UCC Program Review Committee summary of review

Program – Recreation and Sports Pedagogy

This program includes the following degrees, minors, and certificates:

- B.S.R.S. Outdoor Recreation and Education
- B.S.P.E. Physical Education
- B.S.R.S. Recreation Management
- Coaching Education Minor
- Outdoor Recreation and Education Minor
- Recreation Management Minor
- M.S. Recreation and Sport Sciences – Coaching Education
- M.S. Recreation and Sport Sciences – Recreation Studies

Recommendation

This program is found to be viable, see report for commendations, concerns, and recommendations.

Date of last review – AY 2005

Date of this review – AY 2016

This review has been sent to school director and the dean. The school director had some corrections which have been included, otherwise she was satisfied with the report. The dean’s response is attached.

This review has been sent to the Graduate Council, they have no comments to add.
Introduction & Process Overview
Documents Received
The Review Committee read the Self-Study of the Department of Recreation and Sport Pedagogy which was organized into the following sections: Overview, General Summary, Faculty Profiles, Teaching and Learning (Undergraduate Level), Teaching and Learning (Graduate Level), Research, Scholarship and Creative Activity, Service, Infrastructure, Areas for Improvement, and Summary. The Review Committee also read supporting documents to the Self-Study.

On-Site Meeting Scheduled for March 24 and March 25, 2016
The Review Committee met with the following administrators, faculty and staff, and took a tour of the Campus:

- Group I and Group II Department Faculty and Department Chair
- Pre-tenure faculty only
- Students including undergraduate, graduate, and on-line graduate enrolled in the Scalable Coaching Education and Soccer Coaching Education Program
- Connie Patterson, Assistant Dean for Academic Engagement
- Pam Benoit, Vice President and Provost
- We met individually with Beth VanDerveer, Department Chair; Bruce Martin, Program Coordinator, Recreation Studies, Hyun-Ju Oh, Program Coordinator, Physical Education Teacher Education, and Kelli Dyer, Program Coordinator, Physical Activity and Wellness Program,
- We also met with Bill Steffen, Program Coordinator, Scalable On-line Coaching Education Faculty and David Carr, Program Coordinator, Coaching Education (Athens based and Soccer) and Graduate Chair
- Cheri Landrum, Administrative Specialist

Executive Summary
The committee reviewed the Department of Recreation and Sport Pedagogy’s undergraduate programs in Physical Education Teacher Education and Recreation Studies. The committee also reviewed two of the Department’s Masters’ Programs: Coaching Education and Recreation Studies. The Department successfully completed reaccreditation from the National Council for Accreditation of Teacher Education/National Association of Sport and Physical Education (2015) and reaccreditation from the Council on Accreditation on Parks, Recreation, Tourism and Related Professions (2015). Finally, the Outdoor Recreation and Education field-based classes were accredited from the Wilderness Education Association (2013). In the department there are two master’s programs: Coaching Education and Recreation Studies. There are no doctoral majors in the department. Authors of the Self-Study Report made it very clear this was the
Ohio University’s Patton College of Education has undergone extensive reorganization over the past five years. In addition to the transition from quarters to semesters, the College realigned academic units, moved faculty offices, and changed physical activity space. These changes have resulted in changes in advising, student enrollment, class size, faculty teaching and service loads, and student retention. It is anticipated that during the next review cycle, these items listed above will have been set in place and therefore more accurate data will be available to the Committee.

The Department should be commended for successfully meeting the standards and guidelines as outlined by the various accreditation agencies. The process demands a great deal of time by faculty and administrators in preparation of all aspects of the report. All evidence suggests the Department is meeting its stated mission, values, and objectives. The Department and its academic programs took positive steps to ensure a proactive pedagogically sound curriculum while promoting a positive learning environment to support student learning and success. All evidence suggests the Department of Recreation and Sport Pedagogy offers viable academic programs with dedicated faculty and staff who are providing what’s needed in the classroom and through applied learning experiences for graduate and undergraduate students to be successful.

**PROGRAM REVIEW**

On July 1, 2010, the Department of Recreation and Sport Pedagogy (RSP) officially aligned with The Gladys W. and David H. Patton College of Education as part of Ohio University’s restructuring initiative. The department’s academic programs include: Coaching Education (COED, graduate), Physical Education (PETE, undergraduate), Recreation Studies (REC, undergraduate and graduate), the undergraduate university-wide Physical Activity and Wellness Program (PAW), and undergraduate minors in coaching education and recreation studies. RSP offers a Bachelor of Science degree in Physical Education Teacher Education (B.S.P.E) and Recreation Studies (B.S.R.S) as well as two majors: Outdoor Recreation and Education and Recreation Management. RSP also offers two M.S. degree options: Recreation and Sport Sciences in Coaching Education (COED); and Recreation Studies (REC). In COED there are three graduate majors: Online COED (scalable); Online Soccer COED; and Athens-based COED. In REC there are three graduate concentrations: Recreation Administration, Outdoor Recreation and Education, and Campus Recreation. A Physical Education Teacher Education non-licensure undergraduate major is currently being proposed by the faculty titled Physical Activity and Coaching Leadership in the PETE program.

**Faculty/ Student Profiles**

At present there are a total of 12 full-time faculty members: four in PETE/PAW (one Group I and three Group II); five in REC (three Group I and two Group II); and three in COED (two Group I and one Group II). The online COED programs (soccer and scalable) primarily use Group III faculty as instructors and facilitators to teach classes. Group I faculty comprise 50% of the Department’s fulltime faculty and 50% of the Group II full-time faculty possess a doctoral degree in their area of study or closely-related field. Faculty workloads and assignments in
research and service seem appropriate for the Department and accreditation guidelines are met in the specified faculty/student ratio.

