

**COLLEGE OF EDUCATION  
OHIO UNIVERSITY**



*Preparing  
Talented, Responsible,  
Ethical Educators*

**DEAN'S ANNUAL EVALUATION REPORT  
2006-2007**

**Submitted by:  
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January, 2007**

**We Prepare Leaders~~ Talented, Responsible, Ethical Educators**

**COLLEGE OF EDUCATION**



*The symbol of the College of Education is the TREE. In many cultures, the tree symbolizes life, helping us see our place in a larger, living and growing, constantly evolving organism. From our proud history-- the legacy that is our roots-- we derive strength. We touch each succeeding generation with the tips of our new growth. The interdependent branches symbolize the interdisciplinary nature of the preparation of education professionals. Our students acquire knowledge through our College and from colleges across the Ohio University campus. They receive practical experience from our region's public schools and community agencies. Our learning community comes together to prepare educators and other human service professionals who will in turn go on to prepare future communities of learners and professionals.*

*The tree is strong and sturdy, yet flexible. In a changing world, it combines stability and adaptation in creative ways that help sustain life on earth. Learning from the natural wisdom of the tree, we honor an enduring legacy as we work to create, draw on, and communicate significant knowledge for a new generation of professionals.*

## INTRODUCTION

I began my tenure as dean of the College of Education on August 14, 2006. It is an honor to serve and lead our faculty, staff, students and alumni. The College of Education is organized into three departments: *Counseling and Higher Education*, *Educational Studies and Teacher Education*. Each of our departments has a distinguished history that I am privileged to be a part of.

During this time in our College's history, our task is to lay important groundwork necessary for sustaining our future. To this end, our faculty in the College of Education has responded to a constant series of change and adjustments in exemplary fashion. We've initiated many difficult dialogues this year in an effort to explore how our College can best serve our students, the University and the region. These dialogues and the initiatives they support will yield positive long-term benefits. We haven't taken the road less traveled, and it will make all the difference. We will succeed, and we will owe that success to the strategic planning – the hard work, sacrifice and critical reflection – of our faculty and key stakeholders initiated during this first academic year.

This was the year the College developed its branding symbolized by the TREE. We are committed to preparing leaders who are—**Talented, Responsible, Ethical Educators**. Honoring our distinguished history of preparing ethical educators and other human service personnel, the theme adopted for the College during the 2006-07 academic year was *Living the Legacy: Setting the Stage for Preeminence*. This theme speaks to our past, our present, and our future. Living an enduring legacy requires that we have a

deep and abiding understanding and appreciation for our history as we look to the future. Accordingly, this was the year we asked ourselves a simple question. “Is there a need for change and what distinguishes us from other colleges of education?”

At the time that our College has entered a time of restructuring and renewal, this was also a year that initiated enormous change in higher education in the State. At the direction of Governor Strickland, Chancellor Fingerhut began establishing the University System of Ohio to promote cooperation, efficiency and effectiveness. In the summer of 2007, Fingerhut put Ohio’s institutions of higher education on notice; business as usual isn’t going to cut it anymore. In a recent Columbus Dispatch article Fingerhut said, “We’re going to ask institutions to differentiate themselves and develop centers of excellence.” While the State was readying to move toward enormous changes in higher education, the College of Education had already initiated this process. A renewed and reinvigorated College of Education is on the horizon. Our change process has fostered goals and strategies that are consistent with changes occurring within the University as a whole through the Vision Ohio Strategic Planning and Implementation Process and the adoption of values consistent with Responsibility Centered Budgeting.

Our College of Education is actively planning for a changed future. We as a College are proud that we are ahead of the game – ahead of the curve. It is remarkable and a singular point of pride for what our faculty and staff have accomplished over the last year in an environment of constant change. The accomplishments of the College as a whole are noted in our 2006-2007 College Annual Report (CAR) available for review on the College website: [http://www.coe.ohiou.edu/gfx/media/pdf/2006-07\\_ann\\_rep.pdf](http://www.coe.ohiou.edu/gfx/media/pdf/2006-07_ann_rep.pdf) . The

CAR provides a strong indication that our faculty, staff, and students remain committed to responding to our challenges in productive ways. I am proud to be at the helm of a College poised for greatness.

Our college vision, academic and focused priorities are centered on building and sustaining our legacy; they translate into a range of activities across the College involving teaching, research, and outreach.

## **VISION**

The College of Education fosters graduates who are:

- Informed, responsible practitioners
- Committed to diversity
- Ethical, reflective decision makers and problem solvers
- Principled, expert leaders
- Committed to their professional identity and growth
- Proficient and ethical users of technology
- Competent and capable in research and assessment

## **ACADEMIC PRIORITIES**

Prior to my arrival as dean of the college, our faculty established the following Academic Priorities outlined in the College Strategic Plan to guide our efforts through 2009. The seven priorities are as follows:

- enhancing our collaboration with colleges, universities, agencies and schools
- diversifying instructional formats to support learning-centered education
- maintaining and enhancing the diversity of students, staff, faculty and curricula
- enhancing the College as a learning community committed to lifelong learning
- maintaining and enhancing high-quality research and scholarly activity
- encouraging and supporting principled, expert leadership
- implementing evidence-based practices throughout educational preparation

## **DEAN'S FOCUSED PRIORITIES**

### **TO ADVANCE THE COLLEGE'S ESTABLISHED STRATEGIC PLAN**

The seven priorities listed above have been summarized into four focused priorities that directly relate to the academic mission, positioning us to better serve our public purposes. Activities, outcomes, and leadership provided in support of each of these priorities are specifically addressed later in this report.

