

UCC Program Review Committee - Summary of Review

Program – Teacher Education

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

- Intervention Specialist - ME
- Early Childhood Intervention Specialist - ME
- Middle Childhood Education - ME
- Early Childhood Education and Early Childhood Special Education - ME
- Curriculum and Instruction - ME
- Social Studies Education - PHD
- Mathematics Education - PHD
- Reading Education - ME
- Teaching and Learning- ME
- Special Education/Non Certification - ME
- Science Education - PHD
- Curriculum and Instruction - PHD
- Adolescent-to-Young-Adult - ME
- Earth/Space Science Major (B.S.Ed.)
- Physical Science—Physics and Chemistry Major (B.S.Ed.)
- Physical Science—Chemistry Major (B.S.Ed.)
- Physical Science—Physics Major (B.S.Ed.)
- Spanish Major (B.S.Ed.)
- French Major (B.S.Ed.)
- German Major (B.S.Ed.)
- Integrated Language Arts Major (B.S.Ed.)
- Integrated Mathematics Major (B.S.Ed.)
- Integrated Science Major (B.S.Ed.)
- Integrated Social Studies Major (B.S.Ed.)
- Life Science Major (B.S.Ed.)
- Middle Childhood (B.S.Ed.)
 - Language Arts and Mathematics; Language Arts and Science; Mathematics and Science; Mathematics and Social Studies; Science and Social Studies; Language Arts and Social Studies
- Mild to Moderate Educational Needs Major (B.S.Ed.)
- Moderate to Intensive Educational Needs Major (B.S.Ed.)
- Early Childhood Major (B.S.Ed.)
- Child Development Major (A.A.S.)

Recommendation

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

Date of last review – AY 2012

Date of this review – AY 2019

This review has been sent to school director and the dean, their responses are attached.

Graduate council has considered this review. Their comments are attached.

**Ohio University Teacher Education
Seven-Year Program Review**

**Report of the Review Committee
Review Conducted October 30, 31, and November 1**

Report date: December 15, 2018

Executive Summary

This report summarizes the Seven-Year Review of Ohio University's Department of Teacher Education. The review was conducted on October 30th, 31st and November 1st on the Athens campus. The committee consisted of two internal reviewers: Robin D. Muhammad, Ph.D., Chair, Department of African American Studies, Director, African American Research and Service Institute (OU-Athens); C. Scott Smith, M. M. Associate Professor of Horn and Theory (OU-Athens); and two external reviewers: Audra K. Parker, Ph.D., Associate Professor and Academic Program Coordinator in Elementary Education (George Mason University), and Kristien Zenkov, Ph.D., Professor and Academic Program Coordinator in Secondary Education (George Mason University).

The committee is of the opinion that the Department Teacher Education is viable.

The department has a long-standing tradition of offering substantive clinical/field experiences for teacher candidates through their laboratory school and public school partnerships. The review committee concurs that this department offers numerous pre-professional teaching experiences and they have a strong interest in serving society as stated in their self study:

- “The Department of Teacher Education provides a wide range of nationally recognized programs to support the interests of prospective and practicing professionals at the undergraduate, graduate, and doctoral levels.”
- “Finally, as part of the Unit for the Preparation of Education Professionals (UPEP) at Ohio University, we prepare graduates who are CALLED to LEAD: Change Agents who are Lifelong Learners committed to Embracing Diversity and LEADership. Our leader-educators, practitioners, and human service professionals share our commitment to serving society responsibly as change agents in meeting diverse human and social needs.”

Adequacy of Resources

1. The program as a whole

a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service).

The number of faculty is appropriate, however the Group I faculty expressed concerns about the high number of Group III faculty in the department. Also, there appears to be inconsistencies in the actual teaching responsibilities of the Group III faculty. In future accreditation efforts, external reviewers may raise “red flags” with the high number of Group III faculty as well as with the potential conversion of faculty lines from Group I to Group II. Current faculty members believe the conversion of Group I to Group III positions is driven by the Dean’s Office and is a cause for concern.