The Department is applauded for establishing differential workload and expectations for faculty located in Groups I, II, and III. College and Department expectations for promotion and tenure are well articulated.

**Programmatic Practices**

**Teaching and Advising.** The base teaching load is five courses per year on a 2/3 ratio for Group I faculty and eight courses per year (4/4) for Group II faculty. The workload policy for Group I faculty, for purposes of merit review, is 40% teaching 40% research 20% service/outreach. Faculty serving in the role of program coordinator are able to have one course reduction per year to compensate on administrative tasks.

Student advising is typically done in conjunction with Professional Advisors in Student Affairs. Even so, faculty within the department generally practice an “open door” policy and regularly meet with students so that professional and academic needs are met. These efforts are important to recruitment, retention, and overall student satisfaction. Data from the Student Satisfaction Survey indicate department faculty are successful in meeting or exceeding the advising expectations of students.

**Research and Creative Activity.** During the review period, faculty published 25 peer-reviewed scholarly articles, 27 refereed journal abstracts and proceedings, and 10 book chapters. Articles appeared in prestigious journals such as the Physical Educator, Quality for Exercise and Sport, and the Journal of Leisure Studies and Research. Additionally, faculty regularly produce non-refereed publications as well as present seminars and workshops both nationally and internationally. Scholarly presentations were delivered at SHAPE America, the Association of Outdoor Recreation and Education, National Soccer Coaches Association of America, and Ohio Parks and Recreation Association. Faculty also submitted chapters to Human Kinetics. Faculty also serve on various editorial boards such as: The Physical Educator, and Ohio AAHPERD.

Between 2010 and 2015, faculty were awarded a total of 22 internal and external grants and contracts to pursue both scholarly and practitioner-focused interests. Examples include: Boating Safety Educator, Ohio University, Military Adventure Camp, and Patton College of Education Mini Grants.

The Department provides support for Group I faculty research and creative activity in a number of ways including start-up funds, first year course release, pre-tenure seminars, and a research mentoring program.

**Service.** The Department of RSP recognizes service/outreach and leadership at three levels: university (university, college, department, and program), profession and service/outreach (at-large); and frequently teaching, research, and service activities are intertwined. Additionally, members of the faculty serve on university committees such as: Facility Design and Transition Teams, Faculty Senate, University-wide Search Committees, UCC, and Special Task Forces.
Faculty in the Department serve their various professions by editing and reviewing journals and symposiums, assuming leadership positions in professional organizations; participating on advisory boards; leading workshops and trainings; and assisting with program accreditation for peer institutions.

Community engagement and collaborative partnerships are evident in work with students. The Department provides experiential opportunities for students in professional settings in order to maximize individual growth and development. All projects are supervised by or engage faculty.

Diversity of Faculty/Students.
The current demographic profile of faculty in the department consists of 6 tenure-line and 41 non-tenure track (inclusive of Group II and Group III) faculty. Diversity is a core value of the department and as such there are a number of policies, initiatives, and processes in place to assure that hiring practices result in faculty and staff who vary in terms of educational background, training, and institutions attended as well in the familiar categories of race, gender, ethnicity, sexual orientation, religion, and age.

Given that the student demographic profile has not changed in five years. Those interviewed by the site visit team talked specifically about the importance of maintaining a strong commitment to diversity in ways that enrich and enhance student learning.

Resources
Staffing. When asked, the faculty explained the department had sufficient support staff and graduate assistants to meet its needs. The Graduate Teaching Assistants appear to be assigned the appropriate number of classes and generate undergraduate student credit hours. Graduate students also work for Student Affairs/Department of Campus Recreation and Intercollegiate Athletics. The Committee was impressed with the department’s use of technology to deliver wellness/activity-based courses.

Physical Facilities. Given the initial resistance regarding the tremendous transition associated with the various offices, labs, and facilities used by the department, the site visit team was impressed with how various issues had been discussed and resolved.

Overall Trends in the Department
The Self-Study document revealed that RSP is dedicated to student learning, promotes student learning across an array of learning experiences, and is open to the concept of diversity, and student recruitment and retention. The Department continues to witness a decline in undergraduate students particularly in PETE, mirroring national data. Some increase was found in the number of majors in the Department’s undergraduate program. It is important to note that graduate student enrollment continues to increase.

There is a plan to increase the number of students enrolled in the College and Department. Hopefully, the efforts will be effective. Overall, student enrollment occurred in Campus Recreation due to targeting the REC program and significant revenues are generated from online Coaching Education programs. This is a very attractive graduate degree program. It is
hopeful the program attracts and markets the non-degree program. Hopefully, this action will result in more students participating in the non-license degree program. Data suggest an increase in the number of African American undergraduate students and not students overall. While enrollment data for out-of-state online students has increased, the number of students (Athletic-based on-line) have doubled since 2016 with approximately 560 graduate students enrolled. The Department should be commended for the quality and quantity on-line classes offered.

The faculty data suggest faculty are engaged in meeting all missions of the University: Teaching, Research, and Service. All evidence reports that teaching is important to the department. Faculty present portfolios and other forms to teaching effectiveness, such as updated course outlines with stated learning outcome and student evaluations of teaching effectiveness. Faculty continue to write and publish papers in professional journals, submit and receive grants, and support service/research mission. Faculty continue to provide service to state and national organizations by holding various leadership positions.

