students and faculty, faculty worklife.
- Roger A. Smith, Professor, research interests: retention of students and leadership in higher education, distance education, and community colleges.

ISI-Web of Science Articles and Citations by Program Area

Program Area	ISI Articles per Faculty Member	Top higher education journal articles per faculty member
Educational Administration	1.0	-
Community College	2.5	0.5
Higher Education	5.9	1.1
Research and Evaluation	10.0	6.5

Note: Top higher education journals defined as *Journal of Higher Education*, *Research in Higher Education*, and *Review of Higher Education*.

Our curriculum consists of an introductory course on educational research, designed mainly for master’s students; a sequence of statistics and quantitative research methods courses (such as survey methodology); a sequence of qualitative research methods courses; and a program evaluation course.

With the recent turnover of ResEv faculty, we have taken the opportunity to redesign our quantitative and qualitative sequences of courses so that students will be trained in the most advanced and up-to-date methodologies used in educational research. The goal of each sequence is simple: by the end of the sequence, students will have the necessary training to conduct research of sufficient quality to be funded by grant agencies or published in top education journals.

The quantitative course sequence has changed from an emphasis on experimental statistics to an emphasis on statistics and research design in observational settings; that is, when individuals or schools cannot be randomly assigned to experimental groups. The introductory quantitative

course, Basic Educational Statistics, focuses on graphical and tabular display of information, understanding of univariate and bivariate statistical concepts, and null hypothesis testing. The course ends with an introduction to analysis of variance. The second course, Intermediate Educational Statistics, focuses solely on multiple regression and dichotomous, multinomial and ordinal logistic regression. The third course, Intermediate Research Methods (Quantitative), focuses on scale development, reliability and validity, and the estimation of causal effects using techniques such as instrumental variables and propensity scores.

All three courses are taught in a computer lab, so that lectures can be interspersed with examples and group work using statistical software. Our program area uses Stata, the statistics program used by most of the top departments in the social sciences. In Intermediate Educational Statistics and Intermediate Research Methods (Quantitative), students are required to read several journal articles per week, as well as the assigned texts, and these articles are discussed in class in terms of their strengths and weaknesses in research design. There are about six course assignments per class; each involves extensive analysis of a dataset, using the statistical techniques covered in class.

The qualitative course sequence has shifted from a focus on qualitative techniques to emphasizing the theoretical and methodological foundations of qualitative inquiry, as well as the role of social research in addressing concerns related to social justice. The introductory course, Qualitative Research Methodology, covers the social foundations of qualitative inquiry, qualitative research design, five methodological traditions, three primary data collection methods, and issues of representation in qualitative inquiry. Ethical concerns of social research broadly, and qualitative methodologies in particular, are threaded throughout the major units of the course.

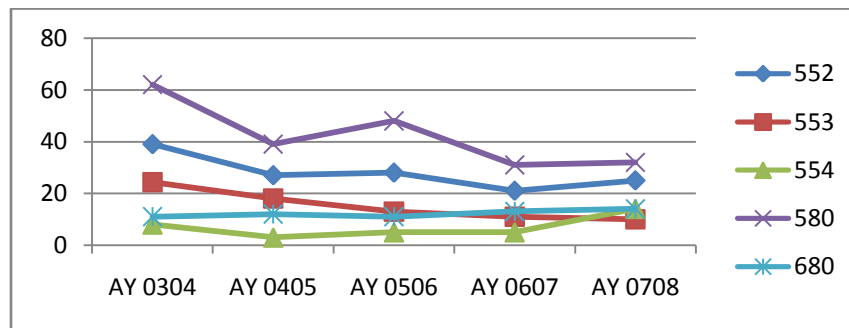
Two advanced courses provide students opportunities to build upon the foundation established in the introductory course. Intermediate Research Methods (Qualitative) is designed as a laboratory for students to get in-depth, hands-on practical experience and experimentation with qualitative data analysis. One goal of this course is the development of a publishable research paper. Advanced Issues in Interpretive Inquiry is subtitled "Anti-Oppressive Research Methodologies" and is organized as a reading and discussion seminar that focuses on critical, feminist, "post-" and transgressive methodologies.

Program Challenges

Currently, our program faces a number of challenges. First, our program area has experienced declining enrollments in our main course sequences during the past five years,

although the trend has stabilized for the last two years as demonstrated in chart below. There are a number of reasons for this decline, including a past effort by the department to restrict enrollment in ResEv courses to only ELPS students, varying numbers of tenure-track faculty during this time period, and past issues with the quality of adjunct teaching.

Course Enrollments in Qualitative and Quantitative Sequence Courses



Second, and related to the first point, our program has relied heavily on adjuncts to teach many of our courses. In 2007-2008, 29% of our courses were taught by adjuncts; the previous year it was 43%. Clearly, additional faculty are needed to provide continuity of curriculum and quality instruction for our program.

Third, as we begin to recruit students for our Master's and certificate programs, and given the emphasis on revenue with the new Resource Management Model, the ResEv program will need additional resources. Currently, the ResEv program, unlike the Educational Administration and Community College programs, does not generate revenue from off-campus courses.

Program Planning and Opportunities

Increasing course enrollments within CHS and ISU

In AY 07-08, the ResEv program generated 630 credit hours; 64% came from ELPS students, 19% from CHS students, and 18% from students outside CHS. In AY 03-04, these percentages were 47% from ELPS, 35% from CHS, and 18% from other colleges. There has been a loss of students from within CHS, and we can regain these students given the right curriculum and teaching. We have made a first step in this direction by removing course enrollment restrictions; most ResEv courses are now open to students across the university. Our new curriculum should also help us attract students from across the university.

The importance of attracting students from within CHS and across the university is due to the new Resource Management Model. Under the current iteration, when graduate students take courses outside their college, the home college must pay the teaching college a certain percentage of the tuition for that course, which varies each semester based on number of students enrolled for the course. Further, because many of these students will be provided tuition scholarships by CHS (and not the Graduate College), this is not simply a loss in revenue, as the students will not be paying tuition, but instead a transfer of existing CHS funds to another college.

The ResEv program yields significant tuition revenue per course, as well as per faculty/member. This can be sustained (and increased) as long as the ResEv program adopts a graduate student model similar to the Educational Administration and Community College programs, which generates significant tuition revenue from offering off-campus courses.

Attracting new students

Given the increasing emphasis on accountability in secondary and postsecondary education, and thus an increased emphasis on the collection and analysis of educational data, we believe there is great opportunity to increase ResEv course enrollments, particularly among paying students (as opposed to graduate students on assistantships, who pay either no tuition or half tuition, depending on their graduate status).

We have recently redesigned our M.S. degree requirements, and we are currently developing a 12 credit graduate certificate in educational research and evaluation. Our M.S. program and certificate should attract a number of students willing to pay tuition to gain an educational credential in research and evaluation. If we attract 10 new certificate students and 5 new M.S. students per year, this should bring over \$100,000 of new tuition revenue to the ResEv program per year.

Decreasing our Reliance on Adjuncts

Finally, because our program relies so heavily on adjuncts, and because we turn students away from some of our qualitative courses, our program area desperately needs new faculty. At a minimum, we would greatly benefit from two additional faculty members, one with qualitative expertise, and one with expertise in the area of program evaluation (the two sections of our program evaluation course are currently taught by adjuncts, and there is enough demand to offer a third section). Given the potential to attract paying students, and the ability to provide savings to CHS by teaching CHS students (as opposed to having them take courses in other colleges), additional faculty in the ResEv program area would be a good investment by the college.

Research Institute for Studies in Education (RISE)

History of Research Unit

RISE was established on October 17, 1974 to serve as an institutional research arm of the Iowa state University College of Education, as well as to provide service to the campus, educational agencies and organizations in the state of Iowa. In addition RISE was commissioned to conduct studies designed to meet the requirements of various agencies, organizations, and institutions. In 1975, in addition to the initiation of the faculty research grant program, several College of Education faculty held joint appointments in RISE. By 1978, RISE was listed in the Registry of the National Institute of Education as a Research Development, Dissemination, and Evaluation Center. In 1991, RISE expanded services to include program and project evaluation with K-12 schools, community colleges, Ames Laboratory, and state agencies. RISE has benefitted through a series of excellent directors.

As of August, 2008, RISE is being directed by Linda Serra Hagedorn and is in the process of transformation and expansion. RISE works with a diverse set of clients including faculty; campus units; federal, state, and local agencies; foundations; K-12 school districts, other universities, and community colleges.

Under the present leadership RISE is reviewing practices and establishing new norms and directions. A current goal is to promote RISE to a nationally-prominent position.

Areas of Emphasis

Although currently situated and reporting to the ELPS department, RISE offers neither specific courses nor degrees. The RISE director serves as a faculty member in the department, and is presently the interim co-chair of the Research and Evaluation Program. In addition, some of the RISE professional staff members regularly teach research and methodology courses in the department. RISE works with the Research and Evaluation Program as a support structure. The intersection of RISE and the Research and Evaluation Program allows the sharing of knowledge learned through practical, applied, as well as empirical research projects that can be shared in the classroom settings.

RISE conducts research, assessment, and evaluation projects using both quantitative and qualitative methods. RISE has developed expertise in the development and administration of surveys, evaluation plans, focus groups, proposal development, budgeting, data analysis, and

reporting. RISE also conducts and disseminates theory-based empirical research with the goal of improving educational practice.

Mission Statement

The Research Institute for Studies in Education is committed to excellence and innovation by providing leadership in assessment and evaluation, conducting institutional research, and offering instruction and practical experiences in research and evaluation.

In 2007 RISE was restructured within the Department of Educational Leadership and Policy Studies. It is a research extensive organization providing expertise in research scholarship, methodology, and evaluation. It is RISE's goal to provide a supportive, intellectual, collaborative, and collegial environment leading to joint projects and externally funded work. RISE encourages, organizes, and supports innovative research and training. The Institute is also dedicated to providing practical and mentored leadership and research experience for students (both undergraduate and graduate). RISE has a permanent staff that collaborates with faculty on research and evaluation efforts. In addition, RISE supports the college's institutional research activities, including conducting College alumni studies, conducting evaluations of academic programs, and contributing data for accreditation and program review.

It is a long-term goal of RISE to achieve distinction as a top-tier, nationally-known research, evaluation, and policy analysis unit. In order to achieve this, RISE is establishing an advisory board of prominent and experienced individuals who can guide the process. In addition, RISE is exploring relationships with the Institute for Social and Behavioral Research (ISBR) at ISU, as well as extending relationships with other universities.

RISE is working in compliance with the ISU stated mission of "discovering, developing, disseminating, and preserving knowledge." In addition and in accordance with ISU's mission, role, and scope statement, it is our goal to "use existing knowledge to address problems and issues of concern to the state of Iowa in particular, as well as to the national and global community."

RISE will continue to work with the Iowa Department of Education and also to work on a national and global perspective. RISE is focusing on securing larger grants in collaboration with other university researchers. RISE is also planning a meeting with researchers from the University of Nebraska, the University of Arkansas, and the University of Alabama to develop a proposal for major funding.

Program Quality Strengths

RISE has built a strong reputation for quality evaluation and institutional research related studies. Through funding from research and evaluation projects, RISE has been able to support students through research assistantships and hourly positions. RISE provides strong mentoring and research training to students; many of whom have gone on to prestigious positions post degree.

RISE provides opportunities for growth and instruction through the provision of training opportunities. This year RISE has provided free training in the use of online survey development software and qualitative data analysis. RISE plans to continue to provide similar types of research-related training to the department.

RISE's strength also lies in the expertise and experience of the professional staff. The professionals including postdoctoral associates have a wide array of statistical and methodological knowledge as well as application knowledge in preK-20 settings.

RISE has amassed a large number of projects and funding. As a result RISE has supported a number of students (both graduate and undergraduate) as well as postdoctoral fellows. The following table provides quantitative information pertaining to external funding.

	FY04	FY05	FY06	FY07	FY08
Number of grants/ projects	31	39	41	42	28
Funding	\$454,731	\$483,266	\$708,325	\$564,686	\$534,465
Students Supported			19 UG 12 GA 2 Postdoc	7 UG 15 GA 2 Postdoc	7 UG 10 GA

Peer Comparison with Quality Benchmarks

RISE has identified several centers to emulate and function as models for future growth. The first is the Harvard Family Research Project (<http://www.hfrp.org/>). HFRP has a publication series as well as a list of publications that are available on their website.

More consistent with RISE's education focus, there are several research institutes or centers that are related to Colleges of Education that may be appropriately in line with the functions of RISE. The Pennsylvania State University's Center for the Study of Higher Education is certainly worthy of attention and respect. Like RISE, CSHE includes the goal of mentoring graduate students but is much more narrowly focused on higher education policy. RISE is more broadly inclusive of

all educational levels and more centered on evaluation and assessment. CSHE has 12 associated faculty where RISE has one full-time faculty member and four professional staff.

The Julian Samora Research Institute at Michigan State University provides another type of prestigious center. The JSRI is focused on Latino research but has a special focus on the state of Michigan. Like the HFRP, the JSR also posts research reports and working papers. The JSR also produces a newsletter and an assortment of books.

Finally, we include a research center at Iowa State for a model to emulate. The Nutrition and Wellness Research Center (<http://www.nwrc.iastate.edu/>) is broadly focused on multidisciplinary activities, including clinical studies, community-based interventions, and basic laboratory research. Unlike RISE, NWRC includes researchers from across disciplines and industry.

All of the centers mentioned provide models and activities that help to guide RISE in its latest iteration of development. The Director of RISE is currently meeting with directors of the major social science research centers at Iowa State to introduce the RISE goals and capabilities and to establish partnerships.

Personnel Strength

Linda Serra Hagedorn was chosen to direct RISE based on her unique blend of leadership and scholarship. Having recently served as a department chair (University of Florida) and as a director of a research center (Transfer and Retention of Urban Community College Students TRUCCS- University of Southern California) Hagedorn has the leadership experience to exact change. In terms of scholarship, Hagedorn is the author or coauthor of more than 150 manuscripts, chapters, reports, and books. She has also secured several million dollars in research grant monies. She has won awards for teaching, service, and research; her most recent awards include the Senior Scholar Award from the Council for the Study of Community Colleges (2007) and the Mujeres De Excelencia Award from the Institute of Hispanic-Latino Cultures of the University of Florida (2008).