The committee recommends that, relative to programs’ growth, new Early Childhood and SPED hires should be Group I positions.

In addition, relative to graduate teaching assistantships, faculty expressed a need for more teaching assistantships (TAs) for potential PhD students. Faculty expressed concern about TA funding being converted to Masters-level fellowships, which reduced the number of PhD TAs.

b. Is the level of the Department’s RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department’s level of external funding at an appropriate level?

The distribution of funding is always a delicate process. The committee felt that some of the resources could be tiered in order to meet the needs of larger programs.

c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?

The regional campuses appears to understaffed. This results in unreasonably high expectations in the area of service (i.e., recruiting, advising, etc).

d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

The Athen facilities are new and there are a few areas that need to be addressed, including better wheelchair access, light switch sensors that interrupt dark room presentations, inconsistent access to wifi throughout the building, and occasional video technology concerns. On the Eastern campus, the major request for updates included the need for swipe card access to the building due to the rural setting where many classes are in the evening. The faculty on the Lancaster campus also expressed concern about several building issues. On all campuses, the consensus was that instructional technology services were up to date and it was important to have the support staff in their building. Faculty expressed concern that their laptops and/or computers were often out of date and funds were not adequate to replace them to keep up with technological innovation for the classroom or research.

2. Undergraduate Program:

a. Is the Department fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

The undergraduate programs are the largest of the Department's offerings, and based on numerous measures (perhaps most notably the satisfaction rates of its graduates), it clearly appears that the department is fulfilling its service role. The coursework is appropriately sequenced, faculty are generally informed of and share with students the relationships between courses in their sequences, and students complete an impressive and comprehensive set of clinical experiences that generally appear to provide students with opportunities to enact in practice the theories they are encountering in course instruction.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The program notes a national decline in the number of students entering teacher education programs over the past decade, and the Department has experienced a similar--though not as precipitous--decrease in its enrollment over the past seven years, shrinking by 17% over this span. Given these national trends, it would appear that the Department is still generally finding success with attracting majors to its programs, and based on the data of program completers and reports of student satisfaction, it appears that the program is attracting majors who are likely to succeed in the program.

A primary means to determine the appropriateness of the number of majors is to compare this number to the number of faculty in the Department. In the 2011-2012 academic year the Department had a total of 36 faculty, with 16 Group I members and just three Group III members. In 2017-2018, the Department had 48 faculty, with 18 Group I members and 14 Group III members. This significant increase in the total number of faculty--which primarily consisted

of Group III members--suggests that the overall ratio of faculty to students has actually increased since the time of the last program review. The nature of this shift is likely best understood as the programs' and Department's shift toward a clinical orientation for its work--a move that is consistent with virtually every national policy, "best practice," and professional association call in recent years.

The Department and its programs continue to be challenged to draw a diverse pool of majors--a fact that is not surprising given that the lack of diversity of the teacher pool is an issue that has long been recognized nationally. One goal the Department might consider in setting goals for increasing its diversity would be to determine the demographics of the PK-12 student population it will serve, and work to match its recruitment goals to the nature of this diversity.

c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

As noted in response to question 2b above, the undergraduate curriculum appears to provide students with the background to pursue either--or both--discipline-related careers or graduate work. The best evidence of this background is the nationally-leading level of merged university coursework and clinical practice that students are required to complete. While the credit hours of university coursework students complete falls within the norm of totals from similar programs across the United States, Department students complete a significantly higher number and better sequenced range of clinical experiences--with a greater involvement of faculty--than is the standard at similar institutions. Faculty also are explicit with students about this number and intentional sequencing, which, based on the number of students returning for graduate work and their anecdotal reports, appears to be readying them for graduate work.