In the realignment of the Department of Recreation and Sport Pedagogy with the Patton College of Education, the units came to share a common mission and goals, while the transition to a new administrative structure may have been a challenge. The culture and the climate within the department has changed, additional collaboration such as the sharing of resources and the exchange of academic ideas makes it very proactive. It is noted that a faculty member does work with doctoral students in Exercise Physiology and that collaboration is welcome and appreciated among all parties.

Graduate and Undergraduate Online degrees and classes in Athletic Coaching Education: the graduate on-line classes continue to increase nationwide. Given faculty experience and demand, this is an excellent addition.

The Committee notes the unique nature of the online master’s degree and enjoyed interacting with a high school football coach from Las Vegas, a basketball coach from Cleveland, a lacrosse coach, a university cheerleading coach and a triathlon coach. The committee was delighted to note that collaboration among these online students continues outside of traditional online “class.”

Student feedback: Students in the online master’s degree spoke of an expansion of instruction relating to writing skills. They also spoke of the difficulty of completing group projects online while they are situated in different time zones. They wish for more face-to-face interactions with professors, perhaps via Skype. They would also like to learn about what types of “support” and “communication” that occurs after graduation. Students also mentioned that it appears that some professors “inherit” syllabi from other faculty who have taught the course previously, and that those syllabi have not been updated or corrected for the current semester.

The online master’s students spoke of finding connections with one another after visiting Ohio University for the summer program. They have maintained close connections and communicate via text, email, phone calls and Facebook.
Specifically students said:

- “I love this program – it’s completely changed my life.”
- “The interaction with the discussion boards has given me many great ideas on how to incorporate tools from other sports into my coaching toolbox.”
- “I would LOVE it if OU did a Ph.D. program similar to how this master’s program is run. I would apply in a heartbeat!!”
- “I’m proud of what I have done in this program, and I love that I actually do feel a part of the school.”

Challenges (areas of concern):
Enrollment continues to drop in PETE, mirroring national trends.

The Department should be commended for increasing admission requirements relating to grade point average. It is noted that students must maintain a 2.75 GPA in order to continue to enroll in education classes. This can and has negatively impacted enrollment in such programs as PETE.

Areas of Possible Program Growth/Expansion (Recommendations)

1. Expansion of the PAW Credit Program. The PAW Program has the potential to general more student hours and provide experience with wellness and physical activities. The program is encouraged to actively conduct and analyze student wellness data associated with this program.

2. Diversity of Faculty and Students: The College and Department are strong advocates for diversity and report diversity is a core value. The Department is applauded for its efforts to attract and retain a diverse faculty. Diversity is broadly defined, and appropriate guidelines and procedures are in place to recruit. The committee noted in interviews with students that there is in place an environment that embraces diversity and inclusion. In particular, this appears to hold true with the LGBTQ population. The support that a particular student in transition was remarkable and inspiring. Yet, data do not represent an ethnically diverse population among Department, students, and the faculty. The Department may want to work more closely with the Office of Diversity and Inclusion to develop partnerships with HBCUs and community colleges throughout the State to develop strategies to recruit more ethnic diverse graduate and undergraduate students. This type of collaboration might result in the establishment of a 2 + 2 matriculation program with nearby historically black colleges and universities. The demographic profile of the Department has not changed over the past five years.

3. Establish a more accurate alumni database for the Department. The department needs to track its graduates. The Department may ask questions such as: Where are they going? What jobs are they finding? How soon after graduation? The department must be intentional about establishing an accurate narrative about the job placement and prospectus relating to career opportunities. In an attempt to further engage alumni, the Department may want to establish a Hall of Fame, Alumni Speaker Series, and Visiting
Committee. The Visiting Committee would be charged with helping to place and recruit students and support fund development activities.

4. The administration may want to consider merging Hospitality and Tourism with the Recreation Studies Program. Conceptually, it makes sense to join these units together. The merger has the potential to help the department become a national leader in this area. It could help the department attract additional students and consolidate resources. It is noted that the Restaurant, Hotel and Tourism major is not in the department but rather in Retail Merchandising. The university might consider a joint major or merging the RHT degree into Recreation Studies.

5. Over the next two or three years, the Department may want to develop plans to offer the Ph.D. in Athletic Coaching Education. Faculty and some current M.S. degree students voiced a desire for this course of study. Current enrollment trends in Athletic Coaching Education (graduate and undergraduate students) and the lack of Ph.D. programs available in the field may provide a strategic opportunity for the College and Department.

6. The Department should consider a second degree offering (Health) to the existing PETE undergraduate degree program. Dual Licensure in Physical Education and Health would make students more marketable in the work place.

7. The Department currently offers PAW classes that meet general education requirements. The evolution of the process is to require all students across the university to enroll in at least one PAW class to meet graduation requirements. Knowledge about wellness and the values of participation in physical activity is imperative as the nation struggles with various health related issues, obesity and the rising costs of health care.

8. Consider building an interdisciplinary theme called “Health & Wellness” under the College of Arts and Sciences. This can increase awareness of key life-long habits to combat rising obesity rates.

9. The department could discuss ways to be more intentional about changing the narrative relating to its mission, increasing awareness that there might be career alternatives to school coaching.

