The Patton College of Education Dean’s Statement
2015

Date: February 3, 2015

TO: PCOE Faculty and Staff

THRU: Pam Benoit, Executive Vice President and Provost

FROM: Renée A. Middleton, Dean
The Gladys W. and David H. Patton College of Education

Introduction

Our college theme this year has been—Advocate-Unite-Inspire! I am delighted to support the work of our faculty and staff as we seek to advance our mission, vision, and core values.

The role and leadership responsibilities of the dean are multifaceted, challenging and often necessarily ambiguous. However, some of the most important and exciting aspects is to have the privilege of working with, and on behalf of, our students, faculty, alumni, department chairs, college committees, assistant and associate deans, and others in the following strategic areas:

1. Renovation of The Patton College of Education
2. Personnel Relations and Staffing (Faculty, Staff, Students)
3. Fiscal Management and RCM Implementation
4. Academic Programming, Planning, and Review
5. Alumni, Development, and External Relations

The need and desire to offer fiscal or budgetary transparency, open communication, and positive interpersonal relationships between myself and the faculty continues to be of importance. While as dean I must balance my time with external audiences (alumni and development; legislative bodies; education stakeholders—locally, regionally, nationally; etc.); I hope my efforts to be available to our faculty and staff is openly visible, in part, by:

1. Open Informal Conversational Lunch with the Dean Each Semester (Lunch in Lyceum: September 30, 2014 and February 19, 2015)
2. Holding Open Office Hours two days per week to celebrate faculty achievements and connecting one-on-one with faculty. This has been very successful!
3. Meeting monthly with the Dean’s Faculty Advisory Committee (DFAC) Chair to hear faculty concerns and address issues presented by the faculty. The 2014-15 Charge was shared via e-mail with faculty as a whole on **October 23, 2014**.

4. Working with Patton College RCM Workgroup to vet and receive recommendations on specific matters relative to academic priorities. The charge for 2014-15 academic year will be shared later in this document.

5. Working with Core Planning Committee of The Patton College Renovation Team—Two faculty members served on the Committee (David Carr and David Moore).

6. Communicating openly with Department Chairs and working with them directly in their leading, developing, coordinating or completing the following in consultation with faculty:
   - Departmental Five-Year Staffing Plans
   - Departmental Carry Forward Processes
   - Faculty Workload Templates
   - Faculty Efficiencies
   - Departmental Budgetary Requests
   - Faculty Renewal Protocols
   - Establishment of college-wide enrollment projects

7. Listening to faculty about matters of concern to them in 30-minute departmental coffee-break conversations—Departmental meetings (meetings are arranged via the department chair).

8. Dialoguing and participating with faculty regarding matters of academic importance during the first hour of our Faculty Forums as part of our College Colloquiums.

9. Engaging and relaxing with faculty, staff, students, and alumni in our Annual Team-building Kick-ball Tournament (summer) our 2nd Patton Party—Basketball (Winter).

10. Answering faculty questions about the budget via the College-wide “Budget Forums” (Posted FAQ's about the budget on the shared-drive as well as the RCM Model and SSI Model on Intranet) held twice per year.
Renovation of The Patton College

Renovation of The Patton College is important to our faculty and staff. Being responsive to our faculty in this regard is important. Positioning our College locally, state-wide, nationally, and internationally continues to be a necessary and important focus of the deanship. Providing the necessary leadership to ensure that in 2016-17, The Patton College will have a state-of-the-art instructional and learning environment is an honor and a privilege.

It has been exciting to engage with our faculty and Core Planning Team in the planning process of The Patton College Renovation. The faculty and staff this year are making plans for our move into Lindley Hall. In the next few weeks we will begin to identify office locations in our swing space—This is coordinated with many individuals so patience on the part of us all is essential.

Faculty members have been brought into the process via the following avenues:

1) Updates Every Colloquium (Colloquiums are held 3 times per year) by Glenn Doston. During the Fall and Winter Colloquium, every faculty and staff member received the schematic design plans (Fall) and interior drawings (Spring) were shared.