1. Sustain and improve school and community partnerships
2. Increase contracts, grant development and procurement
3. Increase and enhance research and scholarship
4. Recruit and retain a diverse faculty and student body

### NCATE Accreditation

In the fall of my first year as dean, it was necessary to provide active leadership in supporting the efforts of our faculty in Early Childhood to achieve national recognition via our accreditation agency—NCATE. This program is offered jointly with the College of Health and Human Services. Our third failed effort in 2005-06 to obtain accreditation of the Early Childhood program gave us a clear reminder of the direct relationship that exists between *student/faculty enrollment ratios* and *quality* in our clinical programs such as those required to prepare teachers, counselors and school administrators. Essentially, we were at a critical juncture where this was our last opportunity to remove our probationary status. The lesson learned is this: above a certain enrollment threshold of instruction by Group I faculty, the addition of more students erodes the quality of a clinical program. This entailment reflects the nature of clinical instruction, which involves the creation and implementation of learning experiences directed toward shaping a complex set of professional behaviors. Such experiences enable each candidate to receive explicit coaching, on-going performance monitoring, formative feedback, and summative appraisal with respect to a variety of practices needed for enactment of the professional role. I am pleased to report that the Early Childhood program received national recognition in the winter of 2007.

We continued our efforts in preparation for a full accreditation review and visit of our programs within the Unit of Education. Our faculty and staff are to be applauded for the significant effort expended in responding to the challenges associated with the preparation for the National Council for Accreditation for Teacher Education (NCATE) Spring visitation and review. In October, 2007 we received the final report. The College and Unit of Education received continuing accreditation with probation through 2009. An NCATE visiting team will return to the Unit in October 2009 in order to conduct a follow-up review. Of particular interest to the team will be the Unit's assessment procedures, data assembled using those procedures, and the various ways those data are used to foster continuous improvement within its academic programming. There is absolutely no doubt that our faculty and other members of the Unit of Education will make the necessary adjustments to continue providing quality academic programming.

### **Faculty Communications and College Colloquiums**

I am energized by the faculty and students in our College. Truly, our faculty represents everything that is good about shared governance in any university. I wanted to begin to learn more about our faculty in the College and what they valued. My communication with and knowledge of the faculty and their respective departments was achieved via five activities: 1) *faculty dialogues*, 2) hour-long *quarterly departmental meetings*, and 3) *quarterly 30-minute coffer-break conversations* with faculty in each department, 4) *faculty forums* during our Quarterly College Colloquiums, and finally, 5)

The College of Education *McCracken News*

<http://coe.newsletter.ev.net/newsletter/coe/mcnews/home.do>

Each of these activities were and are immensely helpful, especially the one-to-one faculty dialogues and our college colloquiums. It was a joy to visit and talk with each faculty member in their unique office space. Each office held important displays of their individual personalities and accomplishments. Conversations were begun with each of our Group I faculty during the 2006-07 academic year. This was an opportunity for faculty to share whatever was on their mind with the dean. My interest was in learning their research interest, what attracted them to OU and what it would take to retain them. I also wanted to understand the strengths and areas for improvement within the College from their perspective. I also asked the faculty to tell me one thing they thought I ought to know but didn't.

The Colloquium's bring us together as a College to focus on relevant matters impacting the College as a whole. It is a time to pause, review, evaluate, and celebrate! The *McCracken News* is our College's Internal Electronic Newsletter. It was launched late in the academic year during the Summer of 2007.

It is impossible to lead in an academic environment without the support of the faculty and staff. One of my biggest challenges was not listening or engaging the faculty in the decision-making processes as much as I should have. While a leader must sometimes stand alone and make unpopular decisions, the lesson I have learned is that such decisions must be made only after taking considerable time to listen. I take great pride in our faculty, they are questioning, challenging, and reflective. Our faculty challenges me every day. These balanced characteristics will, without a doubt, ensure that our legacy as a college will remain vibrant and relevant for years to come.

## **Strengthening Organizational Structure and Academic Leadership**

A requisite to achieving the vision of our college faculty and staff via our four focused priorities was the need to strengthen and fill vacancies in the college's academic leadership and faculty support structure. Further it became necessary to reconfigure the organizational structure of the College with a primary goal of increasing the capacity of its Academic Departments [<http://www.coe.ohiou.edu/academics/index.htm>], Centers/Partnerships [<http://www.coe.ohiou.edu/centers-partnerships/centers/index.htm>] and Offices [<http://www.coe.ohiou.edu/college-offices/index.htm>] in meeting the established mission, vision, and priorities of the College.

The mission of the College of Education is reflective of the primary mission of Ohio University. The College of Education provides learning-centered experiences that foster a diverse academic community. The reconfigured organizational structure of the College may be viewed at: <http://www.coe.ohiou.edu/gfx/media/pdf/org-flowchart.pdf>. The reorganization accompanied greater tangible support from the Office of the Dean as well as greater integration of services within the College benefiting our students, faculty, staff, and citizens within our community. The Centers now have a solid reporting line to the Office of the Dean with dotted line to the academic departments indicating the connection to the academic mission of the department.

The College Administrative Team (CAT) [<http://www.coe.ohiou.edu/about-coe/admin-team.htm>] was established during my first month as dean and includes college deans, faculty, administrators and staff who are responsible for advancing our teaching, research and outreach missions within their respective units and the College of Education

as a whole. In meetings with the Directors of our Centers and Partnerships during my first few days as dean, concern was voiced that many of our Centers and Partnerships felt marginalized and peripheral to the College. There was a significant desire to become more integrated into the fabric of the college infrastructure and academic system of support. The members of the College Administrative Team (CAT) are essential to achieving our mission, vision, and priorities. In an effort to achieve greater support and integration between these Centers and our academic mission and priorities, these directors were added to the CAT. The CAT meets monthly and is chaired by the dean of the college. Each summer the CAT participates in a 2-day retreat for the primary purposes of reaffirming our commitment to our mission, vision, and priorities; team-building reaffirming collegial support; and coordinating and planning activities for the upcoming academic year. Teamwork, collegiality and cooperation among these leaders are essential.