10. Given the continued decline in the number of students enrolled in the undergraduate program, it may be prudent to offer the non-licensure degree program to recruit additional students. The Department may want to consider adding minors for the Physical Education Teacher Education Program (i.e., Strength and Conditioning, Wellness) to the curriculum. The Committee was impressed with efforts of the Department to actively recruit and retain students, such as the proposal of a new major, Physical Activity and Coaching Education. The collaborative work with the Office of Student Affairs and work with professional advisors is quite admirable. Hopefully, this effort will result in a higher recruitment rate of undergraduate students to the Department. Other possible recruiting
strategies might include faculty, and alumni visiting local high schools, department open houses, attending state and national conventions, and offering more academic minors.

11. The Department is applauded for offering the Physical Activity Wellness Program to the general student body. Course offerings are for credit and meet University General Education Requirements. The Department will continue to generate more student credit hours and a larger head count. PAW program may want to consider offering more classes throughout the academic year.

Other Observations:
The development of the non-licensure program in Physical Activity and Coaching Education is timely. This could be a very attractive major for student not willing to pursue teaching licensure.

It is noted that members of the faculty would like to add a Group I faculty member in the area of Recreation Management in order to grow this area of the unit. They note that there is no event management major and adding such an offering might help reverse dropping enrollment in the unit.

Commendations:
It is commendable that the department created a Tier 2 cross cultural course, PETE 2000, which draws a wide range of students from across the university into the department. This is an excellent way to showcase your strong faculty and perhaps attract new majors.

Dr. Beth VanDerveer, Chair, Department of RSP and faculty should be commended for completing the review self-study and for adhering to guidelines as stipulated by site visiting guidelines. We thank members of the faculty, students, administrators, and staff. We would like to thank them for taking the time out of their schedule for sharing their thoughts and ideas with us.

Summary
The department is viable. It is clear about its stated vision, mission, values, and goals. The departmental strategic plan serves as “a road map” to guide the unit and remain on the cutting edge of the various academic disciplines. The department is working in partnership with stakeholders on and off campus to expand its teaching, research and scholarship, and service mission. The strength, viability and vision of the department rest with the quality of faculty, staff, and students that are enrolled or teach in the unit. While the department did experience structural changes, it is looking toward the future, and these changes will be an opportunity to the college and department.
TO: David C. Ingram  
Chair, Program Review Committee of UCC  
Ohio University  

Beth VanDerveer, Chair  
Recreation and Sport Pedagogy  

CC: Pam Benoit, EVPP  

FR: Renée A. Middleton, Dean  
The Patton College of Education  

RE: RSP Academic Program Review by UCC  

DT: June 22, 2016  

I am in receipt of the report from the University Curriculum Committee (UCC) for the academic program review of the Recreation and Sport Pedagogy programs (Physical Education Teacher Education, Recreation Studies, and Coaching Education) in The Patton College of Education. I am pleased that the reviewers have determined that the Department has successfully met "the standards and guidelines as outlined by the various accreditation agencies." Further, it was determined in this review that the Department of Recreation and Sport Pedagogy "offers viable academic programs with dedicated faculty and staff who are providing what is needed in the classroom . . ."  

In the section on "Programmatic Practices" I would note that it is the department that has set the 40% teaching, 40% research, and 20% service/outreach as its expectation. The Patton College has a Workload Policy, however, such delineation of workload is offered as an example, and other examples are also referenced in the PCOE Workload Policy. It is left to academic departments to determine workload consistent with the stipulations of Ohio University Policy 18.009 and The Patton College Workload Policy.  

I do note one misconception with respect to Group II faculty. Group II faculty are expected to engage in both "teaching and "service". To this end, there are no Group II faculty in The PCOE who are 100% teaching as referenced in the report under: Teaching and Advising. I would refer you to The PCOE Group II Policy (Please see attached), which reads: "Unless otherwise specified by contract, there is an expectation for Group II faculty to engage in service". PCOE offers no Group II contracts where service is not an expectation. RSP faculty report that they
do have Group II faculty who are research productive. I would note that Group II who are engaged in research must do so on their own time. It should be clear that this is work that falls outside of the scope of their assigned responsibilities and cannot be considered with respect to merit or other work-related considerations.

With respect to supporting Research and Creative Activity. It should be noted that the College and the Department provide support for new faculty start-up research ($2500 College with a match of the same by the Department) in the amount of $5000. The RSP faculty are committed to faculty development in both their teaching and research. Faculty associated with these programs are dedicated to providing enriching student-learning experiences. Significant time and effort is devoted to increasing student enrollment across all programs and some progress has been made. Identifying creative ways to deliver degree programs to meet various needs is one way this goal of increasing enrollments is expected to continue to improve.

The UCC identifies eleven (11) recommendations with respect to program growth or expansion. The College engages in an annual practice of establishing a 5-Year Faculty Staffing Plan and review of WSCH on an annual basis. These and other data inform myself as dean on where best to direct college resources when request for faculty renewal are made. These decisions, in short, are based on data. Growth in undergraduate or graduate degree program offerings are constantly being examined and the college has a strong history of offering competitive seed-money or start-up resources for new and innovative programs. The degree program in soccer education is one example where this occurred in RSP. I would note that offering PH.D. programming does require a cadre of faculty who are engaged and hold an active record of research and scholarship. The College undergoes an active internal 5-year Program Planning and Review process. RSP should continue to use these (competitive start-up initiatives, program planning and review, etc.) and other opportunities to provide data to support areas that they deem to be ripe for program growth or expansion. When these data have been provided, the dean has not failed to support such.

