

Date: February 18, 2009
TO: Kathy A. Krendl, Executive Vice President and Provost
FROM: Renée A. Middleton, Dean
RE: Goals for 2008-09 Academic Year: Summary of Accomplishments

The College of Education has the capacity to chart its own future. It is clear that the themes of globalization, technology, competition, diversity, and concerns about quality are transforming the environment for colleges and universities, and the College of Education in particular. The dean of the college is appropriately called to lead, manage, support and navigate change.

LONG TERM PRIORITIES

The following four long term goals are being lead by the Dean and will require a “long view” of the College over a five-year period (2006 – 2010). These priorities or goals are aligned with the College’s strategic plan, Vision Ohio, and the University System of Ohio.

- Sustain and improve school and community partnerships
- Increase and enhance research and scholarship
- Increase contract and grants development and procurement
- Recruit and retain a diverse faculty and student body

I. Sustain and improve school and community partnerships

The College continues to be quite effective in sustaining, building, and improving school and community partnerships. The forthcoming 2008 College Annual Report will provide a thorough documentation of these efforts. What follows are key partnerships established during my tenure as dean during 2007-08.

Southeast Ohio Teacher Development Collaborative: In 2007 under the leadership of myself as Dean of the College of Education, and The Coalition for Rural and Appalachian Schools (CORAS) President and ESC Superintendent Richard Murray, a meeting with Ohio University staff, First Lady Francis Strickland, and the Education Deans from **Ohio University, Shawnee State University, Rio Grande University, Marietta College, and Muskingum University** was convened. The meeting was part of a strategic planning process (I-Wheel) that began in 2007 with CORAS leadership, area schools and superintendents, K-12 school teachers, faculty, and students. The purpose was to establish an organizing collaborative necessary to provide the organizational an cross-institutional capacity necessary for “*creating an aligned, agile, regional system of professional learning that meets the unique education needs of learners and the broader demands of a global society.*” The services of Dr. Bob Bowers of West Wind were engaged with support from a grant provided by the *Martha Holden Jennings Foundation*.

The deans made a determination to convene on a regular basis to discuss how to improve teacher preparation and teacher development in the 31 Appalachian counties. We have been meeting for over a year in an effort to develop and begin to implement a plan to support Appalachian teachers throughout their careers. Thus far, we have developed collaborative goals to support high quality schools for all children through the cultivation of well-educated teachers with up-to-date skills. These goals of the Collaborative focus on recruitment of talented students into the preparation programs, pre-service preparation, and support for the novice, apprentice and professional teacher. By supporting teachers from pre-service to retirement, regional higher education, service providers, and districts can provide a collaborative approach to the improvement of teaching and learning in rural and Appalachian schools of Ohio.

The importance of the work to the 31 counties of Appalachian Ohio cannot be minimized as teacher recruitment and retention continues to be a challenge in areas where the wages are below those available in many metropolitan areas of Ohio. While the beauty of the region is attractive to many, the harsh reality of a competitive wage often causes teachers to seek employment elsewhere. It is this trend that we plan to reverse with a plan to support and retain teachers in the region.

The first initiative undertaken by the Collaborative in support of its recruitment goals involved the development of a proposal for submission to the Woodrow Wilson Foundation. Our College of Education took the lead, with Dr. Ralph Martin serving as principal investigator, but the other members of the collaborative served as active partners in the proposal development process. The region as a whole will benefit from an award under this program, which focuses on the recruitment and innovative instruction of prospective STEM educators. Other collaborations include support of a grant headed by Dr. Greg Foley relative to *Ohio First Scholarship*.

College of Education “Communications and Connections” Planning Group:

Consistent with recommendations stemming from the strategic planning I-Wheel process, a taskforce was constructed to continue to advance the work of “*creating an aligned, agile, regional system of professional learning that meets the unique education needs of learners and the broader demands of a global society.*” The Group is chaired by me as Dean of the College. A facilitator, Mr. Rob Radway of the Honda Corporation has been engaged by CORAS and the College of Education to advance our work. The group is made up of faculty, school teachers, superintendents, principals’ and other school-based stakeholders and collaborators, and other participants and guests [See Illustration below].

Communications and Connections Meetings

How do we create an aligned, agile system of education?



Based in part on the findings from focus groups (Zanesville, Athens, Chillicothe) designed to hear from employers about strengths and weaknesses of our teacher preparation program, three major areas of concern surfaced as high priorities for members of the Communications and Connections Planning Group [Focus group information was shared with U-PEP, Teacher Education Faculty, and Regional Campus faculty].