In addition to establishing the CAT for greater efficiency and academic integration, there was a need to build the support and academic infrastructure of the college by increasing our human resource capacity. The following represents positions filled or appointed or searches that have been approved:

Academic Administration

1. Associate Dean for Research and Graduate Studies (Dr. Aimee Howley--- Effective: December, 2006).
2. Associate Dean for Outreach and Undergraduate Studies (TBD: Search Extended to Fall 2007-08)

3. Assistant Dean for Academic Advising and Student Affairs (Ms. Maureen Coon---Effective: December, 2006).

#### Academic Support

4. Administrative Associate to the Dean (Ms. Candy Bradley).
5. Director of Alumni Relations and Events (Ms. Tamala Solomon)
6. Instructional Designer (Ms. Emily Marcus)
7. Student Academic Advisors (Ms. Jennifer Warner; Search Initiated for a Second Academic Advisor)

#### Faculty

8. Endowed Morton L. Chair (Successful Search: Greg Foley Appointed for 2007-08 Academic Year).
9. Educational Studies, Associate Professor Search approved in 2006-07: Education Administration.
10. Educational Studies, Associate Professor Search approved in 2006-07: Research.

#### **New Model for Resource Distribution**

One of the first challenges encountered as dean of the college was establishing a fair and balanced mechanism for resource distribution to each of our academic departments. Additionally, there was a need to work with other administrators in the college to establish operational budgets that they could depend on to perform the necessary duties and functions within the college consistent with our mission, vision, and

focused academic priorities. The new model for distribution was established by the dean in concert with other members of the Academic Leadership Team (ALT).

**The history:** In previous years the College received funds from Regional Higher Education (RHE) as its share of the profits from the undergraduate programs, workshops and graduate programs offered on regional campuses. Those funds were held in the Dean's Office and used to support the needs of faculty and staff for technology and professional development. Technology allocations approximated \$500 for each faculty and staff member and were awarded by the CTC Committee. Allocations for professional development were somewhat more complicated. Each department received an allocation to cover the needs of its Group I, II, and IV faculty members, staff members, and graduate assistants. The Dean retained some funds to support the professional development of staff members who were not assigned to departments. The allocations were based on the following apportionment: \$1000 per Group I and Group IV faculty member, \$500 per Group II faculty members and administrators, \$333 per early retired faculty member, \$250 per classified staff member, and \$250 per graduate assistant. Once the allocations were made, department chairs were able to distribute funds in accordance with department policies or customary practices. Under this arrangement, the Dean also retained a substantial portion of RHE monies to support the work of the College, including the employment of Group III faculty members and any Group II faculty members for whom there was no salary line in the operating budget.

**The new approach:** This year, allocations to departments are larger than they have been in the past, significantly exceeding the amounts needed in previous years to cover the costs of technology, professional development, and Group II and Group III

faculty. The model is based in part on a balance between headcount and weighted student credit hour. With more funds at their disposal, departments now have the latitude to decide how to apportion resources. Moreover, the added resources and new approach to allocation give departments the opportunity to identify their most important needs and to allocate resources accordingly. These new allotted resources enable departments (i.e., department chairs) to provide incentives to faculty members who develop and offer graduate programs on regional campuses. Department Chairs were encouraged to develop an incentive system and explain it to their faculty so everyone would understand the benefits associated with developing and offering graduate programs on RHE campuses.

Part of my evaluation of each Chair would be to determine the extent to which they were effective and attentive to providing evidence that they were allocating resources to support their departments' core missions and strategic priorities. The technology and professional development needs of staff members who are not assigned to the departments were supported through the dean's share of the RHE funds. This last year, decisions regarding such expenditures were based on a case by case basis with input from the Assistant Dean for Student Affairs and the Associate Dean for Research and Graduate Programs. Just like in the departments, these decisions will be aligned with the requirement to support core missions and strategic priorities.

The Office of the Dean has also taken responsibility for supporting the professional development of graduate students. This approach promotes uniformity in the distribution of funds to students all across the College, and it allows me to help students find additional support for their research and its dissemination. An application form is included on our website, among the other forms. There is also a document describing this

fund and the application process, but it was developed before Aimee Howley assumed the role of Associate Dean. I have asked Associate Dean Howley to review and provide feedback on the document as she will have the responsibility of administering funds that support students' travel.

As was the practice of previous deans, I have also set aside funds to support faculty research and professional development. I have also delegated responsibility for making these decisions to Associate Dean Howley as these decisions fall within her purview as Associate Dean for Research and Graduate Studies. However, I have placed one constraint on the process in response to our ever-increasing need to exercise efficiencies in the use of resources. Faculty seeking support from the Office of the Dean was asked to do so only after using their full department allocation for professional development as well as all unencumbered funds in their research incentive accounts. These changes not only provide a foundation for increasing our research capacity and productivity, they also take us one step further on the path to responsibility-centered budgeting.

The new model for RHE distribution and its rationale were described in written communication (January 26, 2007) directed to Department Chairs. Additionally, the dean addressed questions regarding the new model at individual department meetings. The method for distribution of resources will be reviewed on an annual basis at the discretion of the dean. Resources for academic year 2007-08 were allocated on the basis of last year's distribution plus and additional 10%.

## Faculty Renewal

In an effort to plan for future growth areas in the College, the dean has established a faculty renewal policy designed to provide the college with the time needed to effectively plan for its future with respect to its mission, values, and focused priorities. It is our current policy that faculty vacancies are not filled in year one of the vacancy. In a time of limited resources, we must be in a position to make wise decisions as to how to best use and direct faculty renewal resources. Programs have been asked to use our metrics and quality indicators to determine their potential and current status of prominence at one of three levels: a) state-wide prominence, b) regional prominence, c) national/international prominence. During this year, departments are asked to be guided by trends and new directions in their content area and provide this data to their department head and faculty colleagues. The idea is that it is quite possible that the faculty in the department may decide that the position can be used in other ways within the department. The conversations are to begin with the faculty at the level of the department. Once the department engages in this process, a recommendation is to be made to the dean through the department head as to how they recommend the position should be allocated.