With respect to recommendation #4 (Hospitality and Tourism). The Hospitality program (Hotel, Restaurant, and Tourism) is housed in the Department of Human and Consumer Sciences and continues to have a growing focus on "tourism" employing faculty who retain this area of expertise. While RSP has an interest in tourism, I do not see these two departments/programs merging, unless Dr. Martin desires to change his faculty appointment from RSP to HCS. This is something I would be willing to consider. It is imperative that Tourism not be viewed thru a single-lens or narrowly restricted view. The global industry of tourism must be recognized in The Patton College's academic program offerings and philosophical orientation, as has been established by the programs in HCS. To this end, what seems more feasible is that faculty in these two programs would find effective ways to collaborate on offering experiences or joint programming that would benefit all program areas.

Dr. Beth VanDerveer has been the Department Chair for RSP since its inception in The Patton College of Education. She has provided significant and effective leadership and indeed should be commended for guiding the programs in RSP during these early years. I shall miss her
leadership! She undertook the challenge of completing the review self-study, adhering to the guidelines as stipulated by the site visiting team. I remain optimistic about the continued growth and development of the programs in RSP under, what I am certain will be effective and progressive leadership with Dr. Bruce Martin serving as the incoming Chair of the Department.

In closing, I concur that domestic diversity is a worthy goal and every effort should continue to be made to recruit faculty and students toward this end. I am pleased that the UCC has noted the efforts of the PCOE Office of Student Affairs and their work with respect to student advising. I am pleased to have participated in this process. If the UCC Review team, Department Chair, or Provost has any questions or comments regarding my comments and perspective, please feel free to contact me.

Attached:
PCOE Faculty Workload Policy
Group II Promotion Policy
The Gladys W. and David H. Patton College of Education

Faculty Workload Policy

The American Association for University Professors (AAUP) Statement on Faculty Workload with Interpretive Comments states "No single formula for an equitable faculty workload can be devised for all of American higher education" (p. 191). Likewise, Ohio University faculty and administration acknowledge the complexities inherent in determining an equitable faculty workload across all disciplines within the institution. As described in the College of Education mission statement:

The College of Education, while reflective of the primary mission of the University, is unique in its mission to provide learning–centered experiences that foster a diverse academic community, through delivering the economic, cultural, and social needs of the region, and through generating new knowledge and educating future citizens and leaders benefiting the state, nation, and world.

Faculty, in concert with our educational partners, design and experiment with new practices, evaluate their impact, and share the results in order to support educational processes. Given the depth and breadth of faculty work in the Ohio University Gladys W. and David H. Patton College of Education (PCOE), no single formula for an equitable faculty workload can be devised across all academic programs. There are numerous ways in which faculty can contribute importantly to the College’s mission. Therefore, PCOE endorses differential faculty workloads as necessary to accomplish the mission of the College.

The College recognizes that faculty members’ academic focus may change from year to year, and over the course of a faculty member’s career. The College also recognizes that the needs of the college, department, and program may change as well. Course assignments and changes in workload are the joint responsibility of the individual faculty member, the academic program area, department chair, and dean. Therefore, the PCOE endorses performance workload agreements that take into consideration the needs of the individual, consistent with the needs of the program area, department, and college. Each Group 1 (Tenure Track) faculty member is expected to teach classes and to engage in (1) related instructional activities; (2) research, scholarship, and creative activities, (3) outreach/service. Group II (Non-Tenure Track) faculty members may not have research, scholarship, or creative scholarship as a component of the workload. Group II faculty members are expected to teach classes and engage in outreach and service as appropriate for the individual and department. Among other things, related instructional activities include advising, developing curriculum, preparing for classes, grading, and working on program review and accreditation reports. Research, scholarship, and creative activities include, among other things, conducting and publishing empirical studies, publishing textbooks and other syntheses of research, publishing theoretical or philosophical essays, developing and disseminating instructional materials (e.g., software), producing policy briefs for educational organizations, and editing books or journals. Outreach includes activities such as collaborative projects with schools or other agencies, program evaluations, and delivery of workshops or other forms of professional development. Service entails work on committees within and outside the University (e.g., under the auspices of professional organizations, government bodies) in the development of products to advance the work of the University, professional organizations, or government bodies. These essential elements of the work of faculty should be taken into account in making promotion, tenure, and salary decisions.
College Guidelines
The desired composite workload distribution across all faculty members in PCOE is tied to the standards for assessment of faculty teaching activity (WSCH) based on the Ohio Board of Regents staffing and funding models and the traditional workload distribution of (for Group I) 40% effort devoted to Instruction, 40% effort devoted to Scholarship, and 20% effort devoted to Service. For Group II, the distribution is typically 80% effort devoted to instruction and 20% effort devoted to Service. To guide this process at the program and department levels, the following principles guide the determination of course loads for different distributions of faculty effort:

1. All full-time, Group I faculty performance agreements should reflect a 100% workload. Therefore, if an individual faculty member’s effort is decreased in one area, then effort should be increased correspondingly in one or two other areas. Performance expectations and amount of effort expended will increase proportionately to the amount of effort assigned to a given area of responsibility.

2. Group I faculty performance agreements should reflect an absolute minimum of 20% effort in each of the three performance areas.
   a. Minimum effort in teaching will include (1) at least one regularly scheduled course per academic year and (2) contribution to the mission of teaching in the College through interaction with students (e.g., through advising or supervision of students).
   b. Minimum effort in scholarship will reflect currency with the literature as evidenced by (1) up-to-date course syllabi and materials and (2) presentation at a conference, delivery of a workshop, application for a grant or contract, or demonstrated progress on a publication.
   c. Minimum effort in outreach and service will include contribution to program, department, college, university work and the profession.