Mari R. Kemis serves as Assistant Director of RISE. A RISE staff member for over 25 years, Kemis has expertise in project management, research and evaluation, and statistics. She is the author or coauthor of more than 200 reports and manuscripts and has secured several million dollars in contracts and grants for program and project evaluation and survey research.

R.M. "Robyn" Cooper is a member of RISE professional staff. Cooper's areas of expertise include the conceptualization and execution of quantitative and qualitative research methods and data analysis, experience with several statistical software packages, survey development, the utilization of logic models for program planning and supporting evaluation activities, and 360°

Feedback for educators. She has experience in teaching graduate courses in statistics, qualitative inquiry and research methods, and has been a member of 35 graduate dissertation and 4 graduate thesis committees. She has served as PI, Co-PI, research analyst, methodologist, or evaluator on numerous local, state, and national funded projects. She has published on both qualitative and quantitative research methods, and student life development, along with numerous invited and peer-reviewed presentations, and workshops.

Mandi Anderson is a member of RISE professional staff. Anderson's areas of expertise include quantitative and qualitative methods, evaluation planning, development of on-line and paper surveys, and written and oral communication. She has a total of 10 years experience in RISE plus an additional 12 years experience as a middle and high school teacher and another 8 years as a faculty member in teacher education, including two years as associate dean. She has served as PI, Co-PI, or Evaluator on over 30 funded projects totaling over \$2,000,000. She has over 50 publications, invited presentations, presentations, and national workshops and has chaired or been a member of 10 graduate thesis committees.

Robin Galloway has been a member of RISE since 2003. Her expertise is in the area of K-12 qualitative analyses, positive behavioral supports, and parent leadership. Galloway directs several funded projects and continues to work closely with the Des Moines School District on many projects.

Program Quality Challenges

The future of RISE appears bright. The staff frequently uses the phrase "RISE is rising." However, there are challenges. The original RISE location (basement of Lagomarcino Hall) was flooded in Spring 2008 requiring a temporary relocation to the second floor of Lagomarcino Hall. Many of the records and files are now in storage and this temporary setback has added additional time whenever these records are needed. The current location of RISE is cramped and tight. We anticipate moving back into RISE's original space in the basement of Lagomarcino Hall once repairs are complete. However, this space is still not adequate to house all RISE staff and allows for no growth as new or larger projects are received.

Other challenges are in the area of development funds and time. Staff and students are very busy meeting reporting deadlines for current projects. There is little time left for writing proposals, seeking funding opportunities, or working toward future projects. The addition of one more permanent staff member would be very supportive of our efforts for creating a world-class research center.

As other units in the university, RISE will face a learning curve and adjustment to the new Resource Management Model. We are contemplating taking an entrepreneurial approach with our 360° Feedback project and to “sell” our services of evaluation.

While we do not anticipate retirements in the near future, we are consistently plagued with turnover of graduate students and postdocs. By the very nature of our work we train graduate students and postdocs to work on our projects. After considerable training and mentoring, the students graduate (as they should!) and leave. RISE would benefit greatly from the addition of at least one more permanent professional staff member.

The Vision

RISE is poised for 1) an emphasis on securing grants and contracts (especially large-scale), 2) policy analysis work examining timely educational issues and 3) new instructional emphases which involve practicum experiences, field experiences, grant writing workshops, formal courses in the ResEv program, and working with the ResEv program to develop a certificate in Research and Evaluation as well as in Institutional Research.

Planning for the Next 5-10 Years...

Overall, ELPS is a very strong department. Its primary strengths include the quality and diverse nature of its faculty and students. Faculty generally receive excellent teaching evaluations, and they are engaged in research and outreach at the local, state and national levels. If ELPS is to continue to build and grow, the department will need financial resources and increased space for faculty offices, graduate assistants, and research staff in RISE.

Educational Administration Program

The EDAD Program is increasing its PreLead and CAS cohorts throughout the state, as well as rebuilding its image and visibility through its expertise in the areas of instructional leadership, data-driven decision-making, and leadership for a digital, global era throughout the state and nation. A school technology leadership certificate is also being created. Yet, the program currently suffers from a shortage of faculty, which is causing serious advising and teaching loads issues. There is insufficient time to secure external funding through grants and contracts, despite the significant potential that exists in this area. Presently, most courses are taught by clinicians and adjuncts.

Resources Needed for the Next 5-10 Years

- 2 tenure-line faculty by 2009-2010
- An additional 2 tenure-line faculty by 2013
- 4-8 office spaces for faculty and graduate assistants
- Faculty time releases and/or additional personnel to assist with course development and external funding acquisition

Higher Education Program

The Higher Education Program is highly regarded and enjoys an excellent reputation in the state and nation. This too is a growing program with faculty approving a social justice concentration in 2007 and leadership and learning master's program in 2008. Among the key challenges in this program include: 1) planning to replace senior faculty who are close to retiring;

2) providing full-tuition scholarships to master's students and increasing the financial support available to incoming doctoral students; 3) growing and sustaining the social justice concentration; and 4) planning to generate additional income by offering off-campus courses. To sustain and further advance the acclaimed status of the Higher Education Program, additional resources are needed. A 12 credit graduate certificate in social justice is being developed.

Resources Needed for the Next 5-10 Years

- Funding to provide master's students with full-tuition scholarships.
- 1 tenure-line faculty in the area of social justice by 2010.
- 1 tenure-line faculty in student affairs to reduce dependence on adjunct faculty.
- 3 office spaces for faculty and graduate assistants.

Research and Evaluation Program

The ResEv faculty enjoy a national reputation for excellence and have been successful at securing external funding. Among key challenges facing this unit include: declining enrollments (though this appears to be stabilizing) and over-reliance on adjuncts to teach courses. A 12 credit graduate certificate in educational research and evaluation is currently being developed.

Resources Needed for the Next 5-10 Years

- 1 tenure-line faculty with expertise in qualitative research methods.
- 1 tenure-line faculty with expertise in program evaluation.
- 3 office spaces for faculty and graduate assistants.

Research Institute for Studies in Education

With a 35-year history in the old College of Education (combined with the College of Family and Consumer Sciences to form the new College of Human Sciences in 2005) RISE has built a strong reputation for quality evaluation and institutional research related studies at ISU and in the state of Iowa. Through funding from research and evaluation projects, RISE has been very successful supporting graduate students through research assistantships and hourly positions. Becoming a part of ELPS in 2007, RISE has a new Director and is currently rebuilding to achieve distinction as a

top-tier, nationally-known research, evaluation, and policy analysis unit. Challenges include having an adequate working space that accommodates staff and graduate assistants, over-extended staff, and learning to work with the new ISU RMM to become more entrepreneurial. Yet, the future of RISE is very bright with many opportunities for securing funding from external sources.

Resources Needed for the Next 5-10 Years

- 1 staff member with specifically developed quantitative skills and strong writing skills to develop proposals and to sustain research.
- SPACE. RISE is lacking the space it needs to grow. The lack of space is a serious detriment to writing for large grants that require additional students and more room to house them.

Strategic Planning

The issues outlined above indicate that ELPS needs a strategic plan to guide its evolution for the next 5-10 years. Strategic planning can be initiated with this Self-Study and with the report of the External Review Team.

The Self-Study Steering Committee will be charged with seeing that the recommendations of the External Review Team are put in place. During the 2009-10 academic year, a Strategic Planning Committee, in consultation with ELPS faculty, will be created and charged with developing a new strategic plan for ELPS including goals, strategies, and timetable. The plan will be aligned with the CHS and ISU strategic plan.

Specific issues that will be addressed (though others may be added at a later point) include:

- How can ELPS become more entrepreneurial in terms of generating additional tuition dollars from off-campus courses?
- As a graduate-only unit, how can ELPS be better positioned within the new RMM?
- How can RISE assist ELPS programs with issues such as evaluation of teaching and learning outcomes and involvement of faculty in research projects and policy analysis?
- How can ELPS faculty engage in succession planning to determine the number of faculty retirements, as well as the numbers of faculty who need to be hired, and their areas of expertise?
- How can ELPS provide full-tuition scholarships to master's students?
- Where can ELPS find additional office space for faculty and students?
- To what extent should ELPS become involved in offering undergraduate programs in the future?
- How can ISU ensure that tuition fellowships and graduate assistantships are available through GMAP and other university sponsoring units?
- How can ELPS receive credit for independent study courses?
- What are the future goals for ELPS and how can it reach those goals?
- What strategic direction, in terms of curricular emphases, should ELPS pursue in the future?

This is an important stage in the evolution of ELPS. As the unit grows to respond to student needs and to serve society – adding new faculty, augmenting its curriculum, and increasing enrollments – the department must benefit from careful planning and wise guidance. The future of ELPS is bright. It can benefit from senior faculty who care deeply about the department and its

future. It can count on excellent junior faculty who can rise to assume senior faculty positions. It can count on the quality and diversity of faculty and students to maintain high standards of teaching and learning. ELPS can rely on its ability to become more entrepreneurial and generate income to create and sustain new programs and hire new faculty. ELPS stands ready to meet the challenges of the next 10 years and to continue to rise to the task of setting and meeting high standards of excellence in teaching, research and service.

Appendices

[Appendix 1](#): ELPS National Advisory Board Members, 2008-09.

[Appendix 2](#): 2009 ELPS External Review Team Members.

[Appendix 3](#): Pictorial representation of all the degrees and areas of emphases offered in ELPS.

[Appendix 4](#): List of fulltime tenured, tenure track and non tenure track ELPS faculty and their brief curriculum vitas.

[Appendix 5](#): Student Information.

[Appendix 6](#): ELPS Financial Resources.

[Appendix 7](#): Educational Administration Program Information.

[Appendix 8](#): Higher Education Program Information.

Appendix 1: ELPS National Advisory Board, 2008-09

Benjamin Baez

Associate Professor, ELPS
Florida International University
University Park Campus, ZEB 364A
Miami, FL 33199
Phone: (305) 348-3214
Email: baezb@fiu.edu

Mary L. Delagardelle

Executive Director
Iowa School Boards Foundation
6000 Grand Avenue
Des Moines, IA 50312
Phone: (515) 288-1991
Email: mdelagardelle@ia-sb.org

W. Houston Dougharty

Vice President for Student Affairs
Grinnell College
Joe Rosenfield 25 Center 310-H
Grinnell, IA 50112
Phone: (641) 269-3709
Email: doughart@grinnell.edu

Kim J. Linduska

Senior Vice President, Academic Affairs
Des Moines Area Community College
2006 South Ankeny Blvd.
Ankeny, IA 500236
Phone: (515) 964-6628
Email: kilinkduska@dmacc.edu

Amaury Nora

Professor and Director
Editor of the Review of Higher Education
The University of Houston
Educational Leadership and Cultural Studies
4800 Calhoun Road, 160C FH
Houston, TX 77004
Phone: (713) 743-8636
Email: anora@uh.edu

Steven D. Schulz

Provost, Des Moines Area Community College
Carroll Campus
906 N. Grant Road, Bldg/Rm 110
Carroll, IA 51401
Phone: (712) 792-8308
Email: sdschulz@dmacc.edu

Tim E. Taylor

Deputy Superintendent
Ames Community School District
Personnel Services
415 Stanton Avenue
Ames, IA 50014
Phone: (515) 268-6610
Email: ttaylor@ames.k12.ia.us

Deb VanGorp

Superintendent
Saydel Community School District
5740 NE 14th Street
Des Moines, IA 50313
Phone: (515) 264-0866
Email: vangorpd@saydel.k12.ia.us

David J. Wilkerson

Superintendent of Schools
Waukee Community School District
560 Southeast University Avenue
Waukee, IA 50263
Phone: (515) 987-5161
Email: dwilkerson@waukee.k12.ia.us

Appendix 2: 2009 ELPS External Review Team

Jeffrey F. Milem (Chair, Review Team)
Professor and Associate Dean of Academic Affairs
Center for the Study of Higher Education
The University of Arizona, College of Education
Room 201C
Tucson, Arizona 85721-0069
Phone: (520) 621-1463
Email: jmilem@email.arizona.edu

Marilyn J. Amey
Professor and Chair
Department of Educational Administration
Michigan State University, College of Education
418 Erickson Hall
East Lansing, MI 48824
Phone: (517) 432-1056
Email: amey@msu.edu