Programs must provide relevant data and metrics to the dean through the department head to support their assertions regarding use of the position for their program/department. The dean will be making data-driven decisions based on the data programs provide as well as regional and national trends. Last year, faculties were asked to be key participants in establishing enrollment growth projections (For Current

Projections: See CAR). The department head and faculty are to include with their recommendation data that is consistent with our College metrics and quality indicators. Other key metrics such as WSCH, faculty workload, and other areas are taken into consideration. Finally, consideration is given to those programs that play a central role in the achievement of positive outcomes relative to the college's four focused priorities.

### **Establishment of CTC Vision Group**

Effective Winter Quarter, 2007 the CTC committee as it was currently structured was eliminated. Changes in the organizational structure and distribution of resources to the college eliminated the previous role and function of the Committee. As such, the CTC Vision Group/Taskforce was established. The Taskforce was Co-chaired by Dr. Gordon Brooks and retired faculty member Dr. John McCutcheon. Other members included: Drs. T. Franklin, G. Weade, Chris Guder (Alden Library), Pete Mather, Scott Robison, and graduate students Jason Dixon. Christ Preston Agiro served as Graduate Assistant to the Taskforce. The taskforce had the following charge:

- 1) Establish a mission and purpose of the CTC: Focus on services to students, faculty, and educational community.
- 2) Consider name change of CTC specific to new mission/focus
- 3) Develop a proposed blueprint of services at model CTC program services at our presidential peer institutions and other model institutions.
- 4) Study feasibility of housing specific education journals from Alden Library the CTC.
- 5) Develop a position announcement for the director of the CTC.

In August, 2007 the taskforce completed its task with respect to charges 1, 3, and 4. The committee strongly recommends that a GA be hired to serve the committee again during the 2007-08 academic year to assist in the completion of its charge. Upon full completion of the full committee report with accompanying recommendations will be shared with the faculty. The dean will be guided by the recommendations in the final report.

### Academic Quality Indicators and Metrics

In 2006-07 the College of Education adopted a set of academic quality indicators and relevant metrics (See Table 1). These indicators are common across departments. Department chairs and faculties are revisiting their strategic plan in an effort to identify those indicators and metrics that are unique to each department. Table 1 provides a summary of outcomes achieved by the faculty.

**Table 1**  
**Supporting Metrics of Quality and Productivity**

<b>Domain and Outcome</b>	<b>Relevant Metrics</b>	<b>Academic Quality Indicators</b>
<b>Strategic Priorities</b>		
Increase school and community partnerships	Number of partnerships with community groups	<b>20</b>
	Number of faculty members participating in field experiences based on a partnership model	<b>18</b>
	Number of students participating in field experiences based on a partnership model	<b>290</b>
Increase and enhance research and scholarship	Average number of books, book chapters, and peer reviewed publications by Group I faculty	<b>1.2</b>
	Number of internal research awards	<b>1</b>

<b>Domain and Outcome</b>	<b>Relevant Metrics</b>	<b>Academic Quality Indicators</b>
	to faculty <sup>1</sup>	
Increase contracts, grant development and procurement	Number of external proposals submitted	<b>51</b>
	Number of external proposals funded	<b>39</b>
Recruit and retain a more diverse faculty and student body	Number of students of color	<b>100</b>
	Retention rate of students of color	<b>TBD</b>
	Number of faculty of color	<b>12</b>
	Retention rate of faculty of color (5 year aggregate)	<b>89%</b>
	Performance on annual diversity survey	<b>TBD</b>
<b>Core Mission</b>		
Maintain unit accreditation	Accreditation status (e.g., pass, conditional pass, etc.)	<b>ACCREDITED: Probation</b>
Maintain stable enrollment	Fall quarter student headcount	<b>2087</b>
	Three and four-quarter WSCH production	
	Retention rate for all students	<b>82%</b>
<b>Quality Indicators</b>		
Improve instructional efficiency	Proportion of actual to potential enrollment in class sections	Control over section size
	Average number of quarters between admission and graduation for undergraduate, master's, and doctoral students	
Maintain interdisciplinary initiatives	Number of programs with interdisciplinary curricula	Support for interdisciplinary programs
Improve performance on outcome measures	PRAXIS II scores overall	<b>94%</b>
	PRAXIS II scores disaggregated by ACT quartile	
	Percent pass-rate National Counselor Examination	<b>100%</b>
	Performance on annual student satisfaction survey	
Enhance Group I faculty.	Number of Group I faculty/student <b>1/17</b>	Maintenance of tenure-track faculty base
	Three quarter average WSCH/Group I faculty member	Maintenance of tenure-track credit hour production
	Performance on annual faculty satisfaction survey	

<b>Domain and Outcome</b>	<b>Relevant Metrics</b>	<b>Academic Quality Indicators</b>
Use grades to distinguish levels of student performance	Average GPA by course, department, and level (undergraduate and graduate)	Control over grade inflation
Maintain quality of entering students	Average HS GPAs and ACT scores of entering freshman : <b>HS GPA = 3.37, ACT English = 22.2; Math = 21.8; Composite = 22.5</b>	Maintenance of quality of entering students
	Average undergraduate GPAs of entering master's students	<b>GPA = 3.29</b>
	Average GRE scores of entering doctoral students	<b>(V) = 443 (Q) = 560</b>

### **Policies and Guidelines to Advance our Academic Mission**

The College developed and revised several policies and guidelines to advance our academic mission, vision, and focused priorities. Each of them is accessible via the College of Education Intranet. To get to the intranet:

- 1) Go to the COE Webpage
- 2) Use the roll-over menu to get to the faculty/staff
- 3) Select Intranet
- 4) Log in with Oak ID and Password
- 5) Under Information Tools “Click on” the link that reads “File Repository” link
- 6) Click the link for COE Policies/Guidelines

It becomes difficult for faculty to understand how they should function in a changing environment in the absence of guidelines or policies to support and coordinate their work efficiently and effectively. To this end, the following new policies (except where indicated) were put in place. To view the complete policies and guidelines go to our Intranet. The new or revised policies or guidelines are listed below:

- Guidelines for Research and Release Time
- Guidelines on Assignment of Research Assistant Workspace