3. Group II faculty performance agreements may represent 100% teaching, and should not reflect less than 10% teaching. Group II faculty performance agreements cannot include any research component.

4. Faculty performance agreements should not stipulate teaching loads that exceed standards for effective instruction at the undergraduate and graduate levels as specified in Ohio University Policy 18.009:

For regular Group I faculty participating in normal University activities including student advising, course preparation and curriculum revision, professional development activities, and participation in University, college, and departmental governance, a typical teaching load should be no more than 16 semester credit hours in a 9-month academic term. Adjustments in teaching loads will take into account faculty teaching large class sections, classes with an unusually large number of contact hours relative to credit hours, faculty teaching more advanced classes, number of different preparations, direction of special studies, direction of graduate research, demonstrable programs of research, scholarship, grant writing, creative activity, special administrative duties, and other factors important to fulfilling the educational mission of a Research II University. Minimum effort in teaching will include at least one regularly scheduled course.
In addition, maximum teaching loads for effective instruction at the undergraduate and graduate levels in the COE should reflect dissertation and thesis advising and outreach and field-based activities (e.g., with schools, classrooms, higher education institutions, partnerships, community organizations, and government agencies).

Teaching loads for part-time or non-tenure eligible teaching faculty [Group II, III, and IV] should adhere to the stipulations of Ohio University Policy 18.009:

The full-time equivalency for part-time or non-tenure eligible teaching faculty [Group I, II, III, and IV] is based upon 16 credit hours per semester. It is assumed that these part-time or non-tenure eligible teaching faculty do not participate in advising, scholarship, or service. If a part-time or non-tenure eligible teaching faculty member does participate in these or other activities expected of Group I faculty, each load will be assigned on a case by case basis reflecting the level of responsibilities and activities engaged in by that individual faculty member.

5. Pre-tenured faculty must demonstrate a track record in all three areas; therefore, pre-tenured faculty will be expected to adhere to a more traditional workload distribution.¹

6. Performance workload agreements for all faculty members should allow sufficient time for research, scholarship, and creative activity of the types required in the promotion and tenure guidelines of the academic departments.

7. Early retired faculty workload is negotiated according to university and college policy as specified in the Early Retirement Policy in the Faculty Handbook.

8. For information on summer workload see PCOE Policy on Summer Workload.

9. Each department shall develop procedures for determining effective workloads to the extent resources allow that are in adherence with this policy and PCOE procedures.² Before adopting and implementing workload policies, deans will present that policy to the Executive Vice President and Provost for approval.

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¹ Traditional workload distributions may take the form: 40% Teaching–40% Scholarship and Creative Activity–20% Service and Outreach or for instance, 33% Teaching–33% Scholarship and Creative Activity–33% Service and Outreach. For example, assuming a 40-hour work week, a distribution of effort reflecting 40% Teaching–40% Scholarship and Creative Activity–20% Service and Outreach may include 2 days for teaching (16 hours), 2 days for scholarship and creative activity (16 hours), and 1 day (8 hours) for service.

² PCOE procedure, including the development of program and department guidelines currently under development.
The Patton College of Education Group II Policy for Promotion

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Chair: C.S. Bhat; Members: K. Sprecher, M. Price, S. Nolan, H. Oh; Ex-Officio: J. Henning
The Patton College of Education Group II Policy for Promotion

Ohio University

The Patton College of Education

Group II Policy for Promotion

Introduction

Group II faculty members are valued in The Gladys W. and David H. Patton College of Education, and are integral to fulfilling the mission of the college:

The Gladys W. and David H. Patton College of Education provides learning-centered experiences that foster a diverse academic community. This community serves the economic and cultural needs of the region and benefits the state, nation and world by generating new knowledge and educating future citizens and leaders. The Patton College promotes the efforts of participants who, in concert with our educational partners, design and experiment with new practices, evaluate their impact, and share the results in all relevant arenas. http://www.ohio.edu/education/about/mission.cfm

The purpose of The Patton College Group II Policy for Promotion is to provide college-wide criteria for faculty and administration in The Patton College of Education when making decisions regarding the promotion of Group II faculty. Group II faculty promotion was established per the Faculty Senate Resolution passed April 8, 2013. The aim of the Group II college-wide criteria for promotion is to provide a consistent framework for departments. This policy will be adopted if approved by a majority vote of Group I faculty, a majority vote of combined Group I and Group II faculty, and the dean of The Patton College. Once this policy is approved, any changes made to The Patton College Group II Policy for Promotion will require approval of a majority vote of Group I faculty, a majority vote of combined Group I and Group II faculty, and the dean of The Patton College.

The Patton College Group II Policy for Promotion has been prepared for Group II faculty members who would like to be considered for promotion, as well as for committees reviewing Group II faculty materials for promotion. Department-specific criteria provide greater details that are more pertinent to each department. Each department within The Patton College is responsible for developing specific criteria and a set of guidelines for promotion of Group II faculty that reflects its departmental expectations for teaching and service while simultaneously meeting the college criteria. Department criteria must be approved by a majority vote of Group I faculty, a majority vote of combined Group I and Group II faculty in each department, and the dean of The Patton College. Once department criteria for Group II Promotion have been approved, any changes made to the department Group II Policy for Promotion will require approval of a majority vote of Group I department faculty, a majority vote of combined Group I and Group II department faculty, and the dean of The Patton College.