- The need to prepare teachers to be more sophisticated in the understanding and use of assessments.
- The need to prepare teachers who use highly effective classroom management techniques.
- The need for Teacher Education faculty to become more fully engaged with the work of K-12 schools.

To this end, three Design teams were established this year with the goal toward addressing in an *aligned* manner each of these challenges. The group is “choosing” to operate on the basis that “perception” is reality. Infusing assessment concepts into our educator preparation programs will be the first issue the group tackles.

Design Team I: OU *faculty* provide leadership on finding ways to better integrate assessment competencies into the curriculum. The team members are: Aimee Howley, Tom Gibbs, Ginger Weade, Frans Doppen, Jerry Johnson, Jaylynn Hutchinson and Dianne Gut. The role of the Teacher Education Chair is to meet regularly with Teacher Education faculty bring feedback back to the team. The goal is to align school-based requirements with current curriculum and course construction.

Design Team II: A representative group of *superintendents* and *principals* begin to identify the role of K-12 schools in supporting an aligned, agile, regional system of professional learning. This group of school administrators is asked to identify great teachers and to identify ways to use their expertise in the pre- and in-service preparation

of teachers. The team members are: Cindy Hartman, Larry Burgess, Dick Fisher and Dick Murray, Rob Radway, Dianne Gut.

Design Team III: The College of Education at Ohio University is posed to provide leadership with respect to Reforming Ohio's Education System for the 21st Century. *Governor Ted Strickland's Education Reform Plan* calls for the development of High Quality Educators who are essential to preparing Ohio students with *21st Century Learning Skills*. Further, the implications for Educator Preparation Programs in the reauthorized *Higher Education Opportunity Act* (P.L. 110-315) also places an emphasis on clinical preparation (including induction for 2 years, mentoring and coaching) at BA level; and residency programs at MA level and the development of leaders in rural areas. Finally, the federal stimulus initiative or the *American Recovery and Reinvestment Act* that will be signed into law on Tuesday, February 17, 2009, provides funding for states that move forward with bold initiatives to reform education. The Charge of Design Team III will be to:

1. Develop an "emerging model" for a Teacher Residency Program for Career Ladder Teachers.
2. The developed emerging model shall, through appropriate communication structures, involve and include perspectives from the College of Education faculty, Communications and Connections Group, The Southeast Ohio Teacher Development Collaborative, CORAS, students, and student groups on designing the residency requirements.
3. An emerging DRAFT shall be completed by the end of first Summer session, 2009
4. The Final Model shall be ready for endorsement by the end of Fall Quarter 2010

Professional Development School Partnerships:

The Office of the dean has provided increased resources and support to expand our Professional Development School (PDS) Partnerships. To this end, we have added two new partnerships--West Elementary School Partnership and the Alexander Special Education PDS Partnership. It should also be noted that in collaboration with HHS, the COE provides the leadership and resources needed to sustain the requirement that all of our Early Childhood majors' participation in a PDS partnership.

School Visits:

As the dean of the College, my visits have served to help breakdown barriers that prevent our capacity to effectively serve the region. As a result of these visits, there is now a greater willingness among our public-school partners to "alter perceptions" regarding our shared commitment to "*creating an aligned, agile, regional system of professional learning that meets the unique education needs of learners and the broader demands of a global society.*" I have witnessed both the strengths and challenges faced by local schools. Visiting these schools personally provides me the opportunity to see areas that need improvement first-hand, and there are many.

The needs of the local communities are too great for any one institution to tackle. To meet the growing needs of the communities we serve, we will need the involvement of faculty, teachers, principals, superintendents and other key stakeholders. Rather than making it a problem that OU owns, the region needs to own the problem. Since the last

annual reporting, I have visited the following schools/agencies with the explicit aim of building, improving, and sustaining our school and community partnerships~~

Logan-Hocking Middle School
1/23/2008
Beacon School
3/11/2008
Warren High School
3/18/2008
Barlow-Vincent Elementary
3/18/2008
Nelsonville City Schools
3/31/2008
Belpre High School
5/6/2008
Belpre Elementary School
5/6/2008
Tri-County Career Center
11/18/2008
Trimble, Elementary-Middle-High Schools
12/3/2008
Jackson City Schools
12/10/2008

II. Increase and enhance research and scholarship

The College of Education made substantial accomplishments in research and graduate education during 2007-08. The College Annual Report will denote the work of each department. The College provides, *research related workshops, start-up research support to Group I and IV faculty, graduate research funds, a mentoring program for pre-tenured faculty members, dean's student travel awards, and research release time.*

Dean's Student Travel Awards

The Office of the dean supports students who are presenting papers at conferences. The information below indicates an increase in funding from the previous year (2006-07) as well as funds spent to date through Fall Quarter 2008.

