UCC Program Review Committee - Summary of Review

Program – Educational Studies

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

- Master of Education in Critical Studies in Educational Foundations (admissions suspended fall 2018)
- Master of Education in Education Administration
- Doctor of Education in Educational Administration
- Master of Education in Educational Research and Evaluation
- Doctor of Philosophy in Educational Research and Evaluation
- Master of Education in Computer Education and Technology
- Doctor of Philosophy in Instructional Technology
- K–12 Education Public Policy Leadership Certificate
- Diversity Studies Certificate
- Professional Instructional Design Certificate
- Superintendent Licensure Program (non-degree)
- Technology Facilitator (non-degree)

Recommendation
This program is found to be <u>viable</u>

Date of last review – ?
Date of this review – AY 2020

This review has been sent to school director and the dean, their joint response is attached.

This review has been sent to Graduate Council, who discussed the review and concur with its findings.

DEPARTMENT OF EDUCATIONAL STUDIES PROGRAM REVIEW
OCTOBER 8-9, 2019

Reviewers:

Dr. Angela Sewall, Emeritus Dean and Emeritus Professor of the College of Education, University of Arkansas at Little Rock (External Reviewer)

Dr. Andrew Ross, Associate Professor, OU Political Science (Internal Reviewer)

Dr. Mary Jane Kelley, Professor, OU Modern Languages (Internal Reviewer)

Programs housed in the Department of Educational Studies (ES) and included in this review are:

Master's Program in Critical Studies in Education (CSE)
Master's Program in Educational Administration (EDAD)
Doctoral Program in Educational Administration (EDAD)
Master's Program in Educational Research and Evaluation (EDRE)
Doctoral Program in Educational Research and Evaluation (EDRE)
Master's Program in Instructional Technology and Educational Computing (EDCT)
Doctoral Program in Instructional Technology and Educational Computing (EDCT)
Diversity Studies Certificate (DSC)
Educational Public Policy Leadership Certificate Program (EPPLC)

The committee visited the Department on October 8th and 9th, 2019. After carefully reading the department's 7-year review self-study and interviewing faculty, students, and departmental staff, we deem all department programs viable. The Department of ES consists of an energetic and creative group of teacher/scholars who are heavily involved in service to Ohio University and the profession. Members of the Department are notably grounded in the community and engaged in various forms of outreach, both locally and regionally.

The following report follows the structure suggested in the document "Questions for reviewers."

1. Program as a Whole

a. *Number and distribution of faculty*

Faculty numbers across the four programs in Educational Studies are sufficient to carry out the broad overall mission of the Department. However, at least three areas of that mission seem to place a rather large burden on some faculty: student advising, student recruitment, and supervision of PhD theses. Some numbers reported in the self-study relating to faculty FTE may not reflect contributions to allied programs, such as CORAS, or with administrative responsibilities beyond PCOE (e.g., work with the Board of Trustees). Reviewers noted that such responsibilities mitigate faculty members' ability to devote time to teaching, research, and service.

b. *RSCA*

Faculty in Educational Studies are highly engaged with research and productive in publications and papers.

c. *Service*

Faculty contribute significantly to the service mission of each program, the department, and the university. Some faculty also make significant service contributions to the broader community, in Athens and across the region.

d. *Resources*

The physical facilities of McCracken Hall are new and, in most ways, state-of-the-art. However, the planned technological resources for the new building have not all been realized and some installed technology does not work. (See "areas of concern" below.) The two departmental classified staff members, who have each served the university for almost twenty years, are hard-working, loyal, and respected by all. However, the demands of supporting a large and complex department have led to stress and decreasing job satisfaction, especially in light of denials of requests for re-classification and increased pay. (See "areas of concern" below.) In terms of financial resources, three areas seem to be underfunded in the department: Graduate Assistantships, funding for graduate students to present at conferences, and Classified Staff salaries. The supportive educational library resources appear to be helpful and sufficient based on faculty and student feedback.