d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

As noted in response to question 2b above, in the 2011-2012 academic year the Department had a total of 36 faculty, with 16 Group I members and just three Group III members. In 2017-2018, the Department had 48 faculty, with 18 Group I members and 14 Group III members. This increase in the total number of faculty--which primarily consisted of Group III members--suggests that the overall ratio of faculty to students has increased since the time of the last program review. Based on faculty input, though, the Early Childhood and Special Education programs appear to have been the primary recipients of these Group III faculty members and likely experienced the greatest transition of Group I to Group III faculty positions. While the overall number of faculty has increased, faculty members from across these groups identified inconsistencies in the experiences, credentialing, and workload of Group III faculty members,

resulting in the perception of more uneven experiences for both students and faculty and perhaps some workload equity issues for faculty in these programs.

e. Are pedagogical practices appropriate? Is teaching adequately assessed?

All evidence of the self-study report and from our interactions with Department constituents over the two days of our visit suggests that the pedagogical practices in the Department and its programs are not only appropriate but also a highlight and a source of pride. While the shift toward Group III faculty might be problematic from a workload equity standpoint, this suggests that teaching is highly valued and that faculty members are engaging in boundary-spanning roles and sharing pedagogies that students can readily translate into their PK-12 classrooms.

The Department's attention to clinical practice--to the merging of theory and practice, to the work of university and school contexts--is nationally recognized, and co-teaching is a common practice and a common topic of instruction. The assessment of teaching is part of all state, regional, Specialized Professional Association, and national recognition processes, so there is substantial evidence that the Department's pedagogical practices are being evaluated. While this evidence is positive and comprehensive, it should be noted that some program constituents with whom our team was able to meet were concerned with a perceived disconnect between their general methods and content area methods courses and with sufficient preparation for successful completion of Ohio Assessments of Educators--both the form and content of these standardized evaluations.

f. Are students able to move into to discipline-related careers and/or pursue further academic work?

As detailed in responses above, all data appear to indicate that students are able to move into discipline-related careers and/or pursue further academic work.

3. Graduate Program:

a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

From the data of the self-study report and from the review team's interactions with students and other program constituents, it appears that the programs are attracting students who are likely to succeed in these structures. The size of the graduate programs is small compared with that of the undergraduate programs (approximately 200 versus approximately 1400), and it appears that many of the programs serve both undergraduate and graduate students. The understanding of the review team is that most (if not all) faculty work across undergraduate and graduate programs, so

it is somewhat more difficult to determine if the number of students is appropriate for the program.

As noted above, the Department and its programs continue to be challenged to draw a diverse pool of majors--and, again, this fact that is not surprising given that the lack of the diversity of the teacher pool and students in colleges of education is an issue that has long been recognized nationally. Again, the Department might consider determining the demographics of the PK-12 student population its graduates will serve, then working to match its recruitment goals to the nature of this diversity.

Many of the programs' graduate students attended Ohio University as undergraduates; as noted above, these students return to OU not only of its proximity but also because of their positive experiences as undergraduates. It was primarily those students completing the one-year masters licensure program--with a pool of students who had not attended OU as undergraduates--who found aspects of the program to be challenging, including the intensity of the program, its more limited clinical experiences, and its sequencing. As noted above, it seems clear that the Department could focus more of its recruitment efforts for masters programs on its own undergraduates and for doctoral programs on its own masters graduates.

b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

As with the Department's undergraduate programs (and as noted above in response to question 2c), the graduate curriculum also appears to provide an adequate background for students to pursue discipline-related careers. This consistency in quality is at least in part the result of the many merged undergraduate/graduate offerings. In summary, based on the nature and quality of the preparation they receive, students should have plenty of opportunities for employment.

c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The Department has completed a range of assessments of its advising structures and integrated a number of new structures to enhance its advising capabilities. These include mentoring structures to support graduate students who will serve as instructors in the Department, the hiring of new advisors, and the addition of "pop-in" advising sessions. In addition, in its survey results from program graduates (which does not include disaggregated information from undergraduate and graduate students) "improve advising" was the second highest ranked item. In the review team's interactions with program constituents (including with current students, graduates, and faculty), advising was noted as an area of concern, particularly for its inconsistent quality.

