

Leading the Transformation
of Higher Education

HIGHER EDUCATION PROGRAM IN THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

IOWA STATE UNIVERSITY

We prepare transformational leaders...to set the course for change in higher education

Realizing the full potential of higher education requires a new kind of leader, a transformative, social change agent. In the Iowa State University Higher Education Program, we actively engage our master's and doctoral students to create change for the common good, to advance social justice and to solve problems by collaborating with diverse partners and communities. We are committed to leading the transformation of higher education.

For more than 40 years, the Higher Education Program has been engaged in transforming higher education. The Higher Education Program was formally created in 1965 in response to the State Legislative Act of that year creating the community college and 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. 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.

Our Higher Education Program faculty model transformative leadership values in curriculum, pedagogy, field experiences, and interactions with students. The result is graduates who are capable of and committed to transforming higher education.

We have created a learning environment that maximizes the intellectual, cultural, social and ethical potential of students and faculty for the benefit of not only Iowa, but also the nation and the world.

Leadership is our reputation.

- One hundred fifty-nine of our doctoral graduates have become faculty and senior student affairs leaders in the nation.
- Forty-one graduates of the Community College Leadership Program at Iowa State University have become presidents, vice presidents and deans of community colleges in the United States.
- Two premier higher education publications including the *Journal of College Student Development*, the most recognized publication in student affairs education, are edited at Iowa State University.
- Members of our faculty have served on 27 editorial boards of top scholarly publications.
- Our faculty has published more than 25 textbooks used in higher education programs.

We are committed to taking higher education to the highest levels of academic excellence. Our core faculty:

- is one of the largest in the nation, 14 accomplished and distinguished scholars in all.
- has received grants from prestigious organizations such as the National Science Foundation, the Association for Institutional Research, the American Psychological Foundation, the Iowa Department of Education, and the Lumina Foundation in collaboration with the Association for the Study of Higher Education and Michigan State University.
- has participated in 16 grant-funded projects in the last five years.

The learning experience in our Higher Education Program is diverse, rigorous, and exciting. Our faculty and student body are among the most ethnically and racially diverse in the nation.

But transformation does not just happen. It takes time and effort, heart and soul. It takes people who devote their careers to higher education. People who are passionate about change and who are ready to set the course for the transformation of higher education.

We are committed to leading the transformation of higher education.

Transformative leaders . . . the people pushing the limits

Anyone can push, but it takes skill and experience to know where to focus the effort—and how much effort to put forth. Imagine the results when you have five faculty who have served as presidents of national associations, including the Association for the Study of Higher Education, ACPA-College Student Educators International and the National Association of Student Personnel Administrators, pushing the limits of academic excellence together.

Among the best in the nation

Our faculty include three Fulbright Scholars, three American College Personnel Association Senior Scholars, two ACPA Emerging Scholars, three ACPA Annuit Coeptis recipients, and three National Association of Student Personnel Administrators Robert H. Schaffer Award winners. Faculty have also been nationally recognized with outstanding teaching and research awards from organizations such as Council for the Study of Community Colleges, Spencer Foundation, Fetzer Institute, and Lumina Foundation.

Our Higher Education Program faculty are constantly engaged in generating new knowledge. Faculty carefully select areas of research and glean meaningful insights from what they find. They work to expand their understanding of the complexities that effect higher education, employ innovative methodological approaches, and disseminate their findings to diverse constituents. 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 Web site at www.elps.hs.iastate.edu. It is proof that the Higher Education Program faculty at Iowa State University is committed to transforming higher education.