- Guidelines on Assignment of Teaching Assistants Workspace
- Policy on Compensation for Program Coordinators (*Revised*)
- Policy on Purchasing Cards (*Revised*)
- Policy on Space and Office Allocation (*Revised*)
- Pre-approval of International Travel
- Principles of Shared Governance
- Probationary Faculty Award—COE Selection Process
- Summer School Class Enrollments
- Summer Stipends for Program Coordinators
- Summer Workload Policy

### **Sustain and Improve School and Community Partnerships**

Sustaining and improving our school and community partnerships is one of four focused priorities in the College of Education. Outreach Partnerships have a primary benefit of service to external audiences and communities. As one of our metrics in the College of Education, our goal is not to simply count the number of partnerships with which we are engaged. While development of new school and community partnerships is not discouraged, a more important goal is to sustain and improve our current partnerships. Sustaining and improving is “qualitative” not “quantitative”. This is not a process of “bean counting”. In fact, COE has some finite “carrying capacity” beyond which the addition of new partnerships will begin to erode the quality of partnerships overall. Growth and improvements may be reported in terms of:

- a) Level of Partnership (Institutionalized, Mature, Developing)

- b) Increased Number of Faculty Participating in the Activity
- c) Increased Number of Faculty Participating in the Activity
- d) Measured and Documented Impact of Partnership on the Community Served

As one of our metrics in the College of Education, one of our challenges will be to identify criteria of effectiveness that provide feedback pertinent to the issue of “carrying capacity”. See the CAR; Appendix A, pg. 67; Table 15

[http://www.coe.ohiou.edu/gfx/media/pdf/2006-07\\_ann\\_rep.pdf](http://www.coe.ohiou.edu/gfx/media/pdf/2006-07_ann_rep.pdf) for a summary and celebration of the work of our faculty indicating the developmental stage of each partnership and the number of faculty and students involved in each of the partnerships. The College dean has also sought to enhance the work of the faculty by seeking to strengthen and reconnect the College with key stakeholders in our community and State.

### **Building Relations with Schools and Communities**

In an effort to learn more about our region’s public schools, I have pledged to visit every school district in Appalachian Ohio over the next five years. As a result of these visits, it became clear that there was also the need to begin to build positive relations with the schools and communities in our region. The benefits of doing so are less tangible. However, we must be mindful that the schools are our labs. The heart and soul of what we do in the College of Education is preparing teachers. If we don’t do that well, very little else matters because it is the reason for our very existence as a College. College deans can get so caught up with internal university politics that we risk losing relevance to the profession we are designed to serve. We are a professional school, I believe we have a professional, academic, and moral obligation not only to serve the

state, nation, and the world, but also to understand and address the needs of rural and Appalachia education. The following is a brief travelogue of my visits:

### Travelogue Timeline

Oct. 16, 2006: Ohio University-Zanesville  
Dec. 6, 2006: Athens West Elementary School  
Dec. 11, 2006: West Ironton/Whitwell Elementary School, Ohio University—Southern  
Dec. 12, 2006: Chauncey Elementary  
Dec. 19, 2006: Zanesville City Schools: McIntire/Munson Elem. School & Grover Middle  
Dec. 22, 2006: Morgan Local High School  
Jan. 9, 2007: Eastern Elementary (after-school program)  
Jan. 14, 2007: Columbus Metro School and School for the Arts  
Feb. 20, 2007: St. Clairsville Elementary, Ohio University—Eastern  
March 6, 2007: Athens East Elementary  
March 26, 2007: Tallmadge Elementary School, Ohio University—Lancaster  
April 3, 2007: Athens Middle School  
April 10, 2007: The Plains Elementary  
April 16, 2007: Meigs Middle School  
May 3, 2007: Southern Local Schools: Miller Middle School and High School  
May 4, 2007: Athens High School  
May 21, 2006: Morrison Elementary  
May 23, 2007: Meigs High School

### CORAS, School Communications and Connections

CORAS is an important constituent group for the College of Education. College of Education students use the schools as their labs for training and development. The College's Exchange of Services Agreement is a contractual agreement made between CORAS and the College of Education. With our two-year agreement coming to an end, it became my responsibility to negotiate a new agreement with CORAS on behalf of the College. At the time we entered into our new agreement the University was still giving every sign that it would be adopting and implementing RCB. The Agreement was successfully entered into for a period of one-year period, September 1, 2006 to June 30, 2007.

The College has also collaborated with CORAS school districts to create an agile, aligned, regional P-20 education system. Have you heard the I-Wheel buzz? It's a regional strategic planning movement that's generating steam. Our collaboration with the region's P-12 public educators started back in mid-December. Phase I of the I-Wheel process [See Full Story at: <http://coe.newsletter.ev.net/newsletter/coe/mcnews/home.do?aid=211&eid=0> ] began in 2006-07.

The central task is to identify ***“What are the possible implications of creating an aligned, agile, regional system of professional learning that meets the unique educational needs of the learner and the broader demands of a global society?”***

We enter into Phase II of the I-Wheel process in the 2007-08 academic year and expected to make considerable gains. In 2007-08, Phase II will engage a Task Force to move forward with the findings from the I-Wheel process. Phase I solicited opinions from constituent groups (teachers, principals, superintendents, HS students, faculty, COE students, ODE, and community leaders) during a full-day work meeting held on May 22, 2007. The group has now defined broad generic statements of what would have to change if the new system was in place.