d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

As noted in response to questions 2b and 2d above, in the 2011-2012 academic year the Department had a total of 36 faculty, with 16 Group I members and just three Group III members. In 2017-2018, the Department had 48 faculty, with 18 Group I members and 14 Group III members. This increase in the total faculty--which primarily consisted of Group III faculty members--suggests that the overall ratio of faculty to students has increased since the time of the last program review. Based on the structure of the programs in the Department, it appears that the vast majority of (if not all) faculty teach across its undergraduate and graduate offerings.

Again, as noted above, the Early Childhood and Special Education programs appear to have been the primary recipients of these Group III faculty members and likely experienced the greatest transition of Group I to Group III faculty positions. While the overall number of faculty has increased, faculty members from across these groups identified inconsistencies in the experiences, credentialing, and workload of Group III faculty members, resulting in the perception of more uneven experiences for both students and faculty and perhaps some workload equity issues for faculty in these programs. Faculty and students with whom the review team met also consistently expressed concern about how low enrollment in undergraduate or graduate versions of some courses (particularly in licensure programs) often leads to cross-listing or collapsing of these sections into single sections, which can lead to workload inequities.

e. Does the program offer appropriate financial support to graduate students?

The total number of support options offered to graduate students (masters and PhD) has decreased and the overall decrease would seem to suggest that support is not appropriate. Overall, the fellowship options offered to masters students appear to serve these students well, both for their academic learning and their growth as early career teachers. These fellowships also appear to be supporting the Department's clinical partnerships particularly well and in a unique fashion. The shift away from graduate assistant positions for doctoral students was consistently noted as a concern by Department faculty, as the result appears to be a decrease in doctoral students and diminished support for faculty members' scholarship.

f. Is teaching adequately assessed?

As noted in response to question 2e above, the evidence of the self-study report and from our interactions with Department constituents suggest that the pedagogical practices in the

Department and its programs are not only appropriate but also a highlight and a source of pride. While the shift toward Group III faculty might be problematic from a workload equity standpoint, this suggests that teaching is highly valued and that faculty members are engaging in boundary-spanning roles and sharing pedagogies that students can readily translate into their PK-12 classrooms.

The Department's attention to clinical practice--to the merging of theory and practice, to work across university and school contexts--is nationally recognized, and co-teaching is a common practice and a common topic of instruction. The assessment of teaching is part of all state, regional, Specialized Professional Association, and national recognition processes, so there is substantial evidence that the Department's pedagogical practices are being evaluated. While this evidence is positive and comprehensive, it should be noted, again, that some program constituents with whom our team was able to meet were concerned with a perceived disconnect between their general methods and content area methods courses and with sufficient preparation for successful completion of Ohio Assessments of Educators--both the form and content of these standardized evaluations.

g. Are students able to move into to discipline-related careers?

Based on the evidence of data provided in the self-study report and from program constituents (including current students and graduates), students are readily able to move into discipline-related careers.

h. For doctoral programs, questions related to Part D.II of

https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/documents/RACGS_Guidelines_113012.pdf

4. Areas of concern

Following our discussions with stakeholders in the Department of Teacher Education and our review of the self-study narrative, we noted seven areas of concern.

- 1) The self-study notes an overall increase in the number of faculty working in the Department of Teacher Education across the review period—an increase of two in Group I, two in Group II, and eleven in Group III. Faculty stakeholder groups raised concerns about over-reliance on Group III faculty, which was particularly evident in the Early Childhood and Special Education programs. The self-study narrative indicated 63% of students were taught by full-time faculty in 2017-18 and 57% in 2016-17—both well below the recommended 75%. As an example, Special Education hired Group III faculty for 17 sections in the fall semester. Faculty also noted a trend towards hiring Group II

faculty to replace departures and retirement among Group I faculty. Stakeholders shared that these shifts create inconsistencies in course content and overall program cohesion, ultimately impacting teacher candidates' experiences within the department. Similarly, over-reliance on Group III faculty will raise flags with accrediting bodies.