2) At faculty request the following was included in the PCOE Building Project—*Seminar Rooms, Dissertation Room, IT Experiential Lab, Project Rooms, Demonstration Kitchen*. The Former Deans Faculty Advisory Committee (Chair). Chair—David Carr—served on The Core Planning Team and was assigned the responsibility of updating the faculty on developments during the Faculty Meetings set by the DFAC.

3) Glenn Doston, Assistant to the Dean for Special Project continues to work with our faculty in Recreation and Sport Pedagogy regarding transition our labs from Grover into other spaces on campus (Ping, Walter Fieldhouse, etc.), as well as addressing issue relative to storage.

Additionally, we completed or on target with respect to the following milestones this academic year with respect to The Patton College Renovation:

- Pre-bid meeting with general contractors to address any questions prior to formal bidding process—**December 15, 2014**

- Received approval from the CFPC Committee (President McDavis, Executive Vice Provost Benoit, Vice President Golding, Vice President Benchoff) and approval of Board of Trustees to begin the Construction phase of the project—**January, 23, 2015**.
• Bidding Meeting for disclosure, review, and tabulations of bids for Patton College Renovation and Addition. Seven bids were received and are under review (Altman Construction, Messer Construction, Mid-America Construction, Kinsale Corporation, R.W. Setterlin, Elford Construction, and Corna-Kokosing)—January 27, 2015.

• Faculty and staff visits to Lindley Hall to view Office Space—April, 2015.

• Groundbreaking Date Set—May 7, 2015.

PERSONNEL RELATIONS AND STAFFING

The Deans Faculty Advisory Committee is one means by which lines of communication are enhanced to ascertain faculty concerns. The charge is given based on faculty feedback via the annual evaluation process, DFAC Committee Members via the Chair, learnings from visits to faculty departments during the 30-minute coffee-break conversations, or feedback from Department Chairs.

The Committee has an ongoing charge to:

1) Plan and facilitate Open Faculty Forums between the faculty and members of the DFAC (a minimum of two per academic year is expected) to promote communication and contribute to transparency. These may, or may not, be held following the college colloquiums as decided by the committee.

2) Identify issues of concern to faculty and engage with the dean to identify and recommend approaches to address concerns where possible

Additionally, the DFAC was charged with engaging the faculty in discussion and outcome recommendations on the following:

1. College-Wide Promotion and Tenure Committee-I am asking that the DFAC engage the faculty in a discussion that should by the end of the academic year lead to a vote as to whether the faculty will recommend to myself as dean the need to establish a College- wide Promotion and Tenure Committee

2. Realignment of Academic Programs and/or Departments--- The renovation of McCracken Hall will bring with it new possibilities. Additionally, the
move to Lindley Hall will be the first time each of our 5 Academic Departments will be sharing the same space. This is an ideal time to begin a discussion about whether there would be value in any program and/or department realignment. Please recommend a process by which we might engage the full faculty in these discussions. I anticipate that these discussion will take full shape during the 2015-16 academic year.

3. Determine the need for a Governance Committee—Establish a rationale for such a committee and frame the purpose that such a committee might serve. Please address how a Governance Committee would differ from the DFAC, being sure to gather from the faculty what they would regard as the pros and cons for such. A formal vote should be taken by the faculty to determine the desire of the full faculty.

STAFFING: The recruitment of a diverse faculty and student body continues to be a key priority in The Patton College. Effective fiscal management of PCOE resources made it possible to add 2 additional Group I faculty lines to advance our instructional mission.

Faculty involvement was engaged via use of the RCM Work Group. The specific charge to the RCM Work Group was as follows:

*Review the competitive Faculty Renewal Protocols (FRP; due from Department Chairs by October 15, 2015 for the new Group I faculty positions announced in April 2014 as part of the PCOE Group I Faculty Investments. Consider the merits, and note any questions or concerns regarding the proposals. Provide feedback, but not recommendations, to the Dean by December 1, 2014,*

The RCM Work Group completed its assigned charge well in advance of the December 1st deadline. Taking into consideration the criteria deemed to be important considerations recommended by the Work Group as well as my own through review of each of the FRP’s submitted---The following two Group I Faculty Renewal Positions were approved, in part, on the following considerations:

1. **Teacher Education (Reading Education): Assistant Professor (On-Campus Interviews in Progress)**

   - The Reading Education Program underwent a Graduate Program Review in 2008-09. The Program has exceeded expectations and recommendations of both the College and University made at that time. Enrollments are robust and continuing to increase! In short-- In my February 2009 Memorandum of Response to program faculty, I stated “the [graduate reading] program can be maintained only if it seeks a statewide presence through its migration from a traditional to an online format.” The Master’s of Reading Education program was piloted in an online format beginning in Fall 2010 and moved fully
online in 2012 after obtaining approval from the Ohio Board of Regents. Additionally, an online non-degree Graduate-level Reading Endorsement program was developed and began operating in 2011 with exemplary success.

- The ONLY Group I in Reading Education consistently exceeds average WSCH of 1620. Further, more candidates are joining these programs since they were moved fully online at the start of the 2012–13 academic year. Group III faculty generated 6.70 and 8.33% of all reading-related WSCH in 2010–2011 and 2011–12, respectively; this increased to 35.30% in 2012–13, and has remained high into the 2013–14 school year.

2. **Human and Consumer Sciences (Hospitality and Tourism):**
   **Associate/Assistant Professor (Search in Progress)**

   - In the Hospitality Program there is only 1-GRP I Pre-tenured faculty member and 1- GRP II. Enrollments continue to be strong and robust! Currently, there are 130 undergraduate students in the Restaurant, Hotel and Tourism (RHT) major. Enrollments are expected to reach a minimum of 175 over the next 3-5 years.

   - The Department of Human and Consumer Sciences (HCS) has outlined a plan to grow its undergraduate and is approved by UCC to offer a graduate Hospitality and Tourism track beginning AY2015-16. This requires increasing the number of Group I faculty to support mentoring in research endeavors and advising master’s level students.

   - The Hospitality Program is embarking on new online opportunities; one of which is a Tier II: Cross Cultural Perspectives (RHT 1200), “Food and Culture,” and with the “new” degree program and minor in Customer Service.

In addition to these two new competitive faculty lines, since the last evaluation cycle, resources were effectively managed to ensure that the following additional positions were filled in The Patton College. These positions are essential to fulfilling the mission of The Patton College.

**Faculty Lines Filled (2014-15):**

1. Educational Research (Group I—Assistant Professor)
2. Education Administration (Group I—Assistant Professor)
3. Education Administration (Group I—Assistant Professor)
4. Counselor Education (Continuing Group II—Lecturer)
5. Teacher Education AYA (Group I—Assistant Professor)
6. Restaurant, Hotel, and Tourism (Group I—Assistant Professor)
7. Recreation and Sport Pedagogy (Group II)
8. Math Education (Group I—Assistant Professor)
9. SEO-CEM Director (Group II-Lecturer)
10. Special Education (Group I—Assistant Professor)
11. Special Education (Group II—Lecturer)
12. Classified Staff/Administrative:
13. Academic Advisor (Toretech)
14. Academic Advisor (Hollback)
15. Academic Advisor Funded by Provost (Cobb)

Other Faculty Searches Currently In Progress for appointment in 2015-16:

16. Early Childhood Education (Group I—Associate Professor)
17. Early Childhood Education (Group I—Assistant Professor)
18. Science Education (Group I—Assistant Professor)
19. Special Education (Group I—Assistant/Associate Professor)
20. Special Education (Group II—Lecturer)
21. Restaurant, Hotel, and Tourism (Group I—Culinary)
22. Restaurant, Hotel, and Tourism (Group I—Tourism)
23. Counselor Education (Group I—Assistant Professor)
24. Higher Education (Group I—Associate Professor)
25. Instructional Technology (Group II)
26. Family and Consumer Sciences (Group II-Lecturer)
27. Retail Merchandising (Group II—Lecturer)
28. Physical Education (PETE Group II)

STUDENT DIVERSITY: Diversity is a CORE Value of The Patton College. The faculty is to be applauded for the essential role they play in the recruitment of our faculty. Additionally, student diversity is essential to the College. The retention of both faculty and students is uppermost in our minds. The Office of Student Affairs is essential to the recruitment of a diverse student body.