YEAR	CHE	EDS	TE	TOTAL
2006-07	\$1,500.00	\$2,450.00	\$1,176.00	\$5,126.00
2007-08	\$600.00	\$3,402.00	\$1,814.74	\$5,816.74
Fall, 2008	\$200.00	\$1,300.00	\$0.00	\$1,500.00

Research Release Time

This program began in 2006-07 and provides release time to one faculty member from each department each year based on departmental criteria and selection processes. The dean typically funds 80% of the replacement costs, and the department funds 20%. Two faculty members have been provided with research release time during the 2007-08 academic year [Mona Robinson, Dianne Gut]. One faculty member has been approved for 2008-09 Joan McMath. Yegan Pillay is also applying for release time in 08-09, but an award has not yet been made.

Research Related Workshops

There is a strong commitment to ensuring that faculty members have the necessary resources, support, and skills to achieve success in their research and scholarship. Professional development is a cornerstone of the college. To this end, College resources are directed to specifically support the work of faculty in this area. The following list indicates those workshops that were sponsored last year (2007-08) as well as those on tap to occur this academic year (2008-09). This support is also directed to doctoral students to enhance their capacity to complete the dissertation process, while at the same time, we enhance their capacity to provide essential research support to faculty in their role as graduate research assistants.

2007-08 Faculty & Graduate Students	Creating Research Posters
Pre-tenured Faculty	Directing Dissertation Research
Faculty & Doctoral Students	Using Atlas-TI
Graduate Students	APA Citations and Reference Lists
Pre-tenured Faculty	Useful COE Supports for Faculty Work
Senior Faculty	Providing Support for Pre-tenured Faculty
Faculty	Developing Webinars
2008-09 Faculty & Graduate Students	Creating Research Posters
Graduate Students	Searching Library Databases
Faculty & Graduate Students	Writing Literature Reviews
Graduate Students	Selecting Appropriate Methodologies

Mentoring Program for Pre-Tenured Faculty

Under this new initiative, pre-tenured faculty members are provided with two mentors, one in their first year and one mentor in the second year. The first-year mentors focus respectively on (a) adjustment to the department, college, and university and (b) establishing a research agenda. The second-year mentors focus on the research agenda. Pre-tenured faculty members select their own mentors, and the college and departments split the cost of a small honorarium that is provided to each mentor. In 2007-8, the six pre-tenured faculty members received mentoring; in 2008-09 two pre-tenured faculty members are accessing funds for their mentors from this initiative.

Start-up Research Support

For the past three years, the COE has provided start-up funds for new faculty members. In the last two years, matching dollars have been provided by the Vice President for Research. Our typical start-up package includes \$2,500 from the College and somewhere between \$2,000 and \$2,500 from the VPR.

III. Increase contracts and grant development and procurement

The College is continuing to make steady progress in this area garnering over 2 million dollars in grant and contract awards since 2006. A five-year comparative outlook indicates significant and growing progress in this area as we seek to support a culture of seeking external support to examine and test new ideas in instructional practices, teacher training, etc.

College of Education	FY04	FY05	FY06	FY07	FY08
Research	33,261	75,025	286,745	292,119	260,552
Non-Research	1,777,555	1,671,075	1,873,589	2,227,820	1,961,070
Total	1,810,816	1,746,100	2,160,334	2,519,939	2,221,623

IV. Recruit and retain a diverse faculty and student body

The College continues to have as a focus the recruitment and retention of a diverse faculty and student body. Each faculty search committee is required to undergo the HR Training on Searches. No search is allowed to conclude without a viable pool of candidates who represent diversity (gender, racial/ethnic, etc.). The data in the tables below focuses on the diversity of our student body since 2006. Undergraduate diversity has grown since 2006, yet there is still room for growth. The faculty continue to hold this as a Core Value and our efforts will continue to build on progress made to date. Our diversity in our graduate student enrollments have continued to improved since 2006, but there has been a drop for Fall 2008 count.