The perfect conditions for building better minds

Iowa State University students and faculty have a broad and unique environment in which to study higher education. Iowa State is a member of the prestigious Association of American Universities and is consistently ranked by *U.S. News & World Report* as one of the top 50 public institutions. We have more than 80 research centers and institutes offering faculty, staff and students the opportunity to make discoveries in everything from biotechnology and psychology to nanotechnology and anthropology. Twenty-six thousand students can choose from more than 100 majors and 500 student organizations. The campus is rated one of the nation's most beautiful and houses the largest public art collection of any university. And Ames has been recognized as one of the best small American cities in which to live and work. The vibrant and diverse learning environment at Iowa State University offers the faculty of the Higher Education Program an optimal platform to conduct research and develop strategies and techniques. And students are provided an ideal realm in which to explore and expand their intellect.

Teaching for transformation . . . it makes all the difference

Effective teaching is more than just the sharing of information. It is a connection between professor and student, a conduit that opens a deeper level of communication. Students can read books, listen to lectures and complete practicum experiences and internships. But none of these can replace a mentor who can offer what our faculty can. The curriculum and areas of study available through the Higher Education Program at Iowa State University are effectively developed to ensure students receive the strongest foundation possible, while also examining the most timely and relevant issues and trends.

We are leading the transformation of higher education in four distinct ways, each deserving a unique approach and understanding, though all affect one another through the entire realm of higher education.

Higher Education Leadership

Our program focuses on preparing transformative student affairs leaders, community college leaders and faculty leaders. Our students are well-versed in theory, research methods, program evaluation and assessment. Moreover, our students actively engage in field experiences and internships where they apply theory to practice and acquire in-depth professional skills and knowledge.

Higher Education Policy

The Higher Education Program seeks to be at the forefront of identifying and analyzing key educational policy issues that can make transformational changes in colleges and universities. Our faculty and students have collaborated on several notable projects with national policy and practice organizations.

New initiatives in this area include *Education Policy and Practice Perspectives* or *EP³*, a semi-annual publication devoted to new trends in higher education. The ASHE/Lumina policy briefs and critical essays involve collaboration with Michigan State University, the Association for the Study of Higher Education, and the Lumina Foundation, and focus on issues such as access to college, financial aid, student retention, and adult learning.

The Office of Community College Research and Policy analyzes issues affecting policy and practice by conducting rigorous research that impacts students, faculty, administrators and policymakers in Iowa and in the nation.

Teaching and Learning in Higher Education

Research is being conducted to transform classroom practice in colleges and universities. Our work is nationally known and at the cutting edge of pedagogical theory and practice. It includes curriculum transformation and the role of liberatory pedagogies in the college classroom. We are also developing a sensing/thinking pedagogical model that addresses the rationality and poetry of teaching and learning and attends to intellectual, social, emotional and spiritual student development. Professors are also involved in connecting theory to practice in learning and leadership.

Equity and Social Justice in Higher Education

Future leaders in higher education must have the intellectual rigor, integrity, courage and vision to promote equality, democracy, and respect for difference in society. Accordingly, the doctoral program in higher education and Iowa State University will include a social justice emphasis beginning fall 2007.

Higher Education Program professors are responsible for much of the national research being conducted on the following issues, which will be incorporated into master's and doctoral studies:

- Developing social justice allies
- Liberatory pedagogies
- Affirming diversity in higher education
- Creating an inclusive college curriculum
- The role of spirituality in teaching for diversity and equity
- Equity for gays, lesbians and bisexuals on campus
- Student diversity in higher education
- Black cultural centers and the experience of Black students at predominantly White institutions
- Women and people of color as leaders
- Experiences of nondominant populations in higher education
- College access, student retention and graduation for low-income, first-generation students
- Fostering success for underserved students in higher education
- Critical methodologies
- Education of (im)migrant communities
- Disability studies
- Role and impact of community colleges

Transformation . . .

our graduates say it all

The success of any higher education program can be measured by the success of its graduates. The placement rate of our graduates demonstrates the effectiveness and reputation of our program. Nearly 100% of our master's and doctoral graduates are placed in leadership positions throughout the nation. They are national leaders serving as community college administrators, student affairs administrators, policy analysts and college and university faculty.

We expect these individuals to continue expanding the transformation of higher education, incorporating the knowledge and skills they acquired in the Higher Education Program at Iowa State University. True transformation is a never-ending process, and our graduates are setting the course for change in higher education.