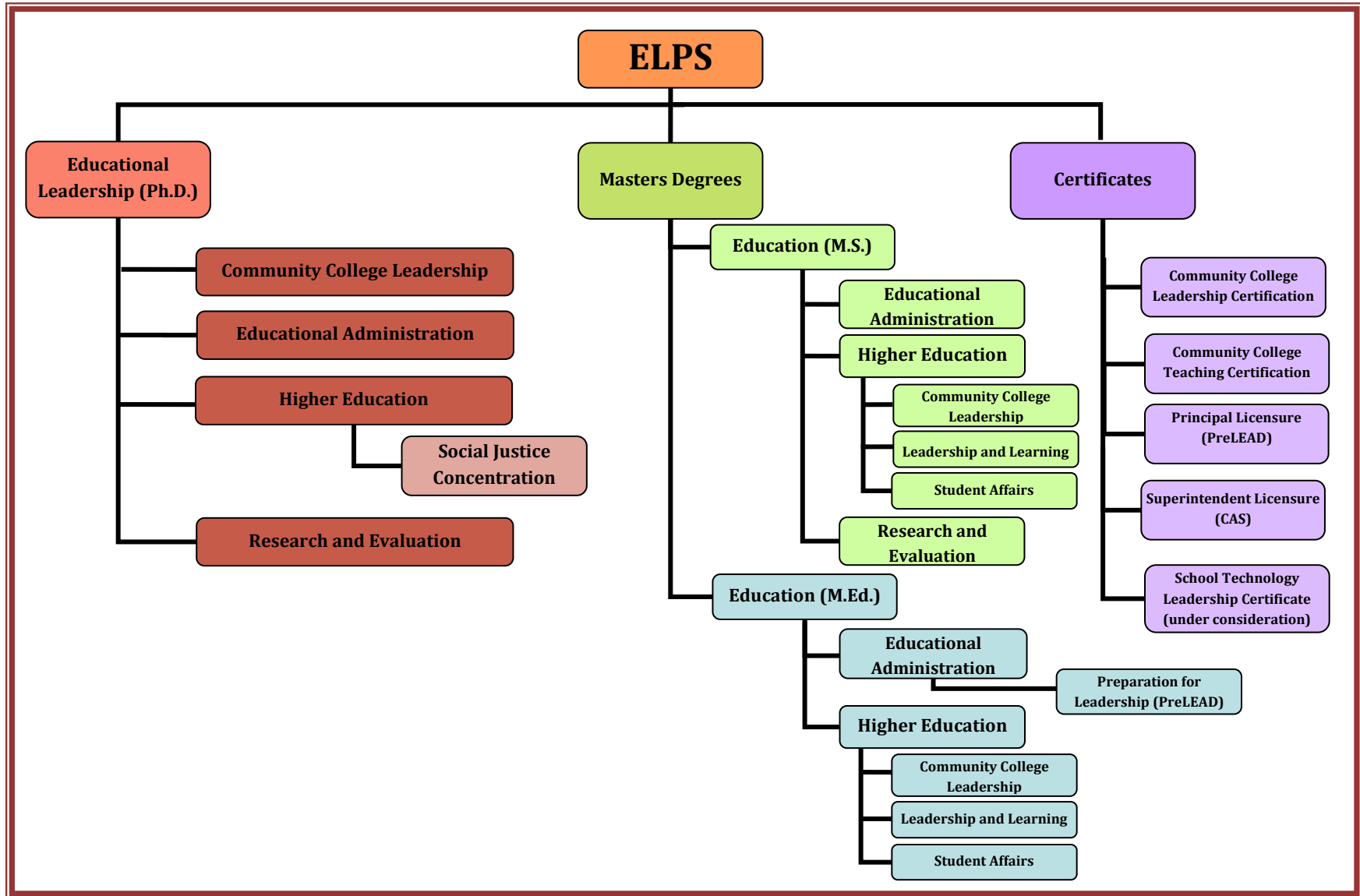
Lenoar "Len" Foster
Professor and Associate Dean for Administration
Research and Graduate Studies
Department of Educational Leadership and
Counseling Psychology
Washington State University
160 Cleveland Hall
Pullman, WA 99164
Phone: (509) 335-2771
Email: lenf@wsu.edu

Susan R. Komives
Professor
Department of Counseling and Personnel Services
University of Maryland
3215 Benjamin Building
College Park, MD 20742
Phone: (301) 405-2870
Email: komives@umd.edu

Laura W. Perna
Associate Professor
Graduate School of Education
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104
Phone: (215) 746-2522
Email: lperna@gse.upenn.edu

Michelle D. Young
Associate Professor
Department of Educational Leadership and Policy
Executive Director, University Council for
Educational Administration (UCEA)
The University of Texas at Austin
Department of Educational Administration
UCEA, 1 University Station D5400
Austin, Texas 78712-0374
Phone: (512) 471-7280
Email: michelleyoung@austin.utexas.edu

Appendix 3: Pictorial Representation of All the Degrees and Areas of Emphases Offered in ELPS



Appendix 4: List of Fulltime Tenured, Tenure Track and Non-Tenure Track ELPS Faculty and Their Brief Curriculum Vitas

1. [Jan Westerman-Beatty](#)
2. [Michael D. Book](#)
3. [Larry H. Ebbers](#)
4. [Latrice E. Eggleston](#)
5. [Nancy J. Evans](#)
6. [Ryan Evely Gildersleeve](#)
7. [Linda Serra Hagedorn](#)
8. [Florence A. Hamrick](#)
9. [Frankie Santos Laanan](#)
10. [Barbara L. Licklider](#)
11. [Joanne M. Marshall](#)
12. [Scott McLeod](#)
13. [Nana Osei-Kofi](#)
14. [Lori D. Patton](#)
15. [Stephen R. Porter](#)
16. [Gary J. Ratigan](#)
17. [Laura I. Rendón](#)
18. [Daniel C. Robinson](#)
19. [John H. Schuh](#)
20. [James R. Scharff](#)
21. [Roger A. Smith](#)
22. [Soko A. Starobin](#)

Jan Westerman-Beatty

Clinician; Co-Director of the Certificate of Advanced Studies Program
Educational Administration, Educational Leadership and Policy Studies
N221B Lagomarcino Hall
Email: jan1@iastate.edu



Educational Background

- Ph. D., Educational Administration: Iowa State University
- Principal and Superintendent Certification: Iowa State University
- M.A., English: Iowa State University
- B.S., English: Iowa State University

Research

Dissertation: Examination of the Student Culture of a Comprehensive High School
Thesis: A Model for Analysis of the Composition Component of a Secondary School Language Arts Program

Professional Experience

- Assistant Superintendent of Human Resources: West Des Moines Schools, West Des Moines, Iowa
- Principal: Indian Hills Junior High School (West Des Moines Schools) Clive, Iowa
- Assistant Principal: Ankeny High School, Ankeny, Iowa
- Associate Principal: Urbandale High School, Urbandale, Iowa
- Director of Public Information: Ames, Ankeny, Urbandale Schools (Shared Administrator)
- Language Arts Teacher, Department Chair and Coach: Ankeny High School, Ankeny, Iowa
- Language Arts Teacher and Coach: Sigourney High School, Sigourney, Iowa

Honors and Awards

- SAI/NASSP Iowa Assistant Principal of the Year
- Iowa Scottish Rite Fellow
- National Endowment for the Humanities Fellow

Areas of Teaching and Interest

- Leadership
- Human Resource Administration
- Supervision and Evaluation
- Technology for Administrative Applications

[Back to Appendix 4 main page](#)

Michael D. Book

Clinician; Co-Director of the Certificate of Advanced Studies Program
Educational Administration, Educational Leadership and Policy Studies
N221D Lagomarcino Hall
Email: mbook@iastate.edu



Educational Background

- Ed. D. Drake University
- Ed. S. Drake University
- MA: University of Northern Iowa
- BA: University of Northern Iowa

Professional Experience

- Clinician, Iowa State University, 2007-Present
- Superintendent of Schools, Burlington, Iowa, 2001-2007
- Vice President for Administration and Finance, Wartburg College, 1997-2001
- Superintendent of Schools, Waverly, Iowa, 1988-1997

Presentation, Papers, Workshops

- Presenter: New Iowa Superintendent Orientation, IASB and SAI, 2007
- Presenter: Servant Leadership, Leading with Soul, SAI, 2006
- Presenter: The Relationship between a Superintendent and Board Attorney, IASB, 2006

Honors and Awards

- 2007 Finalist, Iowa Superintendent of the Year

Areas of Teaching and Interest

- Educational Administration
- Pre-LEAD
- CAS

[Back to Appendix 4 main page](#)

Larry H. Ebbers

University Professor
Higher Education, Educational Leadership and Policy Studies
N226 Lagomarcino Hall
Email: lebbers@iastate.edu

Research areas:

Community college education
College success for students of color

Teaching areas:

College Organization and Administration, Curriculum
Development in Colleges, College Teaching, Comprehensive
Community College, and Student Development Theory

Education:

- Ph.D., Higher Education, Iowa State University, 1972
- M.S, Agriculture Education, Iowa State University, 1968
- B.S., Agriculture Education, Iowa State University, 1962

Professional experience:

- Associate Dean of the College of Education (1996-2000)
- Director of RISE (1998-2000)
- Department Chair of the Professional Studies Department (1985-1992)
- Assistant Dean of the College of Education (1972-1985)
- Assistant Director of Residence (1965-1972)

Professional Honors and Awards:

- Received the NASPA Latino Network "Amigo Award" for work with Latino Students 2008
- Awarded the Iowa State University's Outstanding Achievement Award for Professional Practice and Outreach 2008
- Received the Thomas B. Thielen Award from the ISU Division of Student Affairs 2007
- Distinguished Service Award from the Council for the Study Community Colleges 2006
- Received the NAACP-Ames branch "Making a Difference" award for his work with students of color 2005
- Named University Professor 2004



[Back to Appendix 4 main page](#)

Latrice E. Eggleston

Assistant Professor
Higher Education, Educational Leadership and Policy Studies
N243 Lagomarcino Hall
Email: latricee@iastate.edu



Research areas:

Impact of access issues in higher education among underrepresented populations, history of American community colleges, and student affairs

Teaching areas:

Comprehensive community college and academic affairs in higher education

Education:

- Ph. D., Educational Policy Studies, University of Illinois at Urbana-Champaign, May 2004
- M. S., Educational Administration and Policy Studies, State University of New York at Albany, August 1997
- B. A., English, University of Illinois at Urbana-Champaign, May 1995

Professional experience:

- Assistant Professor, ELPS, Iowa State University, 1/09- present
- Post Doctoral Research Associate, ELPS, Iowa State University, 12/06-12/09
- Adjunct Faculty, Jacob H. Carruthers Center for Inner City Studies, Northeastern Illinois University, 01/05-12/09

Selected publications:

Eggleston, L. E., and Laanan, F. S., (2001). *Making the transition to the senior institution*. In F. S. Laanan (Ed.), *New Directions for Community Colleges: Transfer Trends and Issues*, 114 (pp. 82-98.). San Francisco: Jossey-Bass.

Eggleston, L. E., and Laanan, F. S., (Spring 2000). Collaborative research: A researcher's perspective. *Update on Research and Leadership*, 11 (1). Office of Community College Research and Leadership: University of Illinois at Urbana-Champaign; Champaign, IL.

Presentations, Papers, Workshops:

Eggleston, L. E. (2009). History and philosophy of the American community college: New trends, issues and changing demographics. Invited presentation at the Student Affairs Administration in Higher Education Student Services Institute, Heartland Community College, Normal, IL, February 6, 2009.

Laanan, F. S., Badway, N. N., Eggleston, L. E., Duree, C. A. (2008). Assessing the impact of the National Science Foundation advanced technological education professional development activities on instructional practices and student learning. Association for Career and Technical Education Research Annual Meeting, Charlotte, NC, December 2008.

Laanan, F. S., Starobin, S. S., Baughman, J., Eggleston, L. E., & Friedel, J. N. (2008). Informing public agenda for community college accountability: Assessing post-college earnings of Iowa community college students. American Educational Research Association Annual Meeting, New York, NY, March 2008.

Eggleston, L. E. (2007). History and philosophy of the American community college. Invited presentation at the Student Affairs Administrators in Higher Education Student Services Institute. Ivy Tech Community College. Lafayette, IN. October 10, 2007.

Eggleston, L. E. (2007). Technical or non-technical: What's in a major? Council for the Study of Community Colleges Annual Meeting, Tampa, FL, April 2007.

Eggleston, L. E. (2006). Outcomes of rural, suburban, and urban community college transfers. Council for the Study of Community Colleges Annual Meeting, Long Beach, CA, April 2006.

[Back to Appendix 4 main page](#)

Nancy J. Evans

Professor, Program Coordinator (Master's Student Affairs Program)
Higher Education, Educational Leadership and Policy Studies
N247D Lagomarcino Hall
Email: nevans@iastate.edu



Research areas:

Impact of the campus environment on student development for non-dominant populations;
social justice in higher education

Teaching areas:

Student development, campus environments, master's capstone, social justice, sexual
orientation in higher education

Education:

- M.F.A., 1991, Theatre, Western Illinois University
- Ph.D., 1978, Counseling Psychology, University of Missouri
- M.S.Ed., 1972, Higher Ed-CSP, Southern Illinois University-Carbondale
- B.A., 1970, Social Science, SUNY, College at Potsdam

Professional experience:

- Associate Professor promoted to Professor (4/01), ELPS, Iowa State University, 8/97- present
- Associate Professor, Couns Ed, Couns Psych, & Rehab Ser, Pennsylvania State University, 8/93-6/97
- Associate Professor, Couns Ed and College Student Personnel, Western Illinois University, 8/85-7/93
- Assistant Professor, Higher Education and Student Affairs, Indiana University, 8/81-6/85

Selected publications:

- Evans, N. J. (2008). Theoretical foundations of Universal Instructional Design. In J. L. Higbee & E. Goff (Eds.), *Pedagogy and student services for institutional transformation: Implementing universal design in higher education* (pp. 11-23). Minneapolis: CREUL, University of Minnesota.
- Reason, R. D., & Evans, N. J. (2007). The complicated realities of Whiteness: From colorblind to racially-cognizant. In S. Harper & L. Patton (Eds.), *Responding to the realities of race*. New Directions for Student Services, no. 120, pp. 67-75. San Francisco: Jossey-Bass.
- Evans, N. J. (2002). The impact of an LGBT safe zone project on campus climate. *Journal of College Student Development*, 43, 522-539.
- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *The development of college students: Theory, research, and application*. San Francisco: Jossey-Bass.

Presentations, Papers, Workshops:

- Evans, N. J., Reason, R. D., Broido, E. M., & Rice, P. R. (2008, June). *Institute for Social Justice Allies*, sponsored by ACPA-College Student Educators International, Des Moines, IA.
- Evans, N. J. (2007, October 8). *Beyond compliance: Becoming a disability ally*. Invited keynote address, College Student Personnel Association of New York State conference, Albany, NY.
- Evans, N. J., Dougharty, H., Hayes, J. P., & Faughn, J. S. (2006, March). *Advances in safe zone program design and evaluation*. Presented at the ACPA-College Student Educators International annual convention, Indianapolis, IN.
- Evans, N. J., & Herriott, T. K. (2006, March). *Moving disability services from accommodation to social justice*. Presented at the ACPA-College Student Educators International annual convention, Indianapolis, IN.

Professional Honors and Awards:

- Voice of Inclusion Award, ACPA-College Student Educators International, 2006.
- Superior Research Medallion, College of Education, Iowa State University, 2005.
- Senior Scholar, American College Personnel Association, 1999.
- Contribution to Knowledge Award, American College Personnel Association, 1998.

Contracts / Grants:

- *Social Justice Speaker Series*. ISU Diversity Seed Grant, 2008, \$5000. (Co-Principal Investigator).
- *Pedagogy and Student Services for Institutional Transformation (PASS IT): Implementing Universal Design by Training Professionals to Train Others*. U.S. Department of Education, 2005 – 2008. (Jeanne Higbee, University of Minnesota, Project Director) (Consultant).
- *Exploring multiple social and cultural group identities and implications for multicultural training*. NASPA/Ford Foundation Diversity Project, September, 1998-May, 1999, \$7000. (Co-principal Investigator with James Croteau and Donna Talbot, Western Michigan University).