### **Regional Campus Connections**

One of my goals last year was to learn more about our Regional Campuses and to listen to many of their concerns regarding our relationship with them. Clearly, the fact that the College was under-resourced in its human resource capacity negatively effected

our effective communications with the Regional campuses. Considerable frustration was expressed by the Regional's with respect to communications, rotations, programs and services offered by the College. Further, the University's own organizational and governance structure has made it challenging for the College of Education to exercise effective leadership and authority for programs and faculty at the regional campuses. This was also indicated as an area for improvement by NCATE in our Spring visit. I anticipate that these issue will be addressed and begin to be resolved in 2007-08. However, several things were put in place last year to increase our positive interactions and effective communications:

- 1) The dean and select faculty in the College of Education made visits to the Regional Campuses to discuss potential for current and future course offerings.
- 2) An electronic communication link via e-mail was established with each of the regional campus faculty and associate dean. These campuses are now able to receive relevant communications coming from the College pertinent to the Unit of Education.
- 3) The Associate Dean for Research and Graduate Studies meets regularly with the Vice President for Outreach and serves as the direct point of contact for the College of Education.
- 4) The Director of Student Affairs has increased his visits to the Regional campuses to address the needs of students on that campus. Visits are now made twice weekly.

Table 2 below provides a nice bridge between additional examples of our partnerships specific to our Centers and the grant dollars they have received to positively impact the community. Again, our faculty and staff are applauded for their commitment to this region. Following this table, we move to a discussion with respect to the second of four focused priorities within the College.

**Table 2**

**College of Education School and Community Partnership Highlights at a Glance**

<b>Center</b>	<b>New Initiatives</b>	<b>Grant Activity</b>
Literacy Center	ABLE Resource Center moving toward a statewide focus; took steps toward formalizing a collaboration with the Reading Education program	Introduction to Information Literacy funded by Kent State University; GED contract funded by the Ohio Department of Education; AppalCORPS—Justice Talking funded by the Ohio Community Service Council; ABLE Resource Center funded by the Ohio Department of Education
Center for Higher Education	Made preparations for an expanded role	Gender, Geography, Transfer and Baccalaureate Completion funded by the Association for Institutional Research; Part-time Faculty Analysis funded by Westat  Recently received funding from the Ohio College Access Network to conduct research on: "Access and Success - Appalachian Ohio: College Access, Retention, Postsecondary Pathways, and Completion"
Upward Bound	Worked to develop tighter linkages with the COE as a whole	Upward Bound was established at Ohio University in 1967. Grant renewal has been confirmed from the US Department of Education for the next four years (2007-2011) at \$347,060.00.

CORAS	Collaborated with the COE to sponsor I-Wheel Strategic Planning Process	
Partnership Center	Engaged in planning for a possible partnership with the Trimble Local Schools	
George E. Hill Center	Successfully completed Five-year Center Review; engaged in planning to provide support to at-risk COE students	Eastern Local Schools Service Contract funded by Eastern Local Schools, Meigs County  The Hill Center, along with the local 317 Board has secured a \$10,000 start up grant from the Ohio Suicide Prevention Foundation to establish a regional suicide coalition initiative.
Curriculum & Technology Center	Upgrades to classroom technology resources; purchase of equipment to support students' and faculty members' research	

### **Increase Contracts, Grant Development and Procurement**

This is the second of four focused priorities in the College of Education that will provide us with an opportunity to effectively pursue and achieve our mission, values, and focused priorities. A Review of Table 14 in Appendix A of the College Annual Report – pg. 66 (CAR: [http://www.coe.ohiou.edu/gfx/media/pdf/2006-07\\_ann\\_rep.pdf](http://www.coe.ohiou.edu/gfx/media/pdf/2006-07_ann_rep.pdf)) indicates that the grant activity within the College has increased from \$1,746,009 in 2005 to over 2 million in 2007 (\$2,124,450). It is anticipated that this number will continue to increase. Further, the College has developed a new policy for Research and Release Time (See Intranet) that focuses on providing time for the development of contracts and grants and other external sources of supports.

In a college where increases in grant activity and scholarly productivity are goals, release time for grant-funded research seems like a necessary form of support. Another important use of release time is to support grant-writing and other forms of scholarship that do not yet have external support. Because it assumes higher risks than release time for funded research, this form of release time should be controlled rather carefully, either at the department or the college level.

In addition to developing policies for release time for grant development, faculty who are new to the grant writing process are provided professional development opportunities to increase their skills and capacity in this area. In 2006-07 former Vice President for Research, Jack Bantle, worked with the College on a day-long workshop in the College of the nuts and bolts of identification of grant opportunities and grant-writing support provided by the Office.

### **Recruit and Retain a Diverse Faculty and Student Body**

The recruitment and retention of a diverse faculty and student body is the third of four focused priorities established to aid in achieving our mission, values, and priorities. My role as dean is to create an environment where faculty have the tools and support they need to achieve our goals. The Office of the Dean has provided additional support to departments and faculty who have proposed planned and activities to recruit students from multiculturally diverse backgrounds. Further, the following support has been put in place to assist program coordinators in their in their leadership endeavors in this area.

## **Program Coordinators Advancement**

The role of the program coordinator is essential to achieving our college mission, vision, and priorities. Program coordinators play an increasingly important and challenging role of working and collaborating with their faculty colleagues to provide leadership in *program planning, diversity, enrollment monitoring, recruitment and selection of students, scheduling of classes, curriculum change and improvements, course sequencing, liaising with regional campus and Group III faculty members, assessing student and program outcomes, and visioning* for the future among other responsibilities. This is a change in the culture with the College. Despite all they contribute, compensation of program coordinators has been inconsistent.