The tables on diversity outcomes on the following page demonstrates the progress made with respect to diversity among our student body. These efforts are supported by sound investments in:

1) Increased Graduate Student Stipends ($13,000 Masters, $15,500 doctoral)
2) Support for Full Time PCOE Recruiter
3) Academic Advisors with Specialized Focus (Veterans, On-Line, Diversity, etc.)
4) Job Fairs (Holmes Scholars, AACTE, etc.)
5) Phone-a-thons – Student Ambassadors, Faculty, Dean
Each year we have an increase that reflects positive outcomes with respect to the efforts of our Office of Student Affairs and our faculty. Ohio Proud, Patton Proud!

**Student Diversity - College**

| Percent Minority (undergraduate and graduate - Athens Campus - includes International students) |
| 14.6% | 2013-14 |

**Past Performance**

<table>
<thead>
<tr>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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</thead>
<tbody>
<tr>
<td>10.7%</td>
<td>12.0%</td>
<td>12.4%</td>
<td>13.2%</td>
<td>14.6%</td>
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*Average for Ohio University Athens*

| 15.4% | 15.0% | 17.7% | 19.0% | 18.2% |

**Student Diversity - Undergraduate**

| Percent Minority (undergraduate - Athens Campus - includes International students) |
| 9.9% | 2013-14 |

**Past Performance**

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<tr>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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<tbody>
<tr>
<td>6.5%</td>
<td>8.3%</td>
<td>8.2%</td>
<td>8.8%</td>
<td>9.9%</td>
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*Average for Ohio University Athens*

| 11.9% | 14.0% | 14.2% | 15.1% | 15.6% |

**Student Diversity - Graduate**

| Percent Minority (graduate - Athens Campus - includes International students) |
| 22.8% | 2013-14 |

**Past Performance**

<table>
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<tr>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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</thead>
<tbody>
<tr>
<td>17.4%</td>
<td>20.7%</td>
<td>20.9%</td>
<td>21.2%</td>
<td>22.8%</td>
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*Average for Ohio University Athens*

| 30.7% | 30.2% | 38.2% | 30.1% | 30.7% |

**FACULTY RETENTION AND RELATIONS:** The College also ensures we engage in on-going professional development that continues to heighten the goals we are seeking to achieve. Retention is as important as recruitment.

The following provides some of the programming initiated and supported to ensure a positive and safe working environment for all faculty.

**Fall Colloquium:** *A Proactive Approach to Immigration Support*
Winter Colloquium:  *Sexual Misconduct Presentation
*Diversity--Building and Sustaining a Positive Climate
*Veterans and Family of Veterans Support

Spring Semester:  *2014-15 Student Satisfaction Survey. Faculty, staff, and administrators in the Patton College of Education are interested in our students’ experiences in their academic programs. Every two years, we use a questionnaire to gather feedback.

**FISCAL MANAGEMENT AND RCM IMPLEMENTATION**

An important role of the dean is to ensure that departments have the resources they need to carry out their mission. As well, it is important to support faculty development, technology, and other needs deemed to be important by the faculty in support of their teaching, research, and outreach objectives.

The college in general, and departments in particular are on sound and strong footing financially. A judicious balance of ensuring the right mix of faculty as well as being actively engaged in monitoring and growing enrollments is essential.

Two Budget Forums are conducted annually. Each session is held during the morning and afternoon to accommodate various faculty schedules (total of 4 presentations). The Forums are designed to openly share with faculty where resources are generated (by source and program); how resources are allocated; and expenses (direct and indirect) incurred by the college/department. We also discuss key levers impacting the college’s resources that both enhance or reduce the college’s ability to ensure effective operations of the college and departments. Additionally, information is shared regarding our responsibilities to the University.