With respect to faculty, during the 2007-08 academic year, the College welcomed the following new faculty appointments:

- **Albert Akyeampong, Instructor, Instructional Technology**
- **Cindy Hartman, Instructor, Educational Administration and Teacher Education**
- Michael Hess, Instructor, Cultural Studies in Education
- John Hitchcock, Assistant Professor, Educational Research and Evaluation
- Jerry Johnson, Assistant Professor, Education Administration
- **Marcy Keifer Kennedy, PDS Partnerships**
- **Rhonda Knight, Visiting Professor, Middle Childhood Education**
- **John Middleton, Visiting Professor, Educational Administration**
- **Dale Minor, Instructor, Counseling and Higher Education**
- Brett Noel, Visiting Professor, Special Education

- Daniel Rogers, Instructor, Cultural Studies in Education
- **Linda J. Rice, Associate Dean, Outreach and Undergraduate Studies**

NOTE: **Bold denotes diversity on the basis of gender, race, or ethnicity.**
 Other types of diversity may include—disability, sexual orientation, etc.

Athens Campus New Freshman and Transfer Student Growth in Diversity

Undergraduate	Fall 2006	Fall 2007	Fall 2008
Native American	0	0	2
African American	4	10	9
Asian American	1	2	2
Hispanic/Latin American	3	6	4
International	2	0	1
Total	10	18	18



Student Data on Racial/Ethnic Diversity: Masters Student Growth

MASTERS	Fall 2006	Fall 2007	Fall 2008
Native American	0	2	2
African American	4	17	11
Asian American	1	0	0
Hispanic/Latin American	3	4	1
International	5	7	8
Total	13	30	22



Student Data on Racial/Ethnic Diversity: Doctoral Student Growth

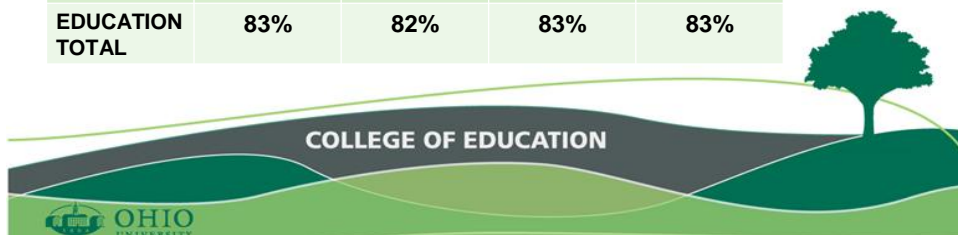
Doctoral	Fall 2006	Fall 2007	Fall 2008
Native American	0	0	0
African American	2	8	3
Asian American	0	0	0
Hispanic/Latin American	1	1	0
International	3	3	4
Total	6	12	7



Retention is another bright spot in the College. Our retention has increased by 1% (83%) over 2006-07. Faculty continue to keep this as a focus and our Unit of Student Affairs provides exemplary services that significantly assist with our efforts in this area.

First-Year Retention by College of Education Major

College of Education	2005-06	2006-07	2007-08	Avg. Pct.
Secondary Education	83%	88%	84%	85%
Middle Childhood Education	79%	86%	82%	84%
Special Education	83%	84%	86%	83%
Early Childhood Education	90%	72%	83%	80%
Undecided	83%	56%	70%	75%
EDUCATION TOTAL	83%	82%	83%	83%



SUSTAINED PRIORITIES

I. Provide leadership in NCATE Advancement and Program Quality

The Conceptual Core Review Committee was charged in the fall of 2007 with reviewing and updating the existing College of Education Conceptual Framework. The Committee, under the able leadership of Dr. Guofang Wan, engaged the educational community in the conversation. They created and conducted an electronic survey among faculty members, staff and students on the Athens and regional campuses, other colleges at Ohio University involved with teacher preparation, and administrators and teachers in the local and regional school districts where College of Education students are placed for clinical experiences. The Conceptual Core was presented to faculty and staff during the Fall 2008 Faculty Staff Colloquium for their consideration and received unanimous endorsement by the faculty and staff. The four core principles are a commitment to: *Leader-Educators and Practitioners, Lifelong Learning, Change Agents, and Diversity*. The Unit of Education is preparing for the Fall NCATE visit October 10-14, 2009.

The Unit for the Preparation of Professional Educators (U-PEP) meets quarterly and as Chaired by myself as dean of the college. The assessment cycle developed by members of our College team has demonstrated efficiency and effectiveness.