A new policy was set forth several compensation provisions of equal monetary value, from which program coordinators may choose. Program coordinators may choose one of the following compensation arrangements each year:

- One course release (in fall, winter, or spring)
- A salary supplement of \$5890 (i.e., the amount equivalent to hiring a replacement faculty member to teach a 5-hour class at the RHE rate)
- A research or professional development allowance of \$5890 (added to a professional development or research incentive account with guaranteed carry-forward)

## **Faculty Success of Diversity and Student Recruitment**

Data for 2006-07 are used as a baseline measure of improvement in our academic quality indicators. One of our College priorities and academic indicators is the

recruitment of a diverse faculty and student body. The College of Education defines diversity broadly to include, gender, race, sexual orientation, disability, religion, etc. Throughout the year, the College's Committee on Diversity coordinates and develops interactive workshops and seminars on a wide variety of topics. We have a commitment to ensuring a learning environment that is safe and relevant to all of our students, faculty and staff. Our diversity enriches the classroom experience. During the 2006-07 academic

**Table 3**  
**Masters and Doctoral Graduate Student Growth**

<b><u>MASTERS</u></b>	<b><u>Fall 2006</u></b>	<b><u>Fall 2007</u></b>
<b>Native American</b>	<b>0</b>	<b>2</b>
<b>African American</b>	<b>4</b>	<b>17</b>
<b>Asian American</b>	<b>1</b>	<b>0</b>
<b>Hispanic/Latin American</b>	<b>3</b>	<b>4</b>
<b>International</b>	<b>5</b>	<b>7</b>
<b><u>SUB-TOTAL</u></b>	<b><u>13</u></b>	<b><u>30</u></b>

<b><u>DOCTORAL</u></b>		
<b>Native American</b>	<b>0</b>	<b>0</b>
<b>African American</b>	<b>2</b>	<b>8</b>
<b>Asian American</b>	<b>0</b>	<b>0</b>
<b>Hispanic/Latin American</b>	<b>1</b>	<b>1</b>
<b>International</b>	<b>3</b>	<b>3</b>
<b><u>SUB-TOTAL</u></b>	<b><u>6</u></b>	<b><u>12</u></b>
<b>TOTAL</b>	<b>19</b>	<b>42</b>

year, the college hired no new faculty. Table 3 above indicates that our growth in diversity among graduate students has more than doubled with respect to recruitment of students from racially/ethnically diverse backgrounds. This represents a 133% increase in our overall total.

**Table 4**

**Diversity of Athens Campus New Freshman and Transfer Student Growth**

<b><u>Undergraduate</u></b>	<b><u>Fall 2006</u></b>	<b><u>Fall 2007</u></b>
<b>Native American</b>	<b>0</b>	<b>0</b>
<b>African American</b>	<b>4</b>	<b>10</b>
<b>Asian American</b>	<b>1</b>	<b>2</b>
<b>Hispanic/Latin American</b>	<b>3</b>	<b>6</b>
<b>International</b>	<b>2</b>	<b>0</b>
<b><u>TOTAL</u></b>	<b><u>10</u></b>	<b><u>18</u></b>

As Table 4 indicates, increases are also evident in our undergraduate student recruitment. The college will continue to track its progress over the next five years. Program coordinators and faculty in each of our degree granting programs recognize the need to engage in strategies that will effectively cause students to Choose Ohio First!

**Faculty Retention Success**

In 2006-07, the Dean of Education reviewed previous studies commissioned to determine what resources and changes were needed to increase the efficiency and effectiveness of the Office of Student Services. This year, the College made a concerted

effort to invest in building its human resource capacity with a specific goal of increasing its efficiency and effectiveness in its services provided to students. As a result of the findings in these studies, the following changes were made:

- Appointment of an Assistant Dean for Academic Advising and Student Affairs (December, 2006).
- Set a target of hiring two (2) full-time Academic Advisors in the Office of Student Affairs. One Academic Advisor was employed in the Spring of 2006. The search for the second Academic Advisor began in the Summer of 2006.
- Establishment of the position-- Assistant Director for the Office of Student Affairs who would have a primary responsibility of working with the Office of Admissions in the recruitment of students from underrepresented groups.
- Development of a new advising model in the College (See Appendix B).
- Establishment of the College of Education C. Odom Peer Mentoring Program
- The Student Ambassadors Program composed of outstanding Education candidates with G.P.A. of 3.50 or higher.
- The Assistant Dean and Office of Student Affairs has engaged in two day-long retreats to begin to redesign, develop and improve programs and services for implementation during the 2007-08 academic year with a target toward assisting with the retention of students.
- Annual Freshman Convocation designed to set the tone and expectations for success for incoming freshman.
- Society of Alumni and Friends Spring conference that integrates workshops on topics relevant to the retention of freshman students.

Table 5 below depicts the college’s retention rate in comparison to other colleges at the University (Athens). The College is taking active steps to increase it’s retention that will not be fully implanted until the 2007-08 academic school year.

**Table 5**

**Ohio University First-Year Student Retention by College: 2006**

A&S	BUS	COMM	<b>EDU</b>	ENGT	FINE	HHS	UC	HTC
76%	88%	88%	<b>83%</b>	85%	82%	81%	69%	97%

However, Table 5 indicates that some of the measures directed toward the retention of students are beginning to pay off. Table 6 depicts our retention rates by academic program area. It should be noted that our retention in each of our programs, with the exception of Early Childhood, has experienced marked increases in retention. It is also noteworthy that we have a significant decrease in the number of students identifying themselves as “undecided”, indicating that our Office of Academic Advising and Student Affairs as well as our faculty are doing a better job of aiding our students in finding an academic home. The reduction of retention in Early Childhood is attributed to implementing “selective admissions” in 2006-07. Early childhood has placed a cap on admissions. This was required and necessary to meet NCATE Accreditation. However, the result is that a number of students chose to enter into other program areas as they were concerned that they would not meet the admission criteria. The decrease in Early Childhood retention caused a 1% drop (82%) in our retention rate over the previous year (83%). We anticipate that this will level off after academic year 2007-08.

**Table 6**

**First-Year Retention by College of Education Major**

<b>COLLEGE OF EDUCATION</b>	<b>2005-06</b>	<b>2006-07</b>	<b>Avg. Pct.</b>
<b>Secondary Education</b>	83%	<b>88%</b>	85%
<b>Middle Childhood Education</b>	79%	<b>86%</b>	86%
<b>Special Education</b>	83%	<b>84%</b>	84%
<b>Early Childhood Education</b>	90%	72%	80%
<b>Undecided</b>	83%	56%	76%
<b>EDUCATION TOTAL</b>	<b><u>83%</u></b>	<b><u>82%</u></b>	<b><u>83%</u></b>

**Emphasis on Enrollment Management**

The College and its academic departments have been actively engaged in taking responsibility for enrollment management. The College is keenly aware of how important it is to influence the quality of students the University admits. We also recognize we have a responsibility to retain the students we admit. To this end, we actively seek to identify and recruit students who are committed to becoming talented, responsible, ethical educators.