This year Budget Forums were held or are scheduled as follows:

---Fall Budget Forums---
October 1, 2014 and October 2, 2014

---Spring Budget Forums---
March 31, 2015 and April 1, 2015
8 Academic Investments

<table>
<thead>
<tr>
<th>Change Agents &amp; Diversity</th>
<th>Graduate student support to be competitive with Dean’s SCOE institutional benchmarks</th>
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<tbody>
<tr>
<td>Leadership &amp; Diversity</td>
<td>Student selectivity</td>
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<tr>
<td>Lifelong Learning &amp; Leadership</td>
<td>Instructional and Resource Management Investments</td>
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<tr>
<td>Lifelong Learning &amp; Leadership</td>
<td>Research and grant activities</td>
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<tr>
<td>Change Agents, Leadership &amp; Diversity</td>
<td>International partnerships, community, and school outreach/engagement</td>
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<tr>
<td>Diversity</td>
<td>Faculty, student, and staff diversity</td>
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<tr>
<td>Lifelong Learning &amp; Leadership</td>
<td>Support of faculty, staff, and student professional development</td>
</tr>
<tr>
<td>Lifelong Learning, Leadership, Change Agents &amp; Diversity</td>
<td>Structural learning environment</td>
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The table above provides a snapshot of key areas for Academic Investments and show how each of these investments align with our Core Values.

Further, a key to managing the budgetary process is to involve faculty in recommending budgetary priorities. Two groups are used to advise the dean in this regard.

*The Patton College Executive RCM Committee*
Members: Renée A. Middleton, Dean; Ann Paulins, Chief Academic Finance Administrator; Beth Lydic, Administrative and Finance Officer; and Lindsey Ladd, Statistical Data and Forecasting Administrator

*The Patton College Academic RCM Work Group*
Members: Executive RCM Committee, All Department Chairs, 1 Faculty Representative from each Academic Department, 1 Center Director, 1 Classified Staff Member

**Purpose of RCM Work Group:** To ensure that academic and resource decisions are transparent within the unit and throughout the college and to ensure academic quality, while ensuring fiscal responsibility. The PC-RCM Faculty Work Group meets regularly to assist the dean in facilitating on-going dialogue about the RCM process, share information and seek input regarding planned changes regarding RCM implementation. The Senior Associate Dean Chairs the meetings of the Work Group.

This year the following initiatives were acted upon by the Dean through the recommendation or review and support of the RCM Workgroup:
(1) Develop a process by which students make notification of intent to use tuition waivers for Athens campus courses and;

(2) Develop a process by which GA & GRS students who seek summer tuition waivers make special application to the Associate Dean for Academic Engagement and Outreach to request tuition waivers to support summer study abroad activities.

**Examples of Other investments and administrative budgetary decisions:**

1. **Increased Graduate Student Stipends.** Due to RCM, The Patton College has been able to make progress toward meeting its strategic priorities. One priority is to enhance recruiting and retention of graduate students. To accomplish this, the support of our Graduate Assistantships was increased effective Fall 2015-16 to $15,500 for doctoral GRA/GTA’s.

2. **Increased Allocation to Departments for Program Coordinators.** Increased by three percent.

3. **Increased Student Travel Award Funding (Undergraduate and Graduate).** Funded 60 students for a total of $23,660 this year, a significant increase over last year (46 students at $16,700).

4. **Increase in Supplemental Teaching rates (Overload and Part-time).** Investing more in faculty to provide instruction. Rates were doubled.

5. **Held Student Course Fees Constant.** We have been intentional about not raising these fees on students even though expenses have increased. The college is absorbing the increase in expenses for the delivery of courses associated with fees (i.e., physical education, science education, clinical experiences).

6. **Investment in Technology.** The College used internal resources within the Office of the Dean ($25,000) to purchase more video equipment for student projects.

7. **Investment in On-line Course Delivery.** Added 2 Instructional Design positions ($120,000) and increased salaries to be competitive with other OU Instructional Designers.

8. **Increased Clinical Educator Compensation.** Payment had not been increased in 3 years. 13 Ohio public institutions regarding compensation and responsibilities of the supervisors were surveyed. The work load is fairly consistent from
university to university. PCOE raised compensation to $590 per student intern to be consistent with other peer institutions.

**ACADEMIC PROGRAM PLANNING AND REVIEW**

A dean has the responsibility of supporting curriculum planning and program development. The PCOE program planning and review (PPR) process fulfills four unique functions. **First**, it will provide opportunities to examine the extent to which programs are fulfilling the mission and core values of The Patton College. **Second**, it will provide opportunities to examine the interrelationship of academic units within the college and illuminate ways that programs can achieve greater levels of collaboration and synergy in working with one another. **Third**, it will assure time to intentionally and systematically plan for the future. **Fourth**, it will provide a basis for policy analysis and decision-making with regard to program planning and resource allocation within the college.