2) We noted concerns with regards to perceptions of a hierarchical orientation from College of Education administration, which contrasts with a collegial orientation at the program level. Faculty expressed a desire to be engaged in decision-making processes with the Dean's Office, particularly related to curriculum and hiring. For example, faculty want to be included in hiring discussions related to what types of faculty were most needed in the department.

3) Faculty also noted a shift in funding from doctoral students to fellowships supporting the clinical aspect of the program. While the support for clinical fellowships is commendable and on point with national trends, alternative funding structures are needed to support and grow the doctoral program, which can also positively support clinical practice.

4) While the Group I and Group II faculty in the Department of Teacher Education noted an equitable and collaborative work environment, we trouble the use of the terms 'Group I, II and III' as naming conventions for the various roles faculty may hold in higher education. This hierarchical language structure creates unnecessary distinctions and tensions even in the most collegial and inclusive of programs. Designations such as Tenure-Track Faculty, Clinical Faculty, and Instructors are more consistent with the field of work in teacher preparation.

5) Inconsistencies in workload emerged from discussions with faculty both within the Department of Teacher Education and across the campuses. These included variations in class size, expectations for independent studies to support doctoral students, and advising expectations. Lacking a clear policy, class size was inconsistent and varied by program and by site. For example, regional faculty are required to serve in many roles and to complete additional tasks, including extensive advising responsibilities. Faculty noted that an overall decrease in the number of doctoral students meant that classes were inconsistently offered and many faculty were teaching doctoral students through independent studies with no compensation.

6) While students spoke highly of clinical opportunities and of the positive relationships and support experienced among program faculty, students expressed concerns with college-level advising and consistency across courses, particularly among

general methods and content-specific methods classes. For example, college-level advisors changed frequently and thus were much less likely to be able to address students' questions about graduate school programming.

7) Students appear to recognize that they will likely need and want to pursue graduate studies, and very likely in the Department and/or at Ohio University. It appears that the programs could better position themselves for recruiting these students to return to complete graduate studies in the Department. Programs could conduct in-program recruiting and discuss professional tracks for undergraduate students while these constituents are completing undergraduate coursework.

5. Recommendations

Based on our review, we recommend the following for balancing workload expectations both within programs and across campuses:

- 1) Establish consistent expectations with regards to course size. This could be accomplished by creating minimum thresholds and maximum caps for undergraduate and graduate courses, with the expectation that faculty must average the minimum threshold for each academic year. Consider creating monetary incentives for teaching a section larger than the cap.
- 2) Consider consistent and systematic reward structures that recognize faculty efforts for independent studies and doctoral mentoring. For example, faculty earn .1 credit hour for each independent study and .1 for each doctoral committee (.2 as chair) yearly which can accumulate for a course release.

Based on our review, we recommend the following for program delivery:

- 1) Strategic hires are needed for Early Childhood and Special Education that would address the large number of Group III faculty and the need for consistency across program delivery. If strategically hired as Group I faculty members, these faculty can recruit doctoral students, grow scholarship in the program, and mentor doctoral candidates to teach in undergraduate program.
- 2) These programs appear to have tremendous potential for creating a recruitment pipeline from undergraduate to masters to doctoral programs. In the review team's conversations with program constituents, each masters student was a returning OU undergraduate student, yet only one of the six was considering advanced graduate work. Similarly, each of the seven undergraduate students with whom we engaged during our

review meetings discussed wanting to return for graduate school but was unaware of programs at the masters level. We suggest that these programs should consider information sessions and targeted recruitment of undergraduates for master's programs and similarly targeted recruitment of master's students for doctoral programs.