Dr. Barbara H. Snyder (ISU Ph.D. '87)
Vice President
Student Affairs
University of Utah
Salt Lake City, Utah

"I have always been proud of my Iowa State program and firmly believe that the shine on my degree has only become brighter over the years. I encourage all my students and colleagues who are considering a graduate program to consider Iowa State because I know they will have an excellent experience."



Dr. Michael T. Nettles
 (ISU M.S. '77, M.A. '78, Ph.D. '80)
Senior Vice President
Policy Evaluation and Research Center
Educational Testing Service
Princeton, New Jersey

"The Higher Education Program at Iowa State University was the best possible graduate experience for me. It provided me with exposure to extraordinary professors who were outstanding teachers committed and accountable for student learning and also to their own research and scholarship. The professors are excellent models of professionalism and humanity. I benefited from the curriculum that included a variety of high-quality courses and professors in higher education while allowing me to pursue a generous share of courses in public policy, statistics and other disciplines. I also benefited from studying and socializing with the high caliber of peers that the program attracted. The students were the best and brightest and were aggressively learning and preparing to make a difference in the field."



Dr. Robert D. Reason (ISU Ph.D. '01)
Assistant Professor of Higher Education
Education Policy Studies
Research Associate
Center for the Study of Higher Education
Professor-in-Charge
College Student Affairs Program
The Pennsylvania State University
University Park, Pennsylvania

"My interaction with the faculty at Iowa State—both inside and outside the classroom—was invaluable in preparing me for my current role. The faculty's national involvement and reputations, and their willingness to engage with students, allowed me to do things and make connections I would have never dreamed possible before attending Iowa State."

Transformative leaders in the making



The Iowa State University Higher Education Program doctoral students embrace the true spirit of being lifelong learners and transformative leaders. Students are currently undertaking research on topics such as: social justice ally development, experiences of African American men in college, identity development for LGBT students, community college leadership, international education, and Asian American and Generation 1.5 students' identity development.



Master's students are currently involved in research on topics such as: minority student retention, social justice, leadership and learning styles, and disabled student services. Additionally, master's students are active members of national associations such as National Association of Student Personnel Administrators (NASPA), American College Personnel Association (ACPA), National Orientation Directors Association (NODA), and Association of College and University Housing Officers International (ACUHO-I).



Dr. Lori M. Reesor (ISU M.S. '87)
Associate Vice Provost for Student Success
University of Kansas
Lawrence, Kansas

"I especially appreciated the strong collaboration between the faculty in my master's program and the student affairs professionals at Iowa State. I still maintain strong relationships with many current and former Iowa State colleagues; I am grateful for the connections I have as an alum."



Dr. Christine K. Sorensen
 (ISU M.S. '90, Ph.D. '94)
Dean
College of Education
Northern Illinois University
DeKalb, Illinois

"My experience at Iowa State changed my life. It was through the encouragement of the professors there that I entered graduate school, and it was through their continuing encouragement that I went on to pursue my doctorate. My experiences at RISE enriched my graduate experience. One thing I remember is several of the professors telling me that I would be a leader one day, something I had not even considered. They helped to push me out of the nest and to fly... and I truly thank them."



Dr. Steven Lee Johnson (ISU M.S. '86)
President
Sinclair Community College
Dayton, Ohio

"I am a better leader as a result of my academic experiences in the Higher Education Program at Iowa State University. The community college program is among the best in the nation."



Dr. Jerlando F. L. Jackson (ISU Ph.D. '00)
Assistant Professor and WISCAPE Faculty Associate
Educational Leadership and Policy Analysis, University of Wisconsin-Madison, Madison, Wisconsin

"The comprehensive higher education curriculum taught by a diverse faculty provided for a rich and unique learning environment, which in turn, created a thoughtful intellectual community."

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Department of Educational Leadership and Policy Studies**

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