Although departments may have criteria that exceed those of the college, they cannot have standards or criteria that are lower than, or conflict with, those specified in the college policy. Department criteria may not conflict with the university guidelines found in the Faculty

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Handbook. Similarly, the college criteria may be more stringent than the university-level criteria, but they can be no lower.

Thus the purpose of the college-wide Policy for Promotion of Group II faculty is to establish and set forth minimal expectations for Group II promotions in The Patton College of Education. Minimum criteria when considering Group II Promotion at Ohio University are outlined in the current version of the Ohio University Faculty Handbook available on the Faculty Senate website: http://www.ohio.edu/facultysenate/handbook/current-handbook.cfm

The most relevant sections of the Ohio University Faculty Handbook to Group II faculty members are found in II.C.3.b. The most relevant sections of the Ohio University Faculty Handbook to Group II faculty promotion are found in II.C.3.b.vi. (see page 17).

**DESCRIPTION OF GROUP II FACULTY**

Per the Faculty Handbook, Group II consists of experienced persons holding part-time or full-time appointments who are primarily considered instructional personnel, and may also have service responsibilities related to the teaching mission of the department, college or university, but no expectation for research or creative activity (i.e. TRS distributions ranging from 100:0:0 to 80:0:20). They possess qualifications that enable them to teach their assigned classes at a satisfactory level. Persons who have taught at Ohio University for four consecutive semesters on part-time appointments within the same department or regional campus with an average teaching load equivalent to 0.5 FTE or above shall be placed in the Group II classification unless previously included in Group I or serving under a clinical faculty contract or a Group IV contract. Other persons not included in Group I and holding part-time teaching appointments may be placed in Group II at the recommendation of their departments. Faculty members in Group II are expected to perform those faculty activities agreed to in negotiations with their departments at the time of hire and/or reappointment.

**FOCUS ON TEACHING AND SERVICE FOR GROUP II FACULTY**

Research, scholarship, or creative activity is not a criterion or expectation for promotion of Group II faculty. Recommendations for promotion are based on demonstrable excellence in teaching or service related to the teaching mission. Passage of a certain number of years or general teaching competence is not sufficient for a recommendation for promotion. The Group II faculty member must apply for promotion and supply necessary documentation in the form of a promotion dossier. College criteria and examples of artifacts will be provided in subsequent sections of this document.

**GROUP II FACULTY RANKS**

- Assistant Lecturer (part-time less than 0.5 FTE)
- Lecturer (0.5 FTE or greater) – initial hire rank for faculty hired for 0.5 FTE or greater
- Associate Lecturer (0.5 FTE or greater) - intermediate rank
- Senior Lecturer – (0.5 FTE or greater) - highest rank

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PROMOTION OF GROUP II FACULTY: YEARS AT EACH RANK

Group II Faculty holding the rank of Lecturer or Associate Lecturer may be promoted (without tenure). Minimum criteria for consideration for promotion are outlined in II.C.3.b.vi.a-c of the Faculty Handbook. Passage of a certain number of years or general teaching competence is not sufficient for recommendation for promotion. Group II faculty members must apply for promotion and supply necessary documentation in the form of a promotion dossier. Group II faculty must be guided by the college criteria for teaching and service presented in this document and the department criteria presented in the department Group II Promotion Policy.

a. PROMOTION FROM LECTURER TO ASSOCIATE LECTURER
An individual is expected to spend a minimum of five years in the rank of Lecturer before being considered for promotion to Associate Lecturer and have qualifications of the previous title, as appropriate for their teaching/service distribution. Service as a Group II faculty member at any rank during or prior to AY2012-2013 shall be included in the minimum years of service required for consideration for promotion. A master's degree is a minimal requirement for promotion to Associate Lecturer.

b. PROMOTION FROM ASSOCIATE LECTURER TO SENIOR LECTURER
An individual is expected to spend a minimum of five years in the rank of Associate Lecturer before being considered for promotion to Senior Lecturer and have qualifications of the previous title, as appropriate to their teaching/service distribution. Service as a Group II faculty member at any rank during or prior to AY 2012-2013 shall be included in the minimum years of service required for consideration for promotion. A doctoral degree may be required by some departments as a requirement for promotion to Senior Lecturer.

NOTE: ASSISTANT LECTURER
A faculty member hired as an Assistant Lecturer is hired at least 0.5 FTE. Assistant Lecturers are not eligible for promotion. However, they may be offered a contract as a Lecturer in a subsequent year if they are required to perform work that is 0.5 FTE or greater. This would be a hiring decision not a promotion decision. A master's degree is a minimal requirement for the position of Lecturer.

CRITERIA FOR PROMOTION FROM LECTURER TO ASSOCIATE LECTURER

In addition to the required 5 years at the rank of Lecturer, the following criteria for teaching and service are considered for applications for promotion from Group II Lecturer to Associate Lecturer.

A. Teaching
   a. Effective instruction
   b. Development as an instructor
   c. Involvement in curriculum revision at the program level

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B. Service
Unless otherwise specified by contract, there is an expectation for Group II faculty to engage in service. However, documentation in all of the three areas listed below is not required. It is the candidate’s responsibility to establish a rationale for including evidence within a given area.
   a. Service at the program, department, college and/or university level
   b. Service to community and/or professional organizations
   c. Delivery of professional development to community, schools or professional organizations.