Drs. Martin (Recreation and Sport Pedagogy) and Conley (Counseling and Higher Education) have agreed to serve as Co-Chairs to begin engaging faculty regarding our planning process (committee composition, program review cycle/calendar, common review criteria, etc.).

This year the process was advanced as follows:

1) PPR completed for the Retail Merchandising and Fashion Product Development Program.
2) PPR review of the Physical Education Teacher Education program is underway.

**Accreditation**: Another key component with respect to demonstrated effectiveness improving the academic programs in the college is our success with accreditation, both at the program level (CACREP/CORE) and the unit-wide level (NCATE).

**Support for Advancing The Clinical Model of Educator Preparation**: On behalf of the Southeast Ohio Teacher Development Collaborative (SEOTDC), new videos for the Clinical Model were produced with the support and leadership from faculty in Teacher Education. The video was produced by one of our very own doctoral candidates in Instructional Technology. Links to the Trailer and Full Documentary are below OR go to the PCOW Y-Tube Channel: See Playlist titled “Clinical Model Videos”.

Here is a link to our Reimagined Clinical Model (trailer version at 4:24 min): [https://www.youtube.com/watch?v=auUBrCeN8n0](https://www.youtube.com/watch?v=auUBrCeN8n0)

And if you’d like more information, here is a link to the entire documentary titled *A Regional Clinical Model of Teacher Preparation* (14:24 min): [https://www.youtube.com/watch?v=gBmKZBhJ4hg](https://www.youtube.com/watch?v=gBmKZBhJ4hg)
In concert with this, SEO-TDC has sent formal invitations to the Education Committee’s in the Ohio House and Senate to participate in the 2015 Clinical Model Legislative Day. On March 27th 2015. We will discuss and demonstrate how the model actually works in real time.

The Clinical Model Legislative Day has also been designed to provide an opportunity for community stakeholders to engage in discussions about the reimagined model. As a result of this event you will walk away with answers to two of the most frequently asked question, “What is the Clinical Model?” and “How does it work?”

**ALUMNI, DEVLEOPMNET, AND EXTERNAL RELATIONS**

The long-term health of the College will rest to a great degree on the support of our alumni through sustained giving and campaigns such as The *Promise Campaign*. A significant portion of my time continues to be engaged with our alumni/donors (approximately 5 -7 days per month).

The campaign goal for The Patton College is $42 million dollars. The current amount raised to date for FY 15 Is: $ 370,000

The College has had a remarkable achievement to date, raising over 97% of our campaign goal.

The *Deans Circle of Engagement* -- [http://www.ohio.edu/education/alumni-and-development/index.cfm](http://www.ohio.edu/education/alumni-and-development/index.cfm)

Continues to meet to support and recommended ideas such as:

- Recruiting and messaging for Veterans and Families
- Monthly Alumni of the Month Presence on Website
- Inaugural Patton College Tailgate During Homecoming
- Positive Changes for *Athenaeum* and *The Educator*
- PCOE Patton Party at University Basketball Game
- Events and Programming for Black Alumni Reunion
- Development of Departmental Alumni/Advisory Boards
- Effective Use of Website for Job Postings
OTHER

Member, Childcare Expansion Committee
Appointed by Provost Benoit. Project charge: Make recommendations on how best to meet Ohio University’s Athens campus and community childcare needs (newborn to pre-K), focusing on the following options:

- University owned solutions,
- Outsourced and/or hybrid solutions, and
- Supporting existing centers

The committee will offer recommendations for all 3 options, with this committee’s efforts considered phase 1 of a longer-term initiative focusing on childcare needs.