[Back to Appendix 4 main page](#)

Ryan Evely Gildersleeve

Assistant Professor
Research and Evaluation, Educational Leadership and Policy Studies
N247E Lagomarcino Hall
Email: ryaneg@iastate.edu



Research areas:

Social contexts of educational opportunity; (im)Migration and education; Critical qualitative inquiry; Critical pedagogy.

Teaching areas:

Qualitative inquiry; college access

Education:

Ph.D. in Education – UCLA
M.A. in Higher Education & Organizational Change – UCLA
A.B. in Theater Arts from Occidental College

Professional experience:

- Assistant Professor, Research and Evaluation, Iowa State University

Selected publications:

- Gildersleeve, R. E. (*forthcoming* in 2008). Organising learning for transformation in college outreach programmes. *Pedagogies: An international journal*.
- McDonough, P. M., & Gildersleeve, R. E. (*forthcoming*). The golden cage of rural college access: How higher education can respond to "the rural life." A. Y. Jackson & K. Schafft (Eds). *Rural Education for the 21st Century: Identity, Place, and Community in a Globalizing World*. Philadelphia, PA: Pennsylvania State University Press.
- Obidah, J. E., Buenavista, T. L., Gildersleeve, R. E., Kim, P., & Marsh, T. (2007). Teaching in "hard to teach in" contexts: African American teachers in the African American education pipeline. In J. Jackson (ed.) *Strengthening the Educational Pipeline for African Americans: Informing Policy and Practice*. Albany, NY: SUNY Press.
- McDonough, P. M. & Gildersleeve, R. E. (2006). All else is never equal: Opportunity lost and found on the P-16 path to college access. In C. F. Conrad & R. Serlin (Eds.) *The SAGE Handbook for Research in Education: Engaging Ideas and Enriching Inquiry*. Thousand Oaks, CA: SAGE Press.

Presentations, Papers, Workshops:

- Gildersleeve, R. E., Carducci, R., Kuntz, A. M., & Pasque, P. (2008, May). Disrupting the Ethical Imperatives of "Junior" Critical Qualitative Scholars in the Era of Conservative Modernization. Symposium presented at the Congress of Qualitative Inquiry.
- Gildersleeve, R. E. & Richardson Bruna, K. (2008, March). A house of struggle: Three generations, two countries and one Mexican immigrant family seeking educational opportunity. Paper presented at AERA.
- Gildersleeve, R. E., Carducci, R., Kuntz, A. M., Pleasants, H. (2008, March). Interactive symposium on the intersection of critical qualitative inquiry and civic responsibility. Symposium presented at AERA.
- Gildersleeve, R. E. & Ranero, J. (2008, February). College-going for Latino immigrant students in Iowa: How schools mediate educational opportunity. Paper presented at the Sociology of Education Association.
- Gildersleeve, R. E. (2007, November). College outreach programs and the social organization of learning: Pedagogical interventions in Mexican migrant college-going. Paper presented at ASHE.

Professional Honors and Awards:

- Lumina Foundation for Education/ Association for the Study of Higher Education Dissertation Fellowship, 2006-07.
- Spencer Foundation Research Training Grant Fellowship, UCLA Department of Education, 2004-06.

Contracts / Grants:

- USC Center for Enrollment Research, Practice, and Policy (\$10,000), PI for *Los Estudiantes Migrantes y Educación*.
- ISU College of Human Sciences Teaching Innovation Grant (\$68,000), PI for *Strengthening Research and Evaluation Across the Human Sciences*.
- ISU College of Human Sciences Seed Grant (\$10,000), Co-PI for *Tapping Transnational Talent in a Global Economy: Towards Education for Creative Human Capital in the Demographic Transition*.
- Educational Leadership & Policy Studies Seed Grant (\$4,500), PI for *A House of Struggle: Three generations, two countries and one Mexican immigrant family seeking educational opportunity*.
- ISU College of Human Sciences Seed Grant (\$4,000), PI for *Developing college-going literacy: Family, labor, and technology in Mexican migrant students' college access*.

[Back to Appendix 4 main page](#)

Linda Serra Hagedorn

Professor and Director of Research Institute for Studies in Education (RISE)
Research and Evaluation/Higher Education, Educational Leadership and Policy Studies
N221A Lagomarcino Hall
Email: lindah@iastate.edu



Research areas:

Community College Students, College retention, Postsecondary Equity and Access

Teaching areas:

Research and Evaluation, Community College Students, Community College Administration, Higher Education Curriculum

Education:

Honorary AA Degree: Los Angeles Trade Technical College, 2004
Certificate: Triton Community College, 1985
Postdoc National Center for Teaching, Learning, and Assessment, 12/12/94 – 8/1/96
Ph.D. University of Illinois at Chicago, December 1994
M.Ed. National-Louis University, 1990
B.A. Elmhurst College, 1973

Professional experience:

- Professor and Director of RISE, Educational Leadership and Policy Studies, Iowa State University, 08/08-present
- Professor and Chair, University of Florida, Department of Educational Administration and Policy, 8/05-8/08
- Associate Professor and Associate Director of the Center for Higher Education Policy Analysis (CHEPA), University of Southern California, 6/00 – 8/05

Selected publications:

Hagedorn, L.S., Cabrera, A.F., & Prather, G. (2008). The Community College Transfer Calculator: Identifying the Course-Taking Patterns that Predict Transfer. Referred paper commissioned by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) for the *National Community College Symposium: Improving Student Transitions at Community Colleges*.

Hagedorn, L.S., Cypers, S., & Lester, J. (2008) Looking in the Rearview Mirror: A Retrospective Look at the Factors Affecting Transfer for Urban Community College Students. *Community College Journal of Research and Practice* 32(9), 643-664.

Hagedorn, L.S., Chi, W., Cepeda, R. M., & McLain, M. (February 2007). An investigation of critical mass: The role of Latino representation in the success of urban community college students. *Research in Higher Education*. 48(1), 73-92.

Hagedorn, L.S., & Lester, J. (2006) Hispanic Community College Students and the Transfer Game: Strikes, Misses, and Grand Experiences. *Community College Journal of Research and Practice*. 30(10), 827-853.

Presentations, Papers, Workshops:

Hagedorn, L.S. & Cabrera, A.F. (March 28, 2008). Transfer and the Transfer Calculator. Webinar presented to colleges and partners of the Achieving the Dream: Community Colleges Count Initiative.

Hagedorn, L.S. (May, 2008). Hispanic Urban Community College Students: Gaps, Maps, Laps, and Raps. Invited workshop for the National Conference on Race and Ethnicity in American Higher Education (NCORE). Orlando, FL.

Hagedorn, L.S. (November, 2007). The Urban/Rural Dialectic in Community Colleges: Informing the Public Agenda. Association for the Study of Higher Education (ASHE). Louisville, KY.

Professional Honors and Awards:

- Mujeres De Excelencia Award of the Institute of Hispanic-Latino Cultures. University of Florida. March, 2008.
- Senior Scholar Award. Council for the Study of Community Colleges, April, 2007.
- Senior Scholar Award. Council for the Study of Community Colleges, April, 2007.
- Fulbright Senior Specialist. AnGiang University, Vietnam. October, 2003.
- Promising Scholar/Early Career Achievement Award. Association for the Study of Higher Education November, 2000.

Contracts / Grants:

- 2006-2008 Principal Investigator. Dual Pathways: Support and Training of Achieving the Dream Data Facilitators and Community College Institutional Researchers (\$1,602,000). The Lumina Foundation.
- 2003- 2005 Project Director and Principal Investigator. Identifying Successes Over the Long Run: Extending TRUCCS for a Complete Look. (\$350,000). The Lumina Foundation
- 2001-2005 Project Director and Principal Investigator. Completion, Persistence, Transfer and Success of Kamehameha Students (CP-TASKS). (\$500,000) Kamehameha Schools of Hawaii.
- 2000-2002 Co-Principal Investigator (with William G. Tierney) Students of College Preparation Programs in College: Improving Program Effectiveness and Student Achievement. (\$350,000) Ford Foundation
- 2000-2003 Project Director and Principal Investigator. Transfer and Retention of Urban Community College Students. (\$1.1 million) U. S. Department of Education Office of Educational Research and Improvement Field Initiated Studies.

[Back to Appendix 4 main page](#)

Florence A. Hamrick

Associate Professor
Higher Education, Educational Leadership and Policy Studies
N239A Lagomarcino Hall
Email: fhmrick@iastate.edu



Research areas:

Access, equity, and success in higher education for members of historically underrepresented or non-dominant groups.

Teaching areas:

Academic Culture, Student Affairs, Qualitative Research, Dissertation Seminar.

Education:

Ph.D., Higher Education. May 1996. Indiana University. Bloomington, IN
Minors in Educational Research and Foundations.

Professional experience:

- Associate Professor (2002-Present), Assistant Professor (1996-2002).
- Educational Leadership and Policy Studies, Iowa State University.
- Visiting Scholar (2003-2004), Research & Consultancy Institute, Integrated Sciences Ph.D. Program. Thammasat University. Bangkok, Thailand.

Selected publications:

- Hamrick, F. A., & Benjamin, M. (Eds.) (book in press). *Maybe I should . . . : Case studies on ethics for student affairs professionals*. Washington, DC: American College Personnel Association, University Press of America.
- Peterson, R. D., & Hamrick, F. A. (in press). White, male, and “minority”: Racial consciousness among White male undergraduates attending an HBCU. *Journal of Higher Education*.
- Rumann, C., & Hamrick, F. A. (in press). *Supporting transitioning student soldiers and student veterans*. In R. Ackerman & D. DiRamio (Eds.), *Supporting the troops (New Directions for Student Services)*. San Francisco: Jossey-Bass.
- Clayborne, H. L., & Hamrick, F. A. (2007). Rearticulating the leadership experiences of African American women in mid-level student affairs administration. *NASPA Journal*, 44(1), article 8:
<http://publications.naspa.org/naspajournal/vol44/iss1/art8>.

Presentations, Papers, Workshops:

- Hamrick, F. A., & Gahn, S. (2008, November). *Faculty perceptions of mentoring, and mentoring for women STEM faculty of color*. Presented at the annual Women in Educational Leadership Conference. Lincoln, NE.
- Bird, S. R., Hamrick, F. A., Constant, K., Janzen, F., Powell-Coffman, J. A. (2008, May). *ISU's “collaborative transformation” project: Enhancing departmental cultures, practices, and structures*. Research presented at the NSF ADVANCE PI National Conference. Alexandria, VA.
- Shelley, M. C. II, Hamrick, F. A., & Johnson, R. M. (2007, July-August). *How well do postsecondary enrichment programs prepare high school students for college? A multilevel models approach*. Paper presented at the Joint Statistical Meetings. Salt Lake City, UT.
- Rumann, C. B., & Hamrick, F. A. (2007, April). *Student soldiers: Returning from a war zone*. Research presented at the joint meeting of ACPA: College Student Educators International and the National Association of Student Personnel Administrators. Orlando: FL.

Professional Honors and Awards:

- 2008 President’s Citation. ACPA: College Student Educators International.
- 2008 Career Achievement in Teaching Award. ISU College of Human Sciences.
- 2007 Diamond Honoree. ACPA: College Student Educators International.
- 2004 Shaffer Distinguished Alumni Award, Indiana University, HESA Program.

Contracts / Grants:

- 2006-2011, National Science Foundation. *Institutional Change through Collaboration: Advancing Women Faculty in STEM at ISU*. Roles: ISU Co-PI & Lead, External Mentoring Program.
- 2004-2008, ACPA: College Student Educators International. *Journal of College Student Development (JCSD) Editorial Offices*. Role: JCSD Editor 2004-2008.

[Back to Appendix 4 main page](#)

Frankie Santos Laanan

Associate Professor, Program Coordinator (Higher Education)
Higher Education, Educational Leadership and Policy Studies
Co-Director Office of Community College Research and Policy
N225A Lagomarcino Hall
Email: laanan@iastate.edu

Research areas:

Community colleges, college access, Higher education policy and accountability,
Career and technical education, STEM education

Teaching areas:

Students in American Higher Education, Research Designs in Higher Education

Education:

Ph.D. Higher Education, University of California, Los Angeles, 1998
M.A., Higher Education, University of California, Los Angeles, 1994
B.A., Political Science, University of California, Los Angeles, 1993

Professional experience:

- Associate Professor, Iowa State University, 2003-present
- Assistant Professor, University of North Texas, 2002-2003
- Assistant Professor, University of Illinois at Urbana-Champaign, 1999-2002
- Senior Research Analyst, Coast Community College District, 1997-1999

Selected publications:

Laanan, F. S. (2007). Studying transfer students: Part II: Dimensions of transfer students' adjustment. *Community College Journal of Research and Practice*, 31, 37-59.

Hardy, D. E., & Laanan, F. S. (2006). Characteristics and perspectives of faculty at public two-year colleges. *Community College Journal of Research and Practice*, 30, 787-811.

Starobin, S. S., & Laanan, F. S. (2005). Influence of pre-college experience on self-concept among community college students in science, mathematics, and engineering. *Journal of Women and Minorities in Science and Engineering*, 3(11), 209-229.

Sanchez, J. R., Laanan, F. S., & Wiseley, W. C. (1999). Postcollege earnings of former students of California community colleges: Methods, analysis, and implications. *Research in Higher Education*, 40(1), 87-113.

Professional Honors and Awards:

- Outstanding Research Paper, Career and Technical Education Special Interest Group, AERA, 2007.
- Faculty Service Award, Division of Student Affairs, Iowa State University, 2005.

Contracts / Grants:

- Iowa Department of Education, Division of Community Colleges and Workforce Preparation. \$570,000 (2004-2008).
- National Science Foundation: Pathway to a STEM Baccalaureate Degree. \$200,000, (2005-2009).
- National Science Foundation: Student and Organizational Learning: Preparing the 21st Century Technician, \$600,000, (2006-2009).
- National Science Foundation, Student Enrollment and Engagement through Connections, \$1,499,000, (2007-2012).