3) Create a program-specific orientation for each program in the Department of Teacher education. This would allow programs to address student questions and concerns regarding

- Overall vision of the program, including field expectations across each semester
- Building community for graduate students, particularly those beginning the one year/online program.

4) Consider general/midpoint program specific advising sessions that address students' questions regarding standardized testing, licensure, and internship.

5) Communicate the nature of the program/types of students mentor teachers are hosting in internship—this seemed particularly important with regards to the post-baccalaureate students who enter internship with limited field work.

6. Commendations:

During the site visit, the committee was able to interact with faculty, staff, and students of the program to gauge the effectiveness and creativity of a growing interdisciplinary program in teacher education. Faced with financial challenges and a diverse set of campus environments, the committee was impressed with the level of commitment and ingenuity displayed by faculty and staff to work for the good of students and to maintain a strong, collaborative environment. The external and internal reviewers noted several areas of sustained and high-quality programming and initiatives:

- First, the Department of Teacher Education is understandably proud of its partnerships extending the curriculum, training, and mentoring from campus to surrounding communities. The Child Development Center and the The Ohio Center for Equity in Mathematics and Science are two examples of the significant opportunities for educational innovation in the region. The programs have been repeatedly recognized as engaging in high quality, clinically-focused educator preparation work. The programs have innovative boundary-spanning clinical roles and have established and are expanding partnership structures One exceptional feature of the centers is the masters clinical fellows program which is innovative and mutually beneficial to schools and the university.

- Second, equally commendable is the department's record of retention and graduation of students. Students appear to be well-prepared and faculty are engaging in nationally-relevant and even leadership-level practices. This is not surprising given the impressive and comprehensive set of clinical experiences that generally appear to provide students with opportunities to enact in practice the theories they are encountering in course instruction. Moreover, the co-teaching implementation with mentor teachers, although facing some communication challenges, has been widely praised by students and faculty alike. It would be important to provide faculty staffing and resources adequate to sustain this record over the next several years.
- Third, relatedly the department has successfully maintained support for clinical practice in program and college while offering a wide variety of diverse experiences for students in urban, suburban, and rural communities. These are particularly powerful and noteworthy given the challenges of reaching students in Appalachia and fostering the kind of innovation required within a financially-restrictive framework. The committee noted that faculty are well aware of the subtleties of financial efficiencies while students seemed shielded - appropriately, given their focus on coursework and fieldwork completion - from the university-wide conversations about the future of regional campuses.
- Finally, it worth noting the collegial nature of the programs: leadership, staff, and faculty articulated during the site visit a high level of camaraderie and professionalism. The committee sensed that this collegiality was thoughtful and intentional, while difficult to protect in the face of college-level and university-wide change and constriction of resources. These attributes along with the substantive achievements of the department should be supported fully and shared with the rest of the university for further collaboration and academic success.

7. Overall judgment: Is the program viable as a whole?

Viable



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To: Members of the Teacher Education Review Committee and UCC Program Review Committee

From: Frans H. Doppen, Chair

Re: Seven Year Program Review

CC: Robin Muhammad, Chair, Department of African Studies; C. Scott Smith, Associate Professor, School of Music, College of Fine Arts; Audra K. Parker, George Mason University; Kristien Zenkov, George Mason University

Upon request I offer the following response.

I submitted my comments to Dean Renée A. Middleton. Her letter adequately and correctly includes my response.

I would, however, like to offer the following additional observations:

With regard to diversity, it should be noted that, unlike on the Athens campus, the programs of study on the regional campuses serve a largely local and non-traditional student population.

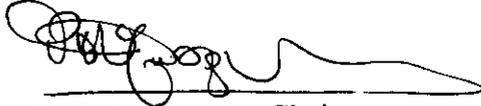
It should also be noted that, unlike on the Athens campus, that faculty on the regional campuses serve as the academic advisors to their own teacher candidates.