2. Undergraduate Program

a. *Preparation of non-majors*

Although degrees are awarded mainly at the graduate level in the Department of Educational Studies, EDCT and CSE offer courses required of undergraduate students in other departments in the PCOE, such as Teacher Education. Technology and diversity are two areas crucial to preparation of future teachers. The CSE undergraduate Diversity Studies Certificate program serves students from programs across campus, and its success can be inferred from increased enrollment and completion rate in recent years.

b. *Undergraduate majors*

N/A

c. *Undergraduate curriculum*

The required undergraduate classes as well as the Diversity Studies Certificate provide crucial skill sets for undergraduates seeking careers in education as well as for students who will enter the work force in any number of professional capacities.

d. *Number and distribution of undergraduate faculty*

The numbers and distribution seem to be sufficient.

e. *Pedagogical practices and assessment of teaching*
        The department relies on faculty course evaluations as evidence of quality teaching.

f. *Graduate success*
        ES does not track undergraduate student success upon completion of degrees because the department does not offer undergraduate degrees.

3. Graduate Program

a. Graduate student body
        Graduate programs are quite diverse. Students in the programs convey great satisfaction on average. It was not clear how and where graduate students, with the exception of the EDAD program, are recruited. This lack of clarity was particularly related to international students.

b. Graduate curriculum
        It does appear that the graduate programs, with the exception of EDAD (limited mainly to licensure) provide adequate background to pursue careers in the field. There was no hard data to support this point, however; the perception is based on student and faculty responses.

c. Mentoring and advising
        See (g) below.

d. Number and distribution of graduate faculty
        Faculty levels and instructor levels seem appropriate for the student population served, although faculty face significant demands alongside teaching, including committee service, publication, recruitment, and advising/mentoring. Some faculty have significant course reductions, which is an issue worth review by colleagues and leadership within the department. Although faculty did discuss dissertation and course loads, students did not seem to have any issues with faculty support in either endeavor. A concern throughout the review was that enrollment was low in many classes.

e. Financial support
        Responses from faculty and students indicated that most graduate students have tuition waivers and, even though ability to pay for programs is verified at entry, many students are also afforded the chance to work as GA's or TA's. It was clear, however, that since only 12% of students receive stipends in ES, a greater number of GA and TA positions accorded to the graduate programs in this department could benefit faculty and students alike and could potentially increase student enrollment.

f. Teaching assessment
        The reviewers did not view data regarding teacher evaluations but students generally seemed pleased with the quality of teaching, classes, and advisement.

g. Graduate success

      Based on the mentoring provided by faculty, graduate students tended to feel that they could move into disciplines related to their areas of study and other discipline related careers. There was a suggestion made that "workshops" based on student career interests might be beneficial to all concerned, however. Suggested future careers could be a focus in class projects as well. The department should track graduate placement so that data are available to feed into various assessment processes.

4. Areas of Concern

Faculty load

Various concerns were expressed about faculty workload. Several faculty referenced the increasing pressure to contribute to student recruitment activities, which is having an impact on availability for advising and on time for research. A number of faculty also cited the heavy load associated with graduate committees, work for which there is no specific compensation involved (e.g., no clearly accepted or documented process for awarding course reductions to faculty who populate large numbers of doctoral committees). Some faculty appear to be receiving course reductions and buyouts for external grants and for extraordinary contributions to dissertation supervision. (See recommendation below regarding governance documents.)

It seems unlikely, however, that the Department could absorb the lost staffing capacity that would come with additional course reductions for supervisory contributions. Especially at a time when budgets are tight, the Department could look for ways to promote maximum transparency and equity regarding workload. The issue could also warrant greater discussion and partnership among Program Coordinators, other department chairs, and the Dean.

Critical Studies Curriculum

Prior to being placed on hiatus, this program appeared to be serving students across all areas of study delineated within the department. Testimony from students confirmed that the Critical Studies foundational curriculum played an important role for students seeking to prepare themselves for careers in an increasingly complex and diverse workplace. It might be beneficial to conduct a departmental study and ascertain where this CSE curriculum could be formally incorporated into other programs ES and into allied programs within the College.

Governance Documents

Several faculty noted that the department's policy documents need updating. Clearer standards may be needed for tenure approval, especially in relation to quantity and quality of

publications. Merit review guidelines were also cited as needing an update. Analysis of existing governance documents may identify areas in need of clarification, such as the correlation between dissertation supervisory load and course reductions.

Department Chair Terms

The term of the Department Chair places additional burdens on staff during transition years. Time for a learning curve for a new Chair is generally at least one year; during that time, response to required reporting and day-to-day issues mitigate against the potential for the Chair to engage in future planning on behalf of programs and the Department. It may be desirable to extend the Chair's term and/or to encourage Chairs to serve two terms. Doing so could afford greater opportunity to learn about and perform ongoing assessments and accreditations, as well as planning for program innovation and improvement.

Administrative Support

Classified staff face a very heavy workload relating to budget management, scheduling, hiring, faculty support, and assistance to a large student population. Frequent turnover in Department Chairs often has a significant impact on the workload of Administrative Specialists, especially during transition years. The review committee is concerned that budget constraints have limited staff compensation at a time when health care and other expenses are only increasing. These conditions are contributing to increased stress and reduced job satisfaction and could affect job productivity.

Technology and Classrooms

Technology in the Department is amazing. The EDCT program is needed and beneficial to all but, as the costs of technology increase, sustainability could become a significant problem in the future, particularly if student enrollment does not increase.

There are ongoing concerns regarding classroom technology glitches, especially relating to AirMedia and wireless internet, never resolved at the time the new building was opened. There are also issues regarding classroom assignment, as ES faculty are regularly being asked to teach well beyond the McCracken building. Although classroom assignments are done centrally, better systems could be adopted to facilitate greater access to McCracken rooms for faculty in the Department.

One concern that was raised in relation to the teaching and learning environment was that, although the building and learning spaces are state-of-the-art, the many classrooms do not lend themselves to group sharing and discussion. This may be due to set up more than any other factors.

5. Recommendations

As discussed in the self-study, student numbers need continued attention in a time of budget issues but also for program viability into the future. Recruitment efforts should ensure that conditions are not allowed to exist in which a cohort is cancelled due to lack of sufficient numbers. An intermediate plan, every two years, may be sustainable for a period of time but an alternative either in terms of "pre-cohort" offerings may be needed and/or a plan for intensified recruitment efforts and retention of candidates should be implemented. In the latter case, faculty cannot carry the bulk of the load due to demands of teaching, service and research/publication. Therefore, a new model for recruitment partners may be necessary in conjunction with educational entities and other entities which have benefitted from the knowledge and expertise of the graduates of the departmental programs and the regional courses.

Reviewers recommend that the department focus additional energy on program assessment as required by the Provost's Office. This piece is absent from the self-study (sections 4.b. and c.). The program review committee located student learning outcomes for the four departmental programs on the OU "Assessment Clearinghouse" website and found that in some cases outcome articulation could use some fine tuning. Learning outcomes should be succinct, must be measurable, and should clearly state what students will be able to do at the end of their program. Each category of evidence of student learning should be tied to one or more specific learning outcomes. The self-study refers to several potential assessment tools and sources of data (Praxis, Comprehensive Exams, conference presentations, publications, career placement, research awards), but none of those data have been compiled and analyzed for the report. MA and PhD exit interviews and surveys would be helpful and provide a great source of assessment data; graduate students were eager to share their experience as well as ideas for program improvement with us. Reviewers recognize that the department goes through various assessment processes in the context of accreditation as well as a program assessment required by the Patton College on a three-year cycle. Perhaps a conversation regarding overlap in the various assessments would identify efficiencies and make program assessment a less burdensome process as well as involve a greater number of faculty and provide greater feedback as to strategic planning and future directions.

Consistent with points raised in the self-study regarding the branding of the EDAD doctoral program, some consideration may need to be given to the program's nomenclature. A name change could help with the recruitment specifically of international students, for whom "administration" may seem overly narrow and not consistent with their broader interests in leadership and policy. Such a change could establish parity with the Department's proposed certificate program in Educational Public Policy Leadership.

Enhance oversight of regional campuses to facilitate greater collaboration, afford mutual support, and encourage greater curriculum consistency.

Provide for more Graduate Assistantships attached to the Department, to serve as recruitment tools and to aid faculty in teaching and research. The review committee noted that many graduate students appeared to secure GA and GRS funding from units other than the Department; these non-departmental funding arrangements are allowing valuable graduate student work hours to leave Educational Studies.

The College should seriously consider increasing compensation for classified staff, to reflect strong performance and increasing expenses. In addition, consideration should be given to additional support staff in the Department Chair's office, as demands increase on department chairs relating to budget planning, assessment, and addressing programmatic needs. Since a number of faculty are heavily engaged in recruitment of students, additional staff support in this area could help alleviate demands on faculty workload. A reconfiguration of staff workspace is also needed, so that the Administrative Specialist is not burdened with the distraction associated with foot traffic at the entrance to the suite.

6. Commendations

Faculty collegiality and mutual respect is evident. The working environment within the department reflects a high level of collaboration, communication, regard for student needs, and commitment to excellence. The Department has a vibrant international orientation, reflected in its student population, its faculty and research profile, and its curriculum.

The instructional faculty in the Department appear to be extremely committed to the institution and to their respective programs. They are involved in teaching but also deeply engaged in departmental, college-level, and community service. Instructional faculty feel included in the department decision-making and shared governance and appear to enjoy the work they do.

Graduate students expressed enthusiasm for their courses of study and appreciation for the work of departmental faculty. Some specifically noted that they felt respected and supported by an especially conscientious group of faculty.

Classified staff demonstrate exceptional commitment to the program, faculty, and students. Coordination between Athens and Southern campuses appears to be seamless and effective.

The building, its layout, and the opportunity for programmatic faculty to work in close proximity and ostensibly with all of the tools needed in their academic and service work is an excellent example of what is needed to foster excellence.

7. Overall Judgment

The Department and all of its programs are viable.

February 7, 2020

Dr. John Cotton
Chair, UCC Program Review Committee
Stocker Engineering Center 255
Athens, OH 45701

Dear Dr. Cotton:

This correspondence is a response to the University Curriculum Committee (UCC) seven-year program review of the Department of Educational Studies (ES) in the Patton College of Education (PCOE) at Ohio University (OHIO). We are pleased that the review team has concluded that the programs in our department are "viable"

Executive Summary

The review team found all programs in the Educational Studies (ES) Department to be "viable". The review team noted that "the Department of ES consists of an energetic and creative group of teacher/scholars who are heavily involved in service to Ohio University and the profession. Members of the Department are notably grounded in the community and engaged in various forms of outreach, both locally and regionally".

Overall, the review committee commended the ES department in the area of faculty, students, staff and educational environment. In commendations offered regarding the ES Department the reviewers advanced that "faculty collegiality and mutual respect" existed in the department. Further, they suggested that the work environment in ES showed evidence of a "high level of collaboration, communication, regard for student needs, and commitment to excellence". In addition, the reviewers observed a "vibrant international orientation, reflected in its student population, its faculty and research profile, and its curriculum."

Program Report
The following section provides responses to areas of concern and recommendations shared within the report.

   Areas of Concern

      Faculty Load

         The increasing workload in ES was noted by the review team vis a vis the work involved

in supporting numerous graduate committees, student recruitment activities and additional professional responsibilities that are expected of faculty members. As a graduate-level department, we support a large number of doctoral students and thus have numerous dissertation responsibilities. To address these issues, an interdepartmental PCOE faculty committee, that includes representatives from ES, has been examining matters related to faculty workload policies. Further, ES faculty have been having department level conversations as it relates to the department promotion, tenure and merit processes, and they have been contributing to conversations during college-wide faculty forums and graduate faculty meetings. Finally, as faculty efficiencies are considered, efforts are being made to account for faculty who are engaged in heavier loads.

Critical Studies Curriculum

The review team affirmed the importance of critical studies and foundations curriculum in preparing students for "an increasingly and diverse workplace". During department and previous general faculty meetings, faculty have been holding conversations regarding the integration of the CSE curriculum into requirements for all students in the department and the college. Efforts have been made by ES advisors to guide students toward the inclusion of CSE offerings as a part of student programs of study. Additionally, the program coordinators of each of the four programs in the department meet frequently to consider ways to move department initiatives forward and they are committed to coordinating to insure greater inclusion and consideration of CSE courses as curricular offerings for students.

Governance Documents

Beginning in Spring of 2019 the department level Policy and Professional Relations Committee began reviewing and updating the department policies and procedures handbook in an effort to clarify and streamline the governance documents for ES. These revisions have been presented to the entire department for consideration and refinements have been voted upon. This process has continued and is expected to be finalized by the fall of the 2020 – 2021 academic year.

Department Chair Terms

The faculty consider the concerns raised by the review team regarding Department Chair terms and the learning curve involved to be legitimate. The review team noted that the time involved in developing a knowledge base to run the department every three years could be an impediment to the facilitation of future and long-range planning by the Chair to strengthen the organization. The ES Policy and Professional Relations Committee will be asked to consider this as we explore on-going issues related to organizational improvement.

<u>Administrative Support</u>

Workload issues for classified staff continue to be a concern. Ongoing efforts are being made to streamline procedures related to functions such as budget management, faculty and student support, and processing forms and paperwork. Program coordinators and the department chair meet regularly to coordinate and collaborate on common tasks with the hope of minimizing duplication. Additionally, plans are being implemented to provide opportunities for greater supervision and guidance of department graduate assistants and student support staff.

<u>Technology and Classrooms</u>

Faculty in the EDCT program have been visioning about ways to remain contemporary and competitive. They are in the process of streamlining their curriculum to be consistent with the needs of the profession and to avoid duplication, and they are developing and expanding their course offerings online to make their degree programs more accessible.

Concerns related to the classroom environment and facilities are PCOE related conversations which will be discussed in collaboration with the other departments in the college.

Recommendations

<u>Recruitment</u>

Visioning regarding creative models for recruitment are being made by faculty in the various programs. In addition, faculty have been discussing programmatic and curricular changes and innovations to make our programs more accessible, competitive with peer institutions, support marketing efforts and attract prospective students. Recommended new models for recruitment partners ae being explored, models for integrating curriculum from other programs into student programs of study and ideas for cross program collaboration is being explored by various faculty.

<u>Program Assessment</u>

The program coordinators and the department chair have been engaged in program assessment activities and updates during the 2019 – 2020 academic year. Learning outcomes are being refined and updated to be consistent and current at all levels. Faculty in the programs will be asked to consider the assessment tools, sources of data and cycles to initially compile a comprehensive clearinghouse of information and assessment timetable for ES. To

facilitate this process, we endeavor to hold discussions regarding ways to capture missing data such as student exit interviews and surveys and streamline assessment measures and duplicative efforts in the department. This visioning will be consistent with how we think about the workloads of faculty. We will also consider how this data might inform our work around strategic planning and future directions.

EDAD Doctoral Program – Name Change

EDAD is currently developing proposals to change the nomenclature of the program and to refine the curriculum to be more compatible with the needs of students and trends in the field of educational leadership. Several efforts are currently underway by the faculty to make adjustments to course offerings and to enhance the program. Further, the integration of the Department's Education Public Policy Leadership Offerings will be considered.

Conclusion

The program review process has provided ES with a comprehensive roadmap to follow as it endeavors to support efforts toward a highly functioning department, maximize student growth and development and strengthen organizational improvement.   Should you require any clarification or have further questions, please do not hesitate to contact me at robinsd3@ohio.edu or 740-593-4423.

Respectfully submitted,

Dwan V. Robinson, Ph.D.
Associate Professor and Chair

Cc: Dean Renee Middleton

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Date: February 11, 2020

To: Members of the Educational Review Committee and the UC Program Review Committee

From: Renée Middleton, Dean, Patton College of Education

RE: Educational Studies Department 7-Year Review

Appreciation is extended 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 Educational Studies, October 8-9, 2019. I value contributions of both time and effort of review committee members as they conducted the site visit and prepared their report. I agree with the overall finding of *viability* for the department and its programs.

In response to the report, I am compelled to point out several items in the Report that are need further explanation or are, in some cases, inaccurate.

In the section 1. **Program as a Whole, d. *Resources***:

- There is a statement that, in McCracken Hall, "some installed technology does not work." Further delineated in "areas of concern, the Report states "There are ongoing concerns regarding classroom technology glitches, especially relating to AirMedia and wireless internet." While it is true that upon occupying the newly renovated McCracken Hall in January 2018 some technological challenges surfaced; however, at the present time all technologies in the building, including the wireless internet, are fully functioning. The are no lingering issues related to technology occurring in McCracken Hall.

- The statement "three areas seem to be underfunded in the department: Graduate Assistantships, funding for graduate students to present at conferences, and Classified Staff Salaries" is of concern due to inaccuracies in the statement – particularly in comparison with the four other Patton College Departments and in terms of OHIO compensation guidelines.

    - Classified Staff: The statement regarding denial of requests for re-classification and increased pay for classified staff warrants a reply, as the job classification of the administrative associate in the Educational Studies Department is consistent with the other administrative associate positions in Patton College, and in alignment with the OHIO Human Resources job classification category. In The Patton College, we adhere to guidance from OHIO Human Resources and offer compensation commensurate with evaluated job tasks and annual raise criteria.

o <u>Funding for Students to Attend Conferences</u>: The Patton College seeks to provide support for all students who travel to present research at conferences. Departments may supplement funds for students in their programs if budget allows and if the department chair approved. For the period of time reflected in this 7-Year Review, the percent of funds allocated by The Patton College to Educational Studies Students is as follows:

Year:	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Support for Student Travel to Conferences: Total Dollar for ES	Data not available	Data not available	$8,786	$8,000	$9,100	$4,187	$12,060
% of College funds directed to ES Students, out of 5 Patton Departments			44%	40%	46%	21%	60%

Additionally, in 2018-19, the total Conference Travel Support to Graduate Students in Educational Studies was $9,950 which was 49.8% of the total budgeted to all students from five departments in Patton College. Last year, Educational Studies students and faculty received 24.5% of the research funding available through a College grant process ($3,675). Proportionately, ES received greater allocations than any other department, reflecting both their strong scholarship and number of graduate students.

o <u>Graduate Assistantships</u>: Financial support for Graduate Assistants funded by Patton College has not decreased during the time of the 7-year review (shown in Table 13 of the Self Study) although the number of students enrolled in Educational Studies programs has decreased from 215 in 2011-12 to 176 in 2017-18). Several years ago the level of GA stipends for master's students were increased to be competitive with Patton College peer institutions. Currently stipends are $13,500 annually for master's students $15,000 annually for doctoral students. Additionally, The Patton College has launched a University-wide partnership program, providing tuition waivers for graduate students who are employed as GAs in other units. This year, in 2019-20, seven Educational Studies graduate students held GA positions in units outside of Patton College through the Partnership program. This is important information and should have been considered by the Review Committee.

The Review Committee's observation, that (with the exception of EDAD) there was not hard data to support that graduate programs provide adequate background to pursue careers in the field, is helpful to support the need to ensure that website and promotional information contain data-informed content to communicate the relevancy of the Educational Studies programs.

Regarding Governance Documents, I concur that some Educational Studies policy documents should be updated. I see this work as incumbent on the senior faculty (e.g. Professors) who are expected to play a leadership role in updating departmental policies and procedures. Such polices include the process for identifying the department chair; the Review Committee recommendation regarding department chair terms is something that the ES are encouraged to consider.

I agree with the Review Committee's observation that, in some cases, programs in ES should improve the way learning outcomes are articulated in the OHIO "Assessment Clearinghouse." This action will positively affect the subsequent outcomes of recruitment to address declining enrollments in ES programs.

I concur with the recommendation that "a plan for intensified recruitment efforts and retention of candidates should be implemented" and I see the ES faculty as the entity who must articulate their recruitment plan as well as delineate the role that each faculty member will play in such a plan.

Finally, I want to acknowledge and agree with the Review Committee's comments that "the Department of ES consists of an energetic and creative group of teacher/scholars who are heavily involved in service to Ohio University and the profession." Furthermore, I would add that the work of faculty is challenging, and includes committee service, publication, student recruitment, student advising and mentoring (including dissertation guidance) along with teaching scheduled and assigned courses. These tasks, however, are considered the appropriate work of faculty in The Patton College and at OHIO. In fact, there are mechanisms within The Patton College Workload Policy to consider high levels of dissertation leadership within a given faculty members' workload. Thus, I question the statement that "faculty face significant demands alongside teaching" when carrying out the abovementioned work and therefore take issue with the statement in **Areas of Concern** (Faculty Load):

> A number of faculty also cite the heavy load associated with graduate committees, work for which there is no specific compensation involved (e.g., no clearly accepted or documented process for awarding course reductions to faculty who populate large numbers of doctoral committees). Some faculty appear to be receiving course reductions and buyouts for external grants and for extraordinary contributions to dissertation supervision.

The above statement is actually contradictory, as it cites the practice (which is allowable per Patton College's Workload Policy) to recognize high levels of doctoral dissertation leadership as part of the teaching load component of faculty work and also states that there is not a policy for such.

It is important that I also emphasize and confirm The Patton College's support for faculty who seek external funds for scholarly work, and certainly agree to course reductions and buyouts when grant funds cover the expense of instruction. Similarly, there are clear guidelines for Patton College faculty who receive course releases for administrative work such as program coordination.

Again, I am pleased to receive the report confirming a viable department comprised of strong, highly contributing faculty members. My thanks are extended to the members of the Educational Studies 7-year Review Committee: Dr. Angela Sewall, Dr. Andrew Ross, and Dr. Mary Jane Kelley.