[Back to Appendix 4 main page](#)



Barbara L. Licklider

University Professor
Higher Education, Educational Leadership and Policy Studies
N247C Lagomarcino Hall
Email: blicklid@iastate.edu



Research areas:

Learning and teaching, student leadership development, resiliency development in post-secondary students

Teaching areas:

College teaching, learning and leadership

Education:

- Doctor of Philosophy, Iowa State University, 1986--Major in Education
- Master of Science, Iowa State University, 1981--Major in Education
- Bachelor of Science, Iowa State University, 1974, graduation with distinction,
- Phi Beta Kappa--Major in zoology with minors in chemistry, botany, physical education, education

Professional experience:

- University Professor, Department of Educational Leadership and Policy Studies 2008-present
- Professor, Department of Educational Leadership and Policy Studies 2005-2008
- Associate Professor, Department of Educational Leadership and Policy Studies 1995-2005
- Faculty Athletics Representative Iowa State University 1997-2003

Selected publications:

- Wiersema, J. A. & Licklider, B. L. (2008). Developing responsible learners: Expectations and accountability make a difference. *Journal of Ethnographic and Qualitative Research in Education*.
- Wiersema, J. A. & Licklider, B. L. (2008). Student ownership of learning in an interdisciplinary community: Expectations make a difference. *Learning Communities Journal*.
- Wiersema, J. A. & Licklider, B. L. (2007). Developing responsible learners: The power of intentional mental processing. *Journal of the Scholarship of Teaching and Learning*, 7(1), 16-33.
- Wiersema, J. A. & Licklider, B. L. (2007) Accountability for learning belongs to the learner. *Higher Education in Review*, 4, 43-61.
- Licklider, B. L. (2004 December). An eloquent, insightful teaching philosophy statement. *The Teaching Professor*, 18(10), 1.

Presentations, Papers, Workshops:

- Licklider, B. L. & Wiersema, J. A., 2008. *Preparing Professionals—The Power of Learning in Community*. Poster presented at the Ethnographic & Qualitative Research 20th Annual Conference, Cedarville, Ohio, June 6-7, 2008.
- Licklider, B. L. & Wiersema, J. A. (2006). *Transformative Stages Faculty Move through as They Focus on Learning*. Poster presented at The International Society for the Scholarship of Teaching & Learning, 3rd Annual Conference, November 9-12, Washington, D. C.
- Licklider, B. L. & Wiersema, J. A. (2007). *Seasons of Change: Faculty Development*. Session presented at the annual Teaching Professor Conference, May 27-30, Atlanta, Georgia.

Professional Honors and Awards:

- 2008 University Professor, Iowa State University
- 2006 Regents Faculty Excellence Award, Board of Regents, State of Iowa
- 2004 Louis Thompson Distinguished Undergraduate Teaching Award, Iowa State University
- 2003 Innovative Excellence in Teaching, Learning, & Technology, International Conference on College Teaching and Learning, Jacksonville Florida

Contracts / Grants:

- "Cultivating Resilient Habits of Mind: New Ways to Educate Leaders," Miller Faculty Fellowship in collaboration with Steve Jungst, Jan Thompson, Suzanne Hendrich, Cindy Haynes, Gail Nonneke, \$35,000, 2008.
- "K-State LEA/RN," Kansas State University, \$19,000; 2007-08
- "Department of Defense Information Assurance Scholarship Program," Co-PI with Doug Jacobson, Department of Defense, \$112,601; 2006-07
- "Preparing Mindful Professionals and Citizens: A Pilot Academy for Leadership in Learning," Co-PI with Steve Jungst, et. al., Higher Education Challenge Grant Program, \$143,032, 2005-2008
- "SFS Fellowships for Information Assurance Students," Co-PI with Doug Jacobson, et. al. with the Center for Information Assurance, National Science Foundation, \$888,008; 2005-2009

[Back to Appendix 4 main page](#)

Joanne M. Marshall

Assistant Professor
Educational Administration, Educational Leadership and Policy Studies
N229D Lagomarcino Hall
Email: jmars@iastate.edu

Research areas:

Religion/spirituality and education, moral and ethical leadership, Pedagogy and curriculum.

Teaching areas:

Introduction to research methods, Dissertation seminar, Cultural foundations of administration

Education:

Ed .D. Harvard University Graduate School of Education: Administration, Planning, and Social Policy

Professional experience:

- Curriculum Specialist / Visiting Assistant Professor, Loyola University Chicago.
- English instructor, Zion-Benton Township High School, Zion, IL

Selected publications:

- Marshall, J. M. (in press). Describing the elephant: Preservice teachers talk about spiritual reasons for becoming a teacher *Teacher Education Quarterly*.
- Marshall, J. M. (2008). Whose religious values? Managing changing religious demographics in a school community legally and pro-actively. *The School Administrator*, 65(5), 28-32.
- Marshall, J. M., & Theoharis, G. (2007). Moving beyond being nice: Teaching and learning about social justice in a predominantly White educational leadership program. *Journal of Research on Leadership Education*, 2 (2).
- Marshall, J. M. (2006). Nothing new under the sun: A brief history of ethnoreligious oppression in the United States. *Equity and Excellence in Education*, 39(3), 181-194.

Presentations, Papers, Workshops:

- Marshall, J. M., & Hernandez, F. (2008, October 30-November 2). "I need to make myself available and open": Change in aspiring administrators' reflections about difference. Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, FL.
- Marshall, J. M. (2008, October 30-November 2). What's the best interest of the student? Superintendents apply the ethic of the profession. Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, FL.
- Marshall, J. M. (2008, April). *Developing moral and ethical leadership in the superintendency: Results from one professional development program*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Marshall, J. M. (2007, November 14-18). *Ethical frameworks in use in the superintendency*. Paper presented at the annual meeting of the University Council for Educational Administration, Washington, D.C.

[Back to Appendix 4 main page](#)



Scott McLeod

Associate Professor
Coordinator, Educational Administration Program
Director, UCEA Center for the Advance Study of Technology Leadership in Education (CASTLE)
Higher Education, Educational Leadership and Policy Studies
N229B Lagomarcino Hall
Email: mcleod@iastate.edu



Research areas:

School technology leadership, data-driven decision-making, school law

Education:

- University of Iowa - Ph.D. (2000, Educational Administration); J.D. (1998)
- College of William and Mary - M.Ed. (1992, Educational Administration); B.A. (1990, History)

Professional experience:

- Assistant Professor, University of Minnesota
- Assistant Professor, University of Cincinnati

Selected publications:

- McLeod, S., & Ysseldyke, J. (2008). Best practices in digital technology usage by data-driven school psychologists. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (Vol. 5, pp. 1859-1868). Bethesda, MD: National Association of School Psychologists.
- Hughes, J. E., McLeod, S., Brown, R., Maeda, Y., & Choi, J. (2007). Academic achievement and perceptions of the learning environment in virtual and traditional secondary mathematics classrooms. *American Journal of Distance Education*, 21(4), 199-214.

Presentations, Papers, Workshops:

- McLeod, S. (2008, February). *The information society is here: Are our schools up to the task?* Keynote presentation given at the American School of Bombay Unplugged Conference, Mumbai, India.
- McLeod, S., Dexter, S., Militello, M., Knezek, D., Levin, D., Martin, E., & Wolf, M. A. (2007, November). *How national educational technology policy REALLY gets made*. Symposium given at the Annual Convention of the University Council for Educational Administration, Alexandria, VA.

Professional Honors and Awards:

- Emerging Leader Award, Phi Delta Kappa International, 2007
- 20 to Watch, National School Boards Association, 2007
- General Excellence Award, Leaders in Learning Program, Cable in the Classroom, 2007
- William J. Davis Award, University Council for Educational Administration, 2002

Contracts / Grants:

- McLeod, S., & Louis, K. S. (2005). *Statewide data-driven decision-making readiness study*, Minnesota Department of Education, \$130,000.
- McLeod, S., & Hughes, J. E. (2002). *School technology leadership initiative*, Fund for the Improvement of Postsecondary Education Comprehensive Grant Program, United States Department of Education, \$677,365. [\$2.5+ million overall project]

[Back to Appendix 4 main page](#)

Nana Osei-Kofi

Assistant Professor
Higher Education, Educational Leadership and Policy Studies
N225B Lagomarcino Hall
Email: oseikofi@iastate.edu

Research areas:

Critical and feminist social theories and pedagogies, the politics of stratification in education, the political economy of higher education, and visual cultural studies.

Teaching areas:

Social Justice in Education, Women's Studies, Visual Studies

Education:

Ph.D. Education Claremont Graduate University

Professional experience:

- Academic Director, International Experiences, College of Human Sciences, ISU
- Visiting Assistant Professor, College of Education, Texas Tech University
- Adjunct Assistant Professor, Gender and Women's Studies, Pomona College
- Adjunct Assistant Professor, Education and Information Studies, UCLA

Selected publications:

- Osei-Kofi, N. (2007). Daring to dream: In search of freedom [poem]. In R. Martin (Ed.), *Transforming the academy: Struggles and strategies for women in higher education*, II. Tehachapi, CA: GrayMill.
- Osei-Kofi, N. (2005). Pathologizing the poor: A framework for understanding Ruby Payne's work. *Equity & Excellence in Education*, 38(4), 367-375.
- Osei-Kofi, N., & L. I. Rendón. (2005). Latinos, higher education and the "needs" of the market. *Latino Studies*, 3, 249-260.
- Smith, D.G., Turner, C.S., Osei-Kofi, N., & Richards, S.L. (2004). Interrupting the usual: Successful strategies for hiring minority faculty. *The Journal of Higher Education*, 75(2), 133-160.
- Osei-Kofi, N. (2003). Whose "I/eye" counts?: The reproduction of mythical master narratives. *The Review of Higher Education*, 26(4), 487-496.

Presentations, Papers, Workshops:

- Women's Studies in the Community Colleges, Community Colleges in Women's Studies: Future Directions (co-presenter with D. Maramba). American Educational Research Association, New York, NY, March 25, 2008.
- Remembering our Roots: The Relationship between Intellectual Traditions of Women of Color Feminisms. National Women's Studies Association, St. Charles, IL, July 1, 2007.
- In the Image of Capital: The Role of Philanthropy in the Academy. American Sociological Association, Montreal, Quebec, Canada, August 12, 2006.
- The Commercialization of Higher Education: A Critical Feminist Perspective. American Educational Research Association, San Francisco, CA, April 8, 2006.
- Enter a Freshman, Exit an Officer: Higher Education, Militarization, and the Pedagogy of Space. Association for the Study of Higher Education, Philadelphia, PA, November 18, 2005.

Professional Honors and Awards:

- 2006 Future of Minority Studies (FMS)-Mellon Fellow

Contracts / Grants:

- 2007-2008 Diversity Seed Grant, Iowa State University (\$5000) with R. Shajahan and N. Evans.
- Co-PI - 2007 eDocs Portfolio Development Grant, Iowa State University (\$1680) with Frank Hernandez.
- 2005-2006 Diversity Seed Grant, Iowa State University (\$5000).
- 2005-2006 Foreign Travel Grant-India, Iowa State University (\$1688).
- Globalization and Placemaking in Perry, Iowa: An Exploratory Sociospatial Analysis, Center for Excellence in the Arts and Humanities, Iowa State University, 2006 (\$10,000) with A. Licon, F. Trabalzi and M. Maldonado.

[Back to Appendix 4 main page](#)



Lori D. Patton

Assistant Professor
Higher Education, Educational Leadership and Policy Studies
N247B Lagomarcino Hall
Email: lpatton@iastate.edu

Research areas:

Underrepresented populations in higher education; Critical race theory; African American in higher education; impact of campus environments

Teaching areas:

Student development theory; campus environments; social identity development, masters capstone seminar; critical race theory

Education:

Ph.D. Higher Education -Indiana University
M.A. College Student Personnel-Bowling Green State University
B.S. Speech Communication-Southern Illinois University at Edwardsville
Graduate Certificate African and African American Studies-Indiana State University

Professional experience:

- Assistant Professor, Higher Education, Iowa State University
- Visiting Assistant Professor and Student Affairs Program Coordinator, Indiana University
- Director of Multicultural Outreach, Indiana University
- Assistant Director of Student Life Programs, Indiana State University

Selected publications:

Patton, L.D. (In press). My sister's keeper: A qualitative examination of significant mentoring relationships among African American women in graduate and professional schools. *Journal of Higher Education*.

Patton, L.D. & Simmons, S. (In press). A new spelling of my name: Exploring the complexities of multiple identities among African American lesbians at one HBCU. *Negro Educational Review*.

Harper, S.R., Patton, L.D., & Wooden, O.S. (In press). Access and equity for African American students in higher education: A critical race historical perspective analysis of policy efforts. *Journal of Higher Education*.

Patton, L.D. (2006). The voice of reason: A qualitative examination of Black student perceptions of the Black culture center. *Journal of College Student Development*, 47(6), 628-646.

Harper, S.R., & Patton, L.D. (Eds.)(2007). Responding to the Realities of Race. *New Directions for Student Services*, no. 120. San Francisco: Jossey-Bass.

Presentations, Papers, Workshops:

Patton, L.D. (2007). *Is being Black enough?: Exploring the developmental experiences of lesbian, gay, and bisexual students at historically black colleges and universities*. Paper presented ASHE.

Patton, L.D. (2007). *The color line: African American students' perspectives on the role of race in media and governmental responses following Hurricane Katrina*. Paper presented at AERA.

Patton, L.D., & McClure, M. (2006). *Strength in the Spirit: African American college women and spiritual coping mechanisms*. Paper presented ASHE.

Professional Honors and Awards:

- ASHE Mildred Garcia Award, 2008
- ACPA Emerging Scholar, 2005
- ACPA Annuit Coeptis Emerging Professional Award, 2005

Contracts / Grants:

- NASPA Foundation Grant (2008). *The Experiences of Lesbian, Gay, and Bisexual African American Undergraduates in Historically Black Greek Letter Organizations*. \$4000.
- ISU College of Human Sciences Seed Grant for Untenured Faculty (2007). *The Human Consequences of Proposition 209: Black Student Experiences at UCLA*. Funding granted, \$4000.
- American Psychological Foundation William F. Placek Grant (2006). *From Margin to Center: An Exploratory Study of the Developmental Experiences of Lesbian, Gay, and Bisexual Students at Historically Black Colleges and Universities*. Funding granted, \$5000.