Furthermore, I wish to note the *Rural Urban Collaborative*. The RUC represents a major commitment by our college and the department to provide our teacher candidates with a placement experience in an urban school with a diverse student population.

Finally, while it is outside the scope of the current program review, it should be noted that, effective 2018-19, the graduate Special Education program of study and endorsements have been fully moved to e-Campus and are currently witnessing increased enrollment numbers. Furthermore, it should also be noted that while enrollment in the undergraduate Special Education program has declined, a concern that is currently being addressed, during the 2017-18 academic year the program also offered 19 service courses.

It has been a pleasure to work with the Review Committee. Thank you for the opportunity to offer additional comments.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frans H. Doppen', written over a horizontal line.

Frans H. Doppen, Chair



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To: Members of the Teacher Education Review Committee and UCC Program Review Committee

From: Renée A. Middleton, Dean 

Re: Seven Year Program Review

CC: Robin Mohammed, Chair, Department of African Studies; C. Scott Smith, Ohio Associate Professor; Audra K. Parker, George Mason University; Kristine Zenkovi, George Mason University
Dr. Frans Doppen, Chair, Department of Teacher Education

Thanks are offered to the review committee members who took time to evaluate and provide feedback regarding the review of academic programs offered in The Patton College's Department of Education.

While I appreciate the time and effort review committee members put into the visit and preparation of the report, as well as the overall finding of viability for the department's programs, I am compelled to point out several significant errors in the Committee Report dated December 15, 2018.

In the section **Adequacy of Resources:**

- The Committee appears to confuse Group II faculty (full-time teaching) with Group III (adjunct) throughout the report. Throughout the report, references to Group III faculty (which are part-time, temporary) are made, when it is apparent that references to Group II faculty (full-time, teaching focused) are intended. Therefore, it is difficult to decipher with certainty when reference to Group III is actually intended. Early Childhood and Special Education, as mentioned in the report, have been two programs where Group III faculty are used, due to a variety of circumstances. However, Group I (tenure-track) positions have never been converted to Group III (adjunct) positions. The distribution of Group I and Group II faculty within teacher education programs is in response to enrollments of specific programs – so is somewhat fluid and flexible over time. Overall, the Department of Teacher Education has more Group I and Group II faculty currently than it did in 2011.
- The Department of Teacher Education has added a net of two additional Group I faculty in 2017-18 compared to 2011-12 (18 vs. 16). Yet, from 2011-12 to 2018-19, its enrollment decreased by 317 students, a 21% decrease. At the program level, Special Education enrollment decreased by 39% during the same period, while Early Childhood program enrollment increased by 11%.



UG Enrollment:	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Percent Change 2011-2018
Dept. of Teacher Education	1,540	1,488	1,411	1,171	1,156	1,266	1,294	1,223	-21%
Special Education	174	175	167	147	139	150	130	107	-39%
Early Childhood Education	360	356	375	354	371	421	429	399	11%

- Based on faculty records for Teacher Education, in 2017-18 there were 18 Group I, 12 Group II, 14 different Group III (part-time, intermittent, temporary), and 4 Early Retirement faculty members. This is compared to 2011-12 faculty counts of 16 Group 1, 10 Group 2 and 3 Group II, and 7 ER faculty. Therefore, the number of permanent faculty (Group I and II) has increased in the past 7 years by four.
- The statement “Faculty expressed concern about TA funding being converted to Masters-level fellowships, which reduced the number of PhD TAs” is not factual. The Department of Teacher Education has not had a reduction in doctoral TA/GA positions. This concern was stated a second time in the report, citing a decrease in the total number of support opportunities for graduate students. The Department of Teacher Education has had no decrease in graduate student support through GA/TA/GRS positions. Within the past seven years, two of the TE GA positions were earmarked for the Child Development Center; however, the same total number of Teacher Education graduate students are afforded assistantship positions as in previous years.