Our graduate programs are encouraged to make it a priority to compete for the top candidates in their academic fields. Further, understanding that the viability of our programs is based in part on “headcount” or number of students enrolled, we have been proactive at the faculty/departmental level in establishing enrollment targets for the next 5 years. In the Winter of 2007, each department and their respective programs were charged with developing five-year enrollment projections based on expected areas of program growth and declines required in order to meet NCATE’s and the Ohio Department of Education’s standards of quality. Because virtually all programs in the

College are *clinical* programs, changes in the College inevitably respond to applicable state and national accreditation standards.

In addition to enrollment reductions required in order to meet accreditation standards, decreases in the College's undergraduate enrollments reflect reductions in the number of COE faculty overall—reductions directly related to budgetary cuts.

Anticipating similar circumstances in the near future, our enrollment projections assume that current faculty resources within the College will permit only a small margin of growth. Nevertheless, they are attentive to the mandate by NCATE to preserve and improve quality. Enrollment projections will be revisited and revised on an annual basis as additional information becomes available. These projections are also relevant with respect to decisions regarding faculty renewal.

### **Increase and Enhance Research and Scholarship**

As the fourth and final focused priority designed to aid in achieving our mission, values, and priorities, research is central to the mission of the College of Education. Scholarship in the COE for tenure and promotion of Group I faculty is broadly conceptualized in four distinct areas modeled after Boyer's *Scholarship Revisited*: the Scholarship of Application, Discovery, Integration, and Teaching. Scholarship encouraged and accepted includes, but not limited to, such activities as ongoing research, peer reviewed publications, book authoring, grants, professional consulting, presentations at professional settings, and curriculum development, including software, multimedia forms and testing/evaluation instruments. There is an expectation that a Group I faculty member in the COE at the Athens campus will engage in one or more of these aspects of

scholarship annually. Table 7 below provides a summary of the research and scholarship activity taking place in the College during the 2006-07 academic year.

**Table 7**  
**2006-07 Summaries of Research and Scholarship**

<b>Number</b>	<b>Type of Scholarship</b>
<b>23</b>	<b>Peer-reviewed journal articles</b>
<b>1</b>	<b>Book</b>
<b>11</b>	<b>Book Chapters</b>
<b>6</b>	<b>Other publications</b>
<b>54</b>	<b>National and international conference presentations</b>
<b>14</b>	<b>Regional and state conference presentations</b>
<b>1</b>	<b>Journal editorship</b>
<b>19</b>	<b>Journal review board membership</b>

**Professional Publications**

Research and scholarship continues to be a joy for me personally, albeit there is not much time to participate in this endeavor. Nonetheless, I continue to find ways to keep my research team productive and operational. I am continuing to work on a Major Contribution for *The Counseling Psychologist* that has been revised and resubmitted per

the Editors request. The following is the one referee publication for the 2006-07 academic year:

Harley, D., Alston, R., **Middleton, R. A.** (2007). Infusing social justice into rehabilitation education: Making a case for curricula refinement. *Rehabilitation Education*, 21(1), 41-52.

### **Works in Progress**

1. Middleton, R. A., Robinson, M. Mu'min (Invited Book Chapter). *Applying the ACA Advocacy Competencies in Rehabilitation Counseling*. Editors: Toporek, R. ACA Publications.
2. Middleton, R. A., Jones, D. (2009). *Affirmative Action*. Encyclopedia of Educational Reform and Dissent. Editors: Hunt, T., Carper, J., Lasley, T., Raisch, D. SAGE Publications: Thousand Oaks, CA.
3. Middleton, R. A., Jones, D. (2009). *Laboratory Schools*. Encyclopedia of Educational Reform and Dissent. Editors: Hunt, T., Carper, J., Lasley, T., Raisch, D. SAGE Publications: Thousand Oaks, CA.
4. Middleton, R. A., Jones, D. (2009). *Academic Freedom*. Encyclopedia of Educational Reform and Dissent. Editors: Hunt, T., Carper, J., Lasley, T., Raisch, D. SAGE Publications: Thousand Oaks, CA.

### **Professional Presentation**

Ergüner-Tekinalp, B., **Middleton, R. A.**, Alfred, D., Harper, A., Petrova, E., Wiggins, K., Stadler, H (2007). Teaching and mentorship through experiences of multi-phased interdisciplinary research team. *Association for Counselor Education and Supervision*, Columbus, OH.

### University Committee Assignment(s)

I was appointed by Provost Krendl to the Faculty Compensation Taskforce. The goal of the Task Force was to prepare a recommendation to President McDavis regarding the investment Ohio University would make in faculty compensation. The Committee was charged with the following:

- 1) Within a framework that emphasizes merit-based compensation, the compensation target, which should be identified in relation to our aspirant institutions.
- 2) The time-line for achieving the target.
- 3) Specific implementation strategies for addressing salary compression, and disciplinary differences.

Other members serving on the Committee were as follows: Charles McWeeny (College of Fine Arts), Molly Morris (Biological Sciences), Rajesh Narayanan (Department of Finance), Ben Ogles (College of Arts and Sciences), and Shawn Ostermann (Electrical Engineering & Computer Science). The Committee completed its charge as assigned within 90-days and developed a model for proceeding in the future with regard to faculty compensation.

I look forward to celebrating the achievements of our faculty at the close of the 2007-08 academic year. The coming years will present us with significant challenges and opportunities. I look forward to facing both in confidence with our esteemed faculty and staff. I thank our faculty, staff, students, and alumni for their support of my leadership.

With our sincerest appreciation of your efforts, let us continue to go out and do great things!

Renée A. Middleton, Dean

**We Prepare Leaders~~ Talented, Responsible, Ethical Educators**

**COLLEGE OF EDUCATION**

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