[Back to Appendix 4 main page](#)



Stephen R. Porter

Associate Professor
Higher Education, Educational Leadership and Policy Studies
N232A Lagomarcino Hall
Email: srporter@iastate.edu



Research areas:

Organizational behavior, faculty compensation and productivity, effects of college on students and faculty, survey research methodology

Teaching areas:

Statistics, research methods

Education:

Ph.D., University of Rochester, 1996, Political Science.
M.A., University of Rochester, 1995, Political Science.
B.A., Rice University, 1987, Political Science.

Professional experience:

- Associate Professor of Research and Evaluation – Department of Educational Leadership and Policy Studies, Iowa State University, 2005 to present.
- Director of Institutional Research – Wesleyan University, 2000 to 2005.
- Research Analyst – Office of Institutional Studies, University of Maryland, College Park, 1996- 2000.

Selected publications:

- Porter, S.R., Toutkoushian, R.K., & Moore, J.V. (2008). Pay inequities for recently-hired faculty, 1988-2004. *Review of Higher Education*, 31(4), 465-487.
- Porter, S.R., & Whitcomb, M.E. (2007). Mixed-mode contacts in web surveys: Paper is not necessarily better. *Public Opinion Quarterly*, 71(4), 635-648
- Porter, S.R. (2007). A closer look at faculty service: What affects participation on committees? *Journal of Higher Education*, 78(5), 523-541.
- Porter, S.R. (2006). Institutional structures and student engagement. *Research in Higher Education*, 47(5), 521-558.
- Porter, S.R., & Toutkoushian, R. K. (2006). Institutional research productivity and the connection to average student quality and overall reputation. *Economics of Education Review*, 25(6), 605-617.

Presentations, Papers, Workshops:

- Porter, S.R., & Pontius, J.L. (2008). *A cost of living index based on federal fair market rent data: methodology and validation*. Paper presented at the meeting of the Association for Institutional Research, Seattle, WA.
- Porter, S.R. (2007). *Obtaining a liberal education and breadth of study: An analysis of college transcript data*. Paper presented at the meeting of the Association for the Study of Higher Education, Louisville, KY.
- Porter, S.R. (2007). *Does increased representation help or hurt female faculty? A multilevel analysis of research productivity and departmental context*. Paper presented at the meeting of the Association for the Study of Higher Education, Louisville, KY.
- Porter, S.R. (2007). *Obtaining a liberal education and breadth of study: An analysis of college transcript data*. Paper presented at the meeting of the Association for Institutional Research, Kansas City, MO.
- Porter, S.R. (2006). *Does tenure make you happy? Faculty satisfaction in institutions with and without tenure*. Paper presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.

Professional Honors and Awards:

- Early Achievement in Research Award, 2007, College of Human Sciences, Iowa State University.
- Charles F. Elton Best Paper Award, 2004 meeting of the Association for Institutional Research, Boston, MA.

Contracts / Grants:

- *ASHE/Lumina Fellows Program*. \$82,555 program grant, Co-Principal Investigator. Lumina Foundation for Education, 2006-2010.
- *Obtaining a liberal education and breadth of study: An analysis of college transcript data*. \$29,972 research grant, Principal Investigator. Association for Institutional Research, 2006-2007.
- *Educating future scientists: Understanding the impact of baccalaureate institution on the decision to pursue graduate studies in science and engineering*. \$27,500 research grant, Principal Investigator. Association for Institutional Research, 2003-2004.

[Back to Appendix 4 main page](#)

Gary J. Ratigan

Clinician
Educational Administration, Educational Leadership and Policy Studies
N229-E Lagomarcino Hall
Email: ratigan@iastate.edu

Teaching areas:

Principles of Educational Administration; Current Issues in Site Level Leadership; Supervision of Learning Environments; Supervised Field Experience

Education:

BA: Creighton University, Omaha, NE (1964)
Major: History Minors: Math, Education, Physical Education
MS: Creighton University, Omaha, NE (1967)
Major: Educational Administration Minor: History
Six-Year: University of Northern Colorado, Greeley, CO (1980)
Major: Educational Administration
Ed. D.: Drake University, Des Moines, IA (1988)
Major: Educational Administration

Professional experience:

- Clinical Professor Iowa State University: (2005-Present)
- Principal Ankeny High School, Ankeny, IA 1990-2004
- Principal North Scott High, Eldridge, IA 1988-1990
- Principal Tri-Center High School, Neola, IA 1974-1988

Presentations, Papers, Workshops:

- Balanced Leadership Training Workshops for Heartland AEA 2006-Present
- High School Redesign Workshops for Heartland AEA 2004-Present
- Presentations at Iowa High School Summits 2004-2007

[Back to Appendix 4 main page](#)



Laura I. Rendón

Professor & Chair
Higher Education, Educational Leadership and Policy Studies
N243A, Lagomarcino Hall
Email: lrendon@iastate.edu



Research areas:

- Access, retention and graduation of low-income, first-generation students
- Holistic teaching and learning employing contemplative practice
- Anti-colonial, anti-oppressive research methods

Teaching areas:

- Education for Wholeness, Social Justice and Liberation
- Leadership and Change

Education:

Ph.D., University of Michigan, Ann Arbor, Michigan. Higher Education Administration, 1982

Professional experience:

- Professor and Chair of the Department of Educational Leadership and Policy Studies, ISU 2005-Present
- Veffie Milstead Jones Endowed Chair, College of Education, California State University-Long Beach 1999-2005
- Professor, Department of Educational Leadership and Policy Studies, Arizona State University 1991-1999

Selected publications:

- Rendón, L.I. (2009). *Sentipensante (Sensing/Thinking) pedagogy. Educating for Wholeness, Social Justice and Liberation*. Sterling, VA: Stylus Press.
- Rendón, L. I., Garcia, M., & Person, D. (Eds.) (2004) *Transforming the first year of college for students of color*. Columbia, SC: Center for the First-Year Experience and Students in Transition.
- Burgis, L. and Rendón, L.I. (2006). Learning with heart and mind: Embracing wholeness in learning communities. *Journal of Religion and Education*, 33 (2), 1-19.

Presentations, Papers, Workshops:

- *Research as Resistance*. Symposium presentation at Association for the Study of Higher Education conference, Jacksonville, FL, November 2008.
- *Sentipensante Pedagogy: Educating for Wholeness, Social Justice and Liberation*. Keynote Presentation at Core Commitments Symposium. American Association of Colleges and Universities, Long Beach, CA, October 2008.

Professional Honors and Awards:

- Inducted into Iowa Academy of Education (2008)
- Outstanding Faculty Award, Latino Knowledge Community, NASPA (2007)
- Distinguished Service Award, ASHE (2006)
- President, Association for the Study of Higher Education (1999)

Contracts / Grants:

- *ASHE/Lumina Fellows Program*. \$82,555 program grant, Co-Principal Investigator. Lumina Foundation for Education, 2006-2010.

[Back to Appendix 4 main page](#)

Daniel C. Robinson

University Professor & Director of Graduate Education
Higher Education, Educational Leadership and Policy Studies
N247FA, Lagomarcino Hall
Email: dcr@iastate.edu



Research areas:

- How culture influences the behavioral expression of Psychological Type
- Teaching/Learning Styles focused on changing demographics (varying instructional strategies to meet diverse needs in the classroom)

Teaching areas:

- ELPS 615 Doctoral Seminars
- Higher Education 579 Counseling/Group Dynamics
- Higher Education 578 The American College Student
- Higher Education 570H Diversity Issues In Higher Education
- Higher Education 615 Psychological Tests/Measurements

Education:

- B.S., M.S., Ph.D., Iowa State University

Professional experience:

- University Professor/Director of Graduate Education, Educational Leadership and Policy Studies, Iowa State University
- Interim Vice President for Student Affairs, Iowa State University
- Department Chair Educational Leadership and Policy Studies, Iowa State University

Selected publications:

Robinson, D.C. (In Press). Unleashing the Potential: Women's Development and ways of Knowing as a Perspective for Veterinary Medical Education. *Journal of Veterinary Education*.

Robinson, D. C. and Taylor, K. A. (2003). Learning styles in the 21st century for a global community, In J. A. Provost and S. Anchors (Eds.), *Using the MBTI instrument in colleges and universities*. Gainesville, FL: Center for Applications of Psychological Type.

Presentations, Papers, Workshops:

- Wild West Veterinary Conference October 7, 2005 Reno, Nevada
- Fostering Excellence in Veterinary Medicine (Invited presentations)
 - Using People Resources Effectively in Practice Management
 - Building High Performance Teams Through Enhancing Communication Skills
 - Motivating Staff Through An Increased Understanding of Working Style Preferences
 - Promoting Better Working Relationships Between Colleagues and Improving Employee Retention

Professional Honors and Awards:

- University Professor Title Iowa State University
- President's Award Association for Psychological Type International
- Gordon Lawrence Award Association for Psychological Type International
- NASPA Robert H. Schaffer Award for Academic Excellence as Graduate Faculty Member
- Inductee Iowa African-American Hall of Fame
- Iowa Juneteenth Celebration Commission "Educator of the Year"

Contracts / Grants:

- Director National Association for Student Personnel Administrators Research Division \$200,000 grant

[Back to Appendix 4 main page](#)

John H. Schuh

Distinguished Professor
Higher Education, Educational Leadership and Policy Studies
N221G, Lagomarcino Hall
Email: jschuh@iastate.edu



Research areas:

- College students
- Higher education finance

Teaching areas:

- Higher education history
- Higher education finance
- College and university organization
- Student affairs administration

Education:

- Ph.D., Arizona State University

Professional experience:

- Distinguished Professor, Iowa State University, 2003-present
- Professor, Iowa State University, 1997-2003
- Associate Vice President for Student Affairs, Wichita State University, 1987-1997
- Director of Residence Life, Indiana University (Bloomington) 1978-1987

Selected publications:

Gansemer-Topf, A. M., & Schuh, J. H. (2006). Institutional selectivity and institutional expenditures: Examining organizational factors that contribute to retention and graduation. *Research in Higher Education*, 47, 613-624.

Manning, K., Kinzie, J., & Schuh, J. (2006). *One size does not fit all: Traditional and innovative models of student affairs practice*. New York: Routledge.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

Kuh, G.D., Schuh, J.H., Whitt, E.J. & Associates. (1991). *Involving colleges*. San Francisco: Jossey-Bass.

Upcraft, M. L., & Schuh, J.H. (1996). *Assessment in student affairs*. San Francisco: Jossey-Bass.

Presentations, Papers, Workshops:

AAC+U Annual Conference, Miami, FL (2007). *What you and your institutions can do to promote student success*. Invited plenary session co-presenter,

NASULGC Annual Conference, Student Affairs Council, Houston, TX (2006). *Measuring student learning*. Invited keynote speaker.

Accountability Challenges in Higher Education. (2007). *Future of University Student Affairs: Challenges and Possibilities*. Hong Kong, China. Invited keynote speaker.

Selected contemporary issues in higher education in the United States. (2006). Delivered at the 100th anniversary of business education at Humboldt University in Berlin colloquium. September, 2006. Berlin, Germany. Keynote speaker.

ACUHO-I Annual Conference, Las Vegas, NV. (2003). *Reflections on housing over the course of a career*. Keynote speaker.

Professional Honors and Awards:

- Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member, National Association of Student Personnel Administrators, 2006.
- Contribution to Knowledge Award, American College Personnel Association, 1989.
- Contribution to Literature or Research Award, National Association of Student Personnel Administrators, 1992.
- Fulbright Scholar Program. (April-May, 1994). Seminar for U.S. Administrators in International Education. Federal Republic of Germany.

Contracts / Grants:

- Co-Principal Investigator, Factors Related to High Quality Out-of-Class Experiences of College Students, 1988-89, Lilly Endowment, Inc., \$129,723; National Association of Student Personnel Administrators, \$5,000; Marriott Services Corp., \$10,000.
- Co-Principal Investigator and Project Co-Director, Leadership and Institutional Change, 2000-2003, W. K. Kellogg Foundation, \$265,000.

[Back to Appendix 4 main page](#)

Roger A. Smith

Professor
Research and Evaluation, Educational Leadership and Policy Studies
N232B, Lagomarcino Hall
Email: rasmith@iastate.edu



Research areas:

- Retention and recruitment of students in higher education, distance education, community college transfer, teaching/learning styles and pedagogical methodology.
- Selection, implementation, and training for advanced technology in small manufacturing firms, including the teaching/training of individuals in design technology.

Teaching areas:

- Research and Evaluation: Introductory Research Methods

Education:

- Ph.D. Degree. Major: Industrial Education. Iowa State University. 1974
- M.A. Degree. Major: Industrial Arts and Technology. University of Northern Iowa. 1971
- B.A. Degree. Major: Industrial Arts and Technology. University of Northern Iowa. 1969

Professional experience:

- Professor, Educational Leadership and Policy Studies, Iowa State University. 2007 - Present
- Associate Dean of Academic Affairs, College of Education/Human Sciences; Professor of Industrial Education and Technology, Iowa State University. 2000-2007
- Assistant Professor, Associate Professor, Professor, Graduate Education Coordinator, Department Chair, Industrial Education and Technology, Iowa State University. 1977-2000

Selected publications:

- Chang, S. H., & Smith, R. A. (2008). Effectiveness of personal interaction in a learner centered paradigm distance education class based on student satisfaction. *Journal of Research on Technology in Education*, 40(4).
- Smith, G. C., & Smith, R. A. (2006). An on-line non-contact method for detecting industrial robot position errors using a microwave Doppler radar motion detector. *International Journal of Advanced Manufacturing Technology*, 29(5), 605-615, DOI 10.1007/s00170-005-2543-y.

Presentations, Papers, Workshops:

- Chang, S. H. & Smith, R. A. (2007, July). *Challenge: Interacting Effectively with 1,000 Students in the Learner-Centered Paradigm*. Paper to be presented at the BbWorld '07 conference, Boston, MA.

Professional Honors and Awards:

- Distinguished Service Citation, Epsilon Pi Tau, International Honorary Professional Fraternity for Education in Technology. Bowling Green, Ohio. 2002

Contracts / Grants:

- Bechtel, A., Smith R. A., Carlile, D., Perriene, W., Andre, T., & Gregoire, M. (2006-07). Enhancing Public Macintosh Computer Lab and Computer Classroom for MacKay Hall, Central Pool Funds, Computation Advisory Committee, Iowa State University, (\$49,040 requested, funded).