Additional Comments:

While it is true to that the field of teacher education is generally lacking in diversity, with a strong majority of teachers and teacher education majors being female and White, the goal within The Patton College of Education is to recruit and matriculate a more diverse pool of students than what the current demographics of the PK-12 student population in the southeast Ohio region. I strongly agree with the review committee members that our teacher education diversity of students can be improved upon.

It is important to clarify to review committee members that the recruitment pool for our master’s programs that provide teacher licensure (initial licensure master’s programs) is necessarily a different population from our current undergraduate students, who are earning the teaching license in their undergraduate programs. Though review committee members heard initial licensure master’s students note the challenge of a high-intensity program, it is, in fact just that – a one-year program for master’s students whose undergraduate content meets the licensure requirements, so they are focused on an intensive year-long clinical model in an educational preparation program to prepare them to work as licensed teachers. This is a rigorous and fast-paced master’s program.

The recruitment pool for the master's in curriculum and instruction, which might appeal to our own OHIO graduates, actually draws from a national market and is effective in reaching a broad range of students due to its eCampus home. It is my belief that a strong program pulls students into master's and doctoral programs from other undergraduate programs – which is what the Teacher Education Department seeks to do.

The advising of teacher education students has been a priority in The Patton College for over a decade now. The move to professional advisors, over 10 years ago, has improved the rating of advising as evidenced on the student satisfaction survey, which is distributed every two years. The goal in The Patton College is to balance faculty hires with changes in enrollment.

Department chairs present and review Staffing Protocol requests each year that reflect program enrollments and current FTEs of all faculty members in the program. It is noteworthy to mention that Special Education received approval to hire an additional Group I faculty in 2017-18 despite falling enrollments, but in anticipation of new program developments and a strong potential for recruiting both UG and graduate students.

Group III faculty in Teacher Education would never be used to replace Group I faculty, unless on a temporary basis during the hiring process. Moreover, if and when Group II faculty lines replace Group I faculty it is typically due to a focus on the clinical model of education and a need to offer greater variety of courses or hold responsibility for facilitation of online programs – held by non-research active Group I faculty who have retired. For example, the retirement of Group I faculty member who coordinated the online Curriculum and Instruction master's that was commensurate with an emphasis on teaching and de-emphasis on research retired; that position was replaced with a Group II faculty member who holds the same responsibilities as the retired Group I faculty member had (due to her shift in activities over time).

Finally, requests for Group IIIs occur for a number of different reasons, and can change from year to year. For example, departments request Group III because a Group I faculty member is engaging in service work, working on a grant, or taking leave. Fortunately in a teacher education program with emphasis on the clinical model, drawing upon Group III faculty provides our student with current experience and expertise of highly qualified classroom teachers, which complements the instruction provided by our permanent Group I and Group II faculty members. Finally, I enthusiastically agree that the Departments' pedagogical practices, focused on the clinical model of education, are a source of pride in The Patton College. The outreach centers mentioned in the report, The Ohio University Child Development Center, The Ohio Center for Clinical Practice in Education, and the Ohio Center for Equity in Mathematics and Science are rightfully applauded for innovative programming in our region. I offer that the Stevens Literacy Center is a fourth center affiliated with the Department that provides meaningful outreach and opportunities for educational enhancement to traditionally underserved members of our community.

Thank you for the opportunity to review and respond to the report. If you have any questions, regarding this feedback, please feel free to contact me.

The Graduate Council met on April 12, 2019 and considered the program review:

Teacher Education

Graduate Council concentrated on the part of the review dealing with the graduate program. The report notes that the size of the graduate program is small compared to that of the undergraduate program, and points to some underlying problems resulting of this, like to the “many merged undergraduate/graduate offering”, which is indeed a quality concern. Graduate Council sides with the concerns laid out in the report. Both, the Department Chair and Dean Middleton referred to the graduate program moved to e-Campus and seeing larger enrollments, but were not specific about the concerns raised in the report. Graduate Council agrees with the overall assessment that the program is viable, but also sides with the concerns given in the review.