C. Qualifications
A master's degree is a minimal requirement for promotion to Associate Lecturer.

CRITERIA FOR PROMOTION FROM ASSOCIATE LECTURER TO SENIOR LECTURER

A. Teaching
   a. Effective instruction
   b. On-going development as an instructor
   c. Leadership in teaching and pedagogy. Examples include presentation of teaching techniques, methods and/or instructional methods locally, regionally or nationally; mentoring of new faculty; development of teaching techniques, methods and/or instructional methods; and new course development relevant to professional expertise and/or program, departmental, college, or university needs.
   d. Involvement in program analysis and revision at the program and departmental level (e.g., participating in accreditation efforts).

B. Service
Unless otherwise specified by contract, there is an expectation for Group II faculty to engage in service. However, participation in service in all of the three areas listed below is not required. It is the candidate’s responsibility to establish a rationale for including evidence on service within a given area consistent with the role and duties of the position.
   a. Service and leadership at the program, department, college and/or the university level
   b. Leadership in the community and/or professional organizations
   c. Continued development and delivery of professional development to community, schools or professional organizations.

C. Qualifications
A master's degree is required for promotion to Senior Lecturer. A doctoral degree may be required for promotion to Senior Lecturer. This requirement is decided at the department level and should be stipulated in the Department Group II policies for promotion to Senior Lecturer.
ARTIFACTS THAT MAY BE SUBMITTED FOR TEACHING AND SERVICE

TEACHING

1. Evidence of Teaching Load - Courses taught over the past 3 years. Any changes in teaching assignments
2. Teaching Effectiveness - Evidence of course organization, presentation and requirements (e.g., syllabi or other course materials).
3. Teaching philosophy statement.
4. Student evaluation information.
5. Teaching awards and recognition.
6. Selection for teaching in special programs.
7. Participation as a student in teaching enhancement programs.
   Other evidence of teaching effectiveness (e.g., supporting letters from faculty peers.)
8. Evidence of involvement in curriculum revision (e.g., letter from committee or department chair verifying involvement).
10. Reports on the number of students advised or supervised.

SERVICE

1. Evidence of service at the program, department, college and/or university level.
2. Evidence of service to community and/or professional organizations.
3. Evidence of the delivery of professional development to community, schools or professional organizations.
4. Evidence of service and leadership at the program, department, college and/or the university level.
5. Evidence of leadership in the community and/or professional organizations.
6. Evidence of continued development and delivery of professional development to community, schools or professional organizations.

Note: Artifacts submitted will depend on the role of the Group II faculty member. The list above provides examples of artifacts. It is not exhaustive nor are Group II faculty expected to provide evidence for each item listed above.

TIMELINE FOR SUBMISSION AND EVALUATION OF PROMOTION DOSSIER

The timeline for tasks associated with promotion of Group II faculty in The Patton College will follow the timelines published by the Office of the Executive Vice President and Provost (http://www.ohio.edu/provost/apaa/instructor.cfm)
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INITIATION OF THE PROCESS

Group II faculty members wishing to be evaluated for promotion must initiate the process by informing the department chair in writing of their intention to apply for promotion.

LEVELS OF REVIEW

Group II Promotion dossiers will be reviewed at four levels. Each subsequent level of review will be conducted independently of previous levels of review. However, recommendations put forward by previous levels of review will be taken into consideration.

Levels of Review include:

1. The Department Group II Promotion Committee
2. The Department Chair
3. The Dean of The Patton College
4. The Executive Vice President and Provost

COMPOSITION OF DEPARTMENT GROUP II PROMOTION COMMITTEES

A separate committee for evaluation of Group II Faculty promotion dossiers will be constituted in each department per department policy. The committee should have at least one Group II faculty member at a rank equal to or higher than the Group II faculty member being evaluated for promotion. If the department does not have a Group II faculty member who holds a rank equal to or higher than the Group II faculty member being evaluated for promotion, a Group II faculty member from another department within The Patton College will be invited to serve on the committee. The process for selecting a Group II faculty member from outside the department will be determined by each department.

EXTERNAL REVIEWERS NOT REQUIRED

A review of the promotion dossier by external reviewers is not required for Group II promotion decisions.

GROUP II FACULTY DOSSIER: REQUIRED DOCUMENTATION

Group II Promotion Dossiers are to be prepared in Four Sections.

For sections that are not relevant to the role of the Group II faculty member who is applying for promotion a notation of “Not Applicable” should be made. For example if a faculty member has not made interdisciplinary contributions because their current role did not allow for such contributions a notation of “Not Applicable” against that item should be made.
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In Section 1, 2, and 3, only those materials that are required to be submitted to the Executive Vice President and Provost and the President for their review are to be included. For a list of these materials, click here. In Section Four, documentation specific to each department is to be included.

Section Four – Department-Specific Required Documentation Examples of department-specific documentation may include any artifacts that are not required in the sections above but are required per department policy.

GRIEVANCE PROCEDURE

In the event that promotion is denied, a faculty member has a right to appeal. The appeal process is outlined in section II.F of the Faculty Handbook.

ADDENDUM FOR CLARIFICATION

Group II Faculty members who have more than 5 years of service at the Group II level prior to AY 2014-15 may apply any years above 5 years of experience at the Group II level to promotion to Senior Lecturer. For example, if a Group II faculty member has been in The Patton College for 8 years and has applied for promotion from Lecturer to Associate Lecturer in AY 2013-14, then she/he may apply for promotion from Associate to Senior Lecturer after completing two more years as Associate Lecturer (after completion of 10 total years of service).

The guidelines for the Group II Policy for Promotion are approved.

[Signature]  Date: 9/23/14

Renee A. Middleton, Dean

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