[Back to Appendix 4 main page](#)

Soko S. Starobin

Assistant Professor
Higher Education, Educational Leadership and Policy Studies
N225C, Lagomarcino Hall
Email: starobin@iastate.edu



Research areas:

Community College, STEM Education, Women and Minorities in STEM

Teaching areas:

Quantitative Research Methods, Community Colleges

Education:

- Architecture (Toyota National College of Technology);
- B.S., Counseling Associate Studies, M.Ed., Counseling/Student Services; Ph.D., Higher Education (University of North Texas)

Professional experience:

- Assistant Professor, Educational Leadership and Policy Studies, Iowa State University 2008-Present
- Clinician, Educational Leadership and Policy Studies, Iowa State University 2007-2008
- Postdoctoral Research Associate, Educational Leadership and Policy Studies, Iowa State University 2004-2007
- Institutional Research Analyst, University of North Texas 2004

Selected publications:

- Starobin, S. S. & Laanan, F. S. (2008). Broadening female participation in science, technology, engineering, and mathematics: Experiences at community colleges. In J. Lester (Ed.), *New Directions for Community Colleges*, No. 142: Gendered Perspectives on Community Colleges (pp.37-46). San Francisco: Jossey-Bass.
- Starobin, S. S., Laanan, F. S. (2005). Influence of precollege experience on self-concept among community college students in science, mathematics, and engineering. *Journal of Women and Minorities in Science and Engineering*, 11(3), 209-230.
- Laanan, F. S. & Starobin, S. S. (2004). Urban Community College Transfers to a University: Perceptions, Attitudes, and College Experiences. *Academic Exchange Quarterly*, 8 (2), 139-147.
- Starobin, S. S. (2002). Community Colleges in Japan and the Social Status of Japanese Women. *Community College Journal of Research and Practice*, 26 (6), 493-502.

Presentations, Papers, Workshops:

- Starobin, S. S., Laanan, F. S., Darrow, M., & Jackson, M. *Creating learning environment for future women engineers: Voices and experiences at community colleges*. Paper presented at the Council for the Study of Community Colleges, 50th Annual Conference. Philadelphia, PA. April 4, 2008.
- Starobin, S. S. & Laanan, F. S. *Crossing educational borderlands: Geo-educational scanning of pathways among doctorates in science and engineering*. Paper presented at the 2006 Association for the Study of Higher Education Annual Meeting. Anaheim, CA. November 2, 2006.

Professional Honors and Awards:

- Data Policy Institute Fellow, Association for Institutional Research, National Center for Education Statistics, and National Science Foundation, Lansdowne, Virginia, June 20-30, 2004.

[Back to Appendix 4 main page](#)

Appendix 5: Student Information

- a. [ELPS 2007-08 Admission Report.](#)
- b. [Fall 2007 Enrollment Report.](#)
- c. [Spring 2008 Enrollment Report.](#)
- d. [Master's Students: Fall 2007-Spring 2008, Undergraduate Institutions Attended – Bachelor's Degree.](#)
- e. [Doctoral Students: Fall 2007-Spring 2008, Graduate Institutions Attended – Master's Degree.](#)
- f. [Instruction Provided to Non-Majors.](#)
- g. [Mean Number of Years to complete degree, 2003-08.](#)
- h. [List of equipment \(technology\) available for ELPS students.](#)

ELPS 2007-08 Admission Report

Program Area	Degree/Certificate	Area of Specialization	# Admitted	Mean Undergrad GPA	Mean Graduate GPA	Enrolled	GRE Scores	Gender	Ethnicity
ED ADMIN	Certificate	CAS	10	3.15	3.82	9		1 Female 9 Male	9 Caucasian
ED ADMIN	Certificate	PreLead	2	3.18	3.94	2		2 Male	2 Caucasian
ED ADMIN	M.Ed.	PreLead	26	3.21	3.94	24		15 Female 11 Male	24 Caucasian
ED LEAD	Ph.D.	ED ADMIN	7	3.31	3.99	7	506 Mean GRE Verbal 526 Mean GRE Qual. 605 Mean GRE Anal. 4.4 Mean GRE Anal.	5 Female 2 Male	7 Caucasian
ED LEAD	Ph.D.	Community College	12	3.17	3.88	12	460 Mean GRE Verbal 524 Mean GRE Qual. 525 Mean GRE Anal. 4.05 Mean GRE Anal.	7 Female 5 Male	1 Black 11 Caucasian
ED LEAD	Ph.D.	HG ED	21	3.19	3.81	17	493 Mean GRE Verbal 504 Mean GRE Qual. 576 Mean GRE Anal. 4.28 Mean GRE Anal.	17 Female 4 Male	2 Asian 2 Black 13 Caucasian 3 Latino/a
HG ED	M.Ed.	Community College	14	2.91		13		7 Female 6 Male	13 Caucasian
HG ED	M.Ed.	Student Affairs	48	3.35		32		23 Female 8 Male	4 Black 23 Caucasian 3 Latino 1 Multiracial

ELPS Fall 2007 Enrollment Report

Program Area	Degree/Certificate	Area of Specialization	Part-time/ Full-time	Gender	Ethnicity
Ed Administration	Certificate	CAS	12 Part time	2 female 10 male	10 Caucasian 1 Black 1 Latino/a
Ed Administration	Certificate	PreLead	3 Part time	1 female 2 male	3 Caucasian
Ed Administration	M.Ed.	PreLead	54 Part time 1 Full time	27 female 28 male	50 Caucasian 3 Black 1 Latino/a 1 Asian
ED LEAD	Ph.D.	Ed Adm	13 Part-time 1 Full-time	7 female 7 male	1 Black 13 Caucasian
ED LEAD	Ph.D.	Comm. Col.	26 Part-time 18 Full-time	28 female 16 male	4 Black 38 Caucasian 1 Latino/a 1 No Selection
ED LEAD	Ph.D.	HG ED	22 Part-Time 27 Full-Time	33 female 16 male	2 American Indian 1 Asian 9 Black 34 Caucasian 3 Latino
HG ED	M.Ed.	Comm. Col.	24 Part-time 1 Full-time	16 female 9 male	3 Black 20 Caucasian 1 Latino/a 1 No Selection
HG ED	M.Ed.	Student Affairs	4 Part-time 57 Full-time	46 female 15 male	1 American Indian 2 Asian 6 Black 46 Caucasian 4 Latino 1 International 1 No Selection

ELPS Spring 2008 Enrollment Report

Program Area	Degree/Certificate	Area of Specialization	Part-time/ Full-time	Gender	Ethnicity
Ed Administration	Certificate	CAS	14 Part time	2 female 12 male	1 Black 12 Caucasian 1 Latino/a
Ed Administration	Certificate	PreLead	5 Part time	1 female 4 male	5 Caucasian
Ed Administration	M.Ed.	PreLead	54 Part time 1 Full time	27 female 28 male	50 Caucasian 3 Black 1 Latino/a 1 Asian
ED LEAD	Ph.D.	Ed Adm	15 Part-time 1 Full-time	8 female 8 male	1 Black 15 Caucasian
ED LEAD	Ph.D.	Comm. Col.	34 Part-time 16 Full-time	32 female 18 male	1 American Indian 6 Black 40 Caucasian 1 Latino/a 2 No Selection
ED LEAD	Ph.D.	HG ED	25 Part-Time 22 Full-Time	34 female 13 male	2 American Indian 1 Asian 6 Black 35 Caucasian 3 Latino 1 No Selection
HG ED	M.Ed.	Comm. Col.	23 Part-time 6 Full-time	17 female 12 male	3 Black 24 Caucasian 1 Latino/a 1 No Selection
HG ED	M.Ed.	Student Affairs	7 Part-time 57 Full-time	50 female 14 male	1 American Indian 2 Asian 8 Black 46 Caucasian 6 Latino 1 International

Master's Students: Undergraduate Institutions Attended - Bachelor's Degree, 2007-08

Bemidji State University	Saginaw Valley State
Bowling Green State University	Simpson College - 5
Buena Vista University - 7	Smith College
Central College - 4	South Dakota State University
Coe College - 2	Southern Illinois University
Cornell College - 3	St. Cloud State University - 2
Drake University - 3	Texas Tech University
Flagler College	University of California - Santa Cruz
Gordon College	University of Dubuque - 2
Graceland College	University of Illinois - Urbana Champaign -2
Grand View College - 2	University of Iowa - 9
Iowan Wesleyan College	University of Kansas - 2
Iowa State University - 40	University of Wisconsin - Madison
Ithaca College	University of Missouri - Columbia
Kansas State University	University of North Carolina - Charlotte
Lewis and Clark College	University of Northern Colorado
Loras College	University of Northern Iowa - 24
Luther College	University of South Florida
Marist College	University of Wisconsin - Eau Claire
Metropolitan State College of Denver	University of Wisconsin - Stevens Point
Michigan State University	University of Wyoming - 2
Norfolk State University	Upper Iowa University - 3
North Dakota State University	Waldorf College
Northwest Missouri State University - 5	Wartburg College
Northwestern College	Wayne State
Penn State University	West Chester University of Pennsylvania
Portland State University	Wichita State University
Purdue University	William Penn University
Rutgers University	

Doctoral Students: Graduate Institutions Attended - Master's Degree, 2007-08

Arizona State University	University of Iowa - 12
Bowling Green University	University of Kansas
Buena Vista University - 4	University of Massachusetts - Amherst
Coe College	University of Minnesota - Minneapolis
Colorado State University - 3	University of Montevallo
Drake University - 7	University of Nebraska - Lincoln - 4
East Tennessee State University	University of Nebraska - Omaha - 4
Florida State University	University of Northern Colorado
Illinois State University	University of Northern Iowa - 4
Indiana University - Bloomington	University of Oregon Health Sciences
Indiana State University	University of Pennsylvania
Iowa State University - 24	University of Phoenix
James Madison University	University of South Dakota - 3
Keller Graduate School of Management	University of St. Thomas
Michigan State University	University of Wisconsin - Milwaukee
Minnesota State University -Mankato - 2	University of Wisconsin - Platteville
Milligan	University of Wisconsin - Stout
Morningside College	University of Wyoming
Northern Colorado University	Upper Iowa University
Northeast Missouri State University	Virginia Polytechnic Institute - 2
Northwest Missouri State University	Wayne State College
Ohio University	
Palmer College of Chiropractic	
Penn State University	
South Dakota State University	
Southern Illinois - Carbondale	
St. Ambrose University	
St. Louis University	
State University of New York - Buffalo	
Texas A & M University	
University of Illinois - Urbana Champaign	
University of Arkansas - Little Rock	

Instruction Provided to Non-Majors

Program Instructor	Student Major/Department/College	Total Credits
ED ADM	ELPS	870
HG ED	ELPS	1972
RES EV	ELPS	402
HG ED	Agriculture	12
HG ED	Business	13
HG ED	Engineering	23
HG ED	Human Sciences	48
HG ED	LAS	43
HG ED	Undecided/IGS	241
RES EV	Agriculture	54
RES EV	Design	3
RES EV	Engineering	3
RES EV	Human Sciences	117
RES EV	LAS	9
RES EV	Undecided/IGS	42

Mean Number of Years to Complete Degree, 2003-2008

Program Area/Emphasis	Degree	Mean Years to Complete Degree
Educational Administration	M.Ed.	2.81
Higher Education: Community College	M.Ed.	2.21
Higher Education: Student Affairs	M.Ed.	2.31
Educational Administration	Ph.D.	5.49
Higher Education: Community College	Ph.D.	3.61
Higher Education	Ph.D.	5.2

List of equipment (technology resources) available for ELPS students

ELPS students pay technology fees every semester at ISU. A portion of the collected fees is allocated to ELPS annually and provides ELPS students with a computer lab (PC and Apple) and free printing. Additionally, ELPS students may check out equipment from our Technology and Instructional Support staff located in Lagomarcino N229. A list of available equipment available for check-out to students includes:

Computer available in Lagomarcino N221 Lab

- Dell OptiPlex 745 (4 stations)
- iMac 20" (2 stations)
- Free laser printing
- Scanning

Computers available for check-out (laptops)

- 8 Dell Latitude D600 laptops
- 3 Dell Latitude D610 laptops
- 2 Mac PowerBook 12" laptops

Standard software provided on all ELPS computers

- Acrobat Professional
- EndNote
- Microsoft Office 2007 (Word, Publisher, Excel, PowerPoint, Picture Manager)
- SPSS (Statistical Package for the Social Sciences)
- Stata

Additional Equipment Available

- 6 Data Projectors
- 1 Polycon Soundstation conference phone
- 2 Cassette Transcribers
- 2 Digital Voice Recorders
- 3 Cassette Voice Recorders
- 4 Digital Cameras with tripods
- 1 Web camera
- 1 PC Transcription Kit:

Appendix 6: ELPS Financial Resources

- a. Endowment Funds/Foundation Accounts.
- b. ELPS Grants.
- c. RISE Grants.

Appendix 7: Educational Administration Program Information

7a. Educational Administration course information.

PreLEAD

- 3 EDAD 541 - Principles of Educational Leadership
- 3 EDAD 551 - Supervision for Learning Environments
- 3 EDAD 552 - Current Issues in Site-Level Leadership
- 3 EDAD 554 - Leading School Reform
- 3 EDAD 556 - School Systems as Learning Cultures
- 3 EDAD 557 - Human Resource Development for Learning
- 3 EDAD 558 - Diverse Learning Needs
- 3 EDAD 559 - Curriculum Leadership
- 3 EDAD 575 - Education Law and Ethics
- 2 EDAD 591 A/B - Supervised Field Experience
- 3 ResEv 550 - Educational Research

CAS New

- 3 EDAD 620 - Program Induction Leadership Seminar
- 5 EDAD 621 - Aligning the System for Student Achievement
- 3 EDAD 622 - Maximizing Human and Financial Resources for Student Achievement
- 1 EDAD 623 - Mid-Program Leadership Seminar
- 2 EDAD 624 - School Finance
- 5 EDAD 631 - Achieving Results Through Accountability Strategies
- 3 EDAD 632 - Using System Assets to Create a Culture of Learning
- 1 EDAD 633 - Career Induction Leadership Seminar
- 2 EDAD 634 - School Business Management and Accountability
- 3 EDAD 691 - Clinical Dilemmas of Practice (internship)
- 2 EDAD 690 - Advanced Special Topics

Other

- 1-3 EDAD 590 - Special Topics
- 1-3 EDAD 593 - Workshops
- 3 EDAD 599 - Creative Component Development
- 3 EDAD 615 - Seminar

Ph.D.