SEO-TDC Community Forums
In April 2014, The Southeast Ohio Teacher Development Collaborative (SEO-TDC), in conjunction with Communications and Connections, and the Coalition at Rural and Appalachian Schools (CORAS), convened a series of assemblies to relay updates and obtain community feedback regarding modifications in reforms for Ohio school districts. Forums were hosted by each of the five SEOTDC partner institutions including Ohio University, Shawnee State, Muskingum University, Marietta College, and Rio Grande. Senior Consultant Rob Radway served as the facilitator at each forum and moderated panel discussions on three pivotal topics:

1) Teacher Performance Assessment (EdTPA),
2) Ohio’s New Learning Standards, and
3) District Building Report Cards.

SEO-TDC Annual Appalachian Assets Conference
The Appalachian Assets Conference on December 7th and 8th at Shawnee State University. Theme for conference will be "Student Growth Outcomes". Conference call as held on August, 2014 will all SEO-TDC members. Author Mike Thomas was selected to be the features speaker on Sunday evening. Jamie Meade was selected to be the Opening speaker on Monday morning. Rae reported that the Appalachian Foundation will continue its support of the conference by providing $500 dollars for teacher stipends.

Legislative Visits
SEO-TDC met at the Ohio State House and Riffe Center to personally present to key Ohio legislators the work of SEO-TDC and discuss current relevant educational issues. The team gave to each Representative and Senator a packet that included: 1). a brochure explaining the Southeast Ohio Teacher Development Collaborative, 2). information and invitation to the 2014 Appalachia Assets Conference, 3). a comparison of Traditional Teacher Preparation vs. the Clinical Model of Teacher Preparation.
Legislators
- Representative Debbie Phillips
- Senator Lou Gentile
- Representative Gary Scherer
- Representative Terry Johnson

Invited Testimony
On January 15, 2015 was invited to provide testimony to the Ohio Constitutional Modernization Commission about the importance of keeping “thorough and efficient” in the Ohio Constitution with regards to public education. January 15, 2015.

Rural Education National Forum
At the request of the U.S. Department of Education, was asked to lead the coordination of a Focused Conversation on Rural Outreach. Featuring Deputy Assistant Secretary of Education, Lucy Johnson. October 28, 2014. Discussion focused on issues related to:
- Housing
- Transportation
- Technology
- Hiring and Retaining Teachers

Petition for the Endorsement of Common Core Readiness
In support of Ohio’s New Learning Standards with the Common Core State Standards, Ohio University and The Patton College of Education are partnering through a petition for the Endorsement of the Common Core Readiness. The college readiness of the next generation of learners depends upon it. We believe that the Common Core helps to better prepare tomorrow’s citizens to be critical thinkers and reflective participants in our democratic society.

Nationally Elected Boards

- **NBPTS Board Member.** Elected to the Board of Directors for the National Board for Professional Teaching Standards (NBPTS). Term on the board is for four years and began on Nov. 1, 2013.

- **AACTE Board of Directors (At-Large Position):** Elected for a three-year term 2013-2016. AACTE represents over 800 colleges of education in the nation, providing significant leadership nation-wide at a critical time for teacher education. The role positions the college for prominence and helps move the field of teacher education forward in responsible ways.

- **AACTE Leadership Academy -- Faculty Member:** Appointed February, 2012 as Member of the Faculty by Sharon P. Robinson, Executive
Director. AACTE’s Leadership Academy is an essential event for new deans, department chairs, and other educational administrators.

- **OACTE Board of Directors** (2012-2015). OACTE is an affiliate of the American Association of Colleges for Teacher Education (AACTE). The purpose of the Ohio Association of Colleges for Teacher Education (OACTE) is to advocate for and provide leadership in teacher education in the State of Ohio by working collaboratively with the public and private teacher education programs in Ohio.

*Letters to the editor*
In a series of letters to the editor, continue to represent the college in voicing concerns about recent developments in education. A letter entitled “The Importance of Public Education to our Democracy” published in the *Athens News*, the dean talked about the important role of public education in a democracy. In letters published in the *Cincinnati Enquirer* and the *Columbus Dispatch*, voiced her concern with the proposed budget bill and talked about the importance of providing equitable funding to all schools around the state.

*Scholarship*

*Non-refereed Articles*


*Books Chapter*


~~Thank you for the Opportunity to Serve~~

*Let’s Continue To Go Out And Do Great Things!*