II. Support initiatives that enhance faculty capacity

See Research Related Workshops (pg. 5). Further, during each Colloquium invited guests present on matters pertinent to the work of our faculty and staff. All faculty and staff continue to receive resources to support their Professional Development and Technology Needs.

Additionally, the College Diversity Committee provides opportunities to enhance faculty and staff capacity to be appropriately responsive to issues relevant to diversity. Last year, the Office of the dean allocated resources in the amount of \$5000 to support diversity initiatives organized by the Deans Committee on Diversity.

The College is continuing to consider “economies in the budget” and how best to deliver programming. Identifying other sources and streams of revenue will continue to be essential to the University and the College.

III. Support enrollment management initiatives and student recruitment and retention

The College is now being more “selective” in our admission of students. We have, moreover, increased our selectivity, while at the same time holding enrollments steady for our entering freshman class. Selectivity over the last four years is as follows:

Fall 2005 = 86.9%
Fall 2006 = 82.2%
Fall 2007 = 75.2 %
Fall 2008 = 72.0%

Last year, six College of Education students received Nationally Competitive awards (more than the previous two years combined), and I look forward to similar success at the conclusion of the 2008-09 academic year. This year, we welcome our first Cutler scholar, Rachel Ackerman, as well as our inaugural class of 16 Connavino Honors Track students. We have also defined criteria for becoming an Honors Track Faculty member or lecturer.

In addition, we have made substantial progress with the Rural Urban Collaborative, a new initiative in the Department of Teacher Education, Ohio State University, Columbus City schools, and collaborating schools across Appalachia. The Collaborative aims to provide both rural and urban field experiences for select and talented COE students. The kick-off for the Collaborative was October 10, 2008.

Resources have been allocated to support a reorganization and increased staffing in the Unit of Student Affairs. This commitment relates directly to our desire to increase our student recruitment and retention. Student Affairs' new retention initiatives are working! This is due in large part to our investment in our Professional Academic Advisors. On average, 45% of all of the students who were on academic probation during the 2007-2008 academic year are now off of probation. These students are making successful strides towards meeting the COE's criterion for admission to a teacher education program—a 2.75 accumulative grade point average.

Our commitment to providing quality academic and career advising to our students is allowing us to be proactive in addressing the kinds of problems that often interfere with students' success in college. The Learning Support Plan has allowed us to create a plan for academic success that are specifically tailored to address each student's unique situation. In several cases we assessed the student's ability and/or desire to complete a degree within the College of Education.

Because of the leadership, commitment, and motivation of its staff, the Unit of Student Affairs is constantly finding ways to improve our efforts on behalf of COE students. Plans for future improvements will include **requiring** students to continue meeting with Academic Advisors, at least one quarter after they are removed from academic probation. Data show that approximately 37% of all students who were removed from academic probation repeated the same negative academic behaviors that caused them to initially be placed on academic probation. In essence, 37% of our rehabilitated students were "back in rehab" within one quarter. Efforts to work with these students are on-going and the 1% increase in retention is a positive pay-off for results.

IV. Develop, monitor, and enhance external relations in support of college's mission and vision

As dean of the College, I serve on the following committee's and/or organizations to enhance the external representation of the College within the state and region:

- **Ohio Leadership Advisory Council (OLAC)-Member:** Appointed as a member by former State Superintendent, Susan S. Zelman (July 2007 – present). The goals of OLAC are to
 1. Identify essential leadership skills/practices for superintendents, district leaders and building leaders.
 2. Identify types of PD/support needed to help them acquire these skills, and how such PD could be employed for universal access.
 3. Identify tools or products needed to facilitate their development.

- **Governor's Institute for Creativity and Innovation-Member:** These select groups of individuals were used as a focus group to develop the early plans for Governor Ted Strickland's Education Reform Package. This group helped frame the development of his vision. A series of 4 meetings were held beginning in October, 2007.

- **Educator Standards Board- Member:** This Board has been in existence since 2004. This Board reports to the Superintendent of the Ohio Department of Education. "The Educator Standards Board collaboratively promotes educator quality, professionalism, and public accountability on behalf of the students and citizens of Ohio". It has a charge of raising the profession of education in Ohio to a new high in our standards based environment (Appointment December 2007 – December 2008).

- **CORAS Board of Directors-Member:** The goals of the CORAS Board are as follows.
 1. To seek equity in Ohio's system of school funding and adequacy of educational opportunity for all of Ohio's children.
 2. To support the continuous development of educational leadership throughout the region's public school systems.
 3. To identify and analyze policy issues that