- 1 ELPS 615A - Thematic Seminar: Communication and Team Building
- 1 ELPS 615B - Thematic Seminar: Governance, Politics and Policies
- 1 ELPS 615C - Thematic Seminar: Law, Equity, Equality
- 1 ELPS 615D - Thematic Seminar: Ethics, Justice, and Caring
- 3 ResEv 552 - Basic Educational Statistics (or Stat 401)
- 3 ResEv 580 - Qualitative Research Methodology
- 3 ResEv 553 - Intermediate Educational Statistics (or Stat 402)
 - or ResEv 680 - Critical Issues in Interpretive Methodology
- 3 EDAD 615B - Dissertation Seminar (or ResEv 554)
- 3 ELPS 616 - Capstone Experience
- 12 EDAD 699 - Dissertation Research

Other ResEv coursework

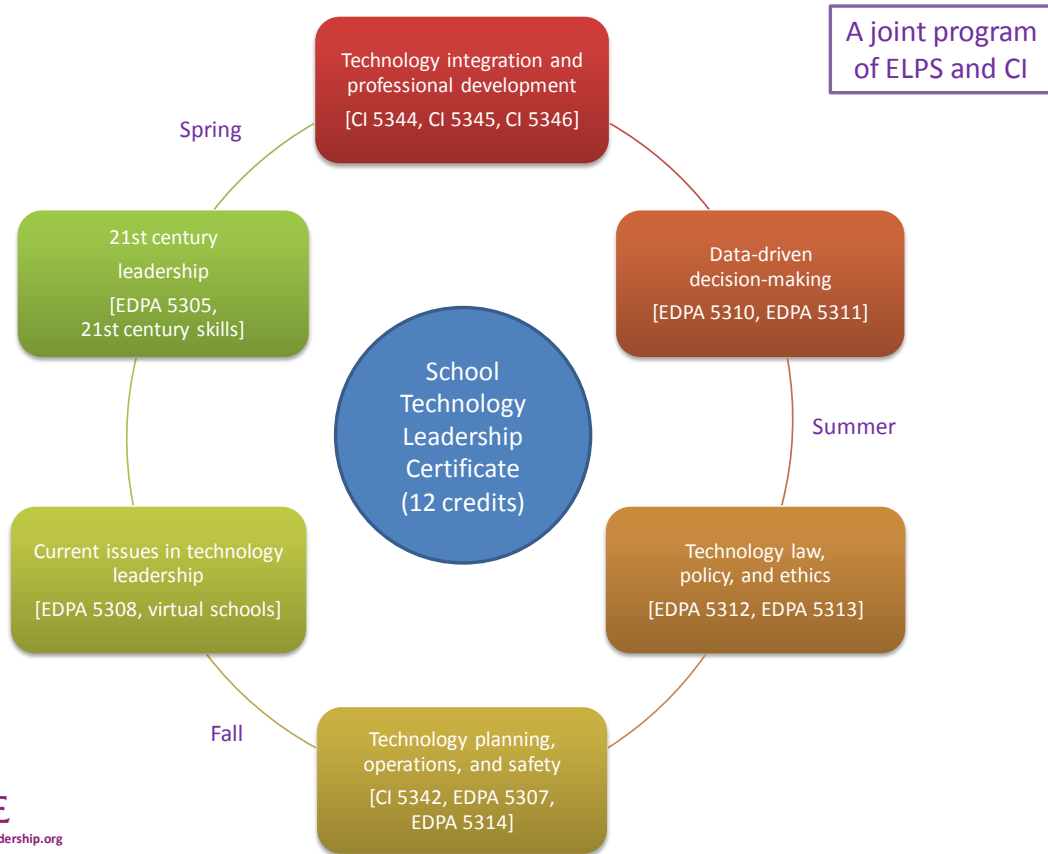
- 3 ResEv 554 - Intermediate Research Methods
- 3 ResEv 560 - Assessing Student Learning
- 3 ResEv 570 - Surveys in Educational Research
- 3 ResEv 597 - Program Assessment and Evaluation

7b. Iowa’s School Leadership Standards and Criteria.

Iowa’s School Leadership Standards and Criteria

<p>Standard #1</p>	<p>An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision) The administrator: a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. b. Uses research and/or best practices in improving the educational program. c. Articulates and promotes high expectations for teaching and learning. d. Aligns and implements the educational programs, plans, actions, and resources with the district’s vision and goals. e. Provides leadership for major initiatives and change efforts. f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.</p>
<p>Standard #2</p>	<p>An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning) The administrator: a. Provides leadership for assessing, developing and improving climate and culture. b. Systematically and fairly recognizes and celebrates accomplishments of staff and students. c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students. d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment. e. Evaluates staff and provides ongoing coaching for improvement. f. Ensures staff members have professional development that directly enhances their performance and improves student learning. g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. h. Promotes collaboration with all stakeholders. i. Is easily accessible and approachable to all stakeholders. j. Is highly visible and engaged in the school community. k. Articulates the desired school culture and shows evidence about how it is reinforced.</p>
<p>Standard #3</p>	<p>An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management) The administrator: a. Complies with state and federal mandates and local board policies. b. Recruits, selects, inducts, and retains staff to support quality instruction. c. Addresses current and potential issues in a timely manner. d. Manages fiscal and physical resources responsibly, efficiently, and effectively. e. Protects instructional time by designing and managing operational procedures to maximize learning. f. Communicates effectively with both internal and external audiences about the operations of the school.</p>
<p>Standard #4</p>	<p>An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community) The administrator: a. Engages family and community by promoting shared responsibility for student learning and support of the education system. b. Promotes and supports a structure for family and community involvement in the education system. c. Facilitates the connections of students and families to the health and social services that support a focus on learning. d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.</p>
<p>Standard #5</p>	<p>An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics) The administrator: a. Demonstrates ethical and professional behavior. b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. c. Fosters and maintains caring professional relationships with staff. d. Demonstrates appreciation for and sensitivity to diversity in the school community. e. Is respectful of divergent opinions.</p>
<p>Standard #6</p>	<p>An educational leader promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context) The administrator: a. Collaborates with service providers and other decision-makers to improve teaching and learning. b. Advocates for the welfare of all members of the learning community. c. Designs and implements appropriate strategies to reach desired goals.</p>

7c. School Technology Certificate Model consisting of six 2-credit online courses.



7d. Cohort projections for next 4 years, 2008-12.

EDAD Cohort Schedule

Cohort	2008 Spring	2008 Summer	2008 Fall	2009 Spring	2009 Summer	2009 Fall	2010 Spring	2010 Summer	2010 Fall	2011 Spring	2011 Summer	2011 Fall	2012 Spring	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall
Ph.D.	3 EDAD 6158			3 EDAD 6158			3 EDAD 6158			3 EDAD 6158			3 EDAD 6158			3 EDAD 6158		
Creston 2	3 EDAD 554 2 EDAD 591																	
Greater Des Moines 8	3 ResEv 550 2 EDAD 591	EDAD 558 EDAD 554 2 EDAD 591	2 EDAD 591															
Mason City 4	3 ResEv 550 3 EDAD 551	EDAD 557 EDAD 591	3 EDAD 558 2 EDAD 591	3 EDAD 554 2 EDAD 591														
CAS New 1	3 EDAD 622	EDAD 623 EDAD 624	5 EDAD 631	3 EDAD 632	2 EDAD 634 3 EDAD 691													
Greater Des Moines 9	3 EDAD 559 3 EDAD 556	EDAD 552 EDAD 575	3 EDAD 557 3 EDAD 551	3 ResEv 550 2 EDAD 591	3 EDAD 554 2 EDAD 591	3 EDAD 558 2 EDAD 591												
CAS New 2	3 EDAD 620	5 EDAD 621	3 EDAD 622	1 EDAD 623 2 EDAD 624	5 EDAD 631	3 EDAD 632	1 EDAD 633 3 EDAD 691											
Atlantic 1	3 EDAD 541	3 EDAD 559 3 EDAD 556	3 EDAD 552 3 EDAD 575	3 ResEv 550 3 EDAD 557	3 EDAD 551 2 EDAD 591	3 EDAD 558 2 EDAD 591	3 EDAD 554 2 EDAD 591											
Greater Des Moines 10		3 EDAD 541	3 EDAD 559 3 EDAD 575	3 EDAD 553 3 EDAD 556	3 EDAD 557 3 EDAD 551	3 ResEv 550 2 EDAD 591	3 EDAD 554 2 EDAD 591	3 EDAD 558 2 EDAD 591										
Storm Lake 1			3 EDAD 541	3 EDAD 554 3 EDAD 556	3 EDAD 552 3 EDAD 559	3 EDAD 557 3 EDAD 551	3 ResEv 550 2 EDAD 591	3 EDAD 558 2 EDAD 591	3 EDAD 575									
STL Certificate 1				2 EDAD ? 2 CI ?	2 EDAD ? 2 EDAD ?	2 EDAD ? 2 CI ?												
CAS New 3				3 EDAD 620	5 EDAD 621	3 EDAD 622	1 EDAD 623 2 EDAD 624	5 EDAD 631	3 EDAD 632	1 EDAD 633 2 EDAD 634 3 EDAD 691								
Greater Des Moines 11				3 EDAD 541 3 EDAD 556	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
Mason City 5				3 EDAD 541 3 EDAD 556	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
Cedar Rapids 1				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
STL Certificate 2				2 EDAD ? 2 CI ?	2 EDAD ? 2 EDAD ?	2 EDAD ? 2 CI ?												
Greater Des Moines 12				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
CAS New 4				3 EDAD 620	5 EDAD 621	3 EDAD 622	1 EDAD 623 2 EDAD 624	5 EDAD 631	3 EDAD 632	1 EDAD 633 2 EDAD 634 3 EDAD 691								
Atlantic 2				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
Storm Lake 2				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
STL Certificate 3				2 EDAD ? 2 CI ?	2 EDAD ? 2 EDAD ?	2 EDAD ? 2 CI ?												
Greater Des Moines 13				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
CAS New 5				3 EDAD 620	5 EDAD 621	3 EDAD 622	1 EDAD 623 2 EDAD 624	5 EDAD 631	3 EDAD 632	1 EDAD 633 2 EDAD 634 3 EDAD 691								
Mason City 6				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
Cedar Rapids 2				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
STL Certificate 4				2 EDAD ? 2 CI ?	2 EDAD ? 2 EDAD ?	2 EDAD ? 2 CI ?												
Greater Des Moines 14				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
CAS New 6				3 EDAD 620	5 EDAD 621	3 EDAD 622	1 EDAD 623 2 EDAD 624	5 EDAD 631	3 EDAD 632	1 EDAD 633 2 EDAD 634 3 EDAD 691								
Atlantic 3				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
Storm Lake 3				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
STL Certificate 5				2 EDAD ? 2 CI ?	2 EDAD ? 2 EDAD ?	2 EDAD ? 2 CI ?												
Greater Des Moines 15				3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?	3 EDAD ? 3 EDAD ?
CAS New 7				3 EDAD 620	5 EDAD 621													
Mason City 7				3 EDAD ? 3 EDAD ?														

pink = Ph.D.; purple = PreLEAD; blue = CAS; orange = revised PreLEAD; green = STL certificate

12/15/2008

Appendix 8: Higher Education Program Information

- Appendix 8a: Master's Program Learner Outcomes (Student Affairs Emphasis) (web page)
http://www.elps.hs.iastate.edu/hged/master_learner_outcome.php
- Appendix 8b: Assessment Process in the Student Affairs Master's Program
http://www.elps.hs.iastate.edu/About/Assessment/masters_process.pdf
- Appendix 8c: ELPS Higher Education Master's Program Outcomes Assessment 2003
http://www.elps.hs.iastate.edu/About/Assessment/analysis_PhD.pdf
- Appendix 8d: Faculty Ratings of Learner Outcomes by Course 2003
http://www.elps.hs.iastate.edu/About/Assessment/curriculum_alignment_higher_ed.pdf
- Appendix 8e: Hg Ed 598 Capstone Seminar Portfolio Assignment (web page)
http://www.elps.hs.iastate.edu/hged/HgEd598_capstone.php
- Appendix 8f: Based on feedback – HgEd Student Affairs Master's Program
http://www.elps.hs.iastate.edu/About/Assessment/masters_change.pdf
- Appendix 8g: Learner Outcomes for Doctoral Students in ELPS
http://www.elps.hs.iastate.edu/hged/document/learner_outcomes_phD.pdf
- Appendix 8h: List of Student Affairs Office sites at Iowa State University
http://www.elps.hs.iastate.edu/hged/document/description_08_idays.pdf
- Appendix 8i: 2008-09 Graduate Assistantships (2nd Year Master's Students)
http://www.elps.hs.iastate.edu/hged/document/0809_second_year_assitantships.pdf
- Appendix 8j: 2008-09 Graduate Assistantships (1st Year Master's Students)
http://www.elps.hs.iastate.edu/hged/document/0809_first_years_GAs.pdf
- Appendix 8k: Iowa State University Practicum Sites
http://www.elps.hs.iastate.edu/hged/document/practicum_sites_07.pdf
- Appendix 8l: Positions Accepted by Spring and Fall 2004 Master's Graduates
http://www.elps.hs.iastate.edu/hged/document/MS_graduate_position_04.pdf
- Appendix 8m: Positions Accepted by Spring 2005 Master's Graduates
http://www.elps.hs.iastate.edu/hged/document/positions_accepted_05.pdf
- Appendix 8n: Positions Accepted by 2006 Master's Graduates
http://www.elps.hs.iastate.edu/hged/document/positions_06.pdf

Appendix 8o: Positions Accepted by 2007 Master's Graduates
http://www.elps.hs.iastate.edu/hged/document/positions_07.pdf

Appendix 8p: Positions Accepted by 2008 Master's Graduates
http://www.elps.hs.iastate.edu/hged/document/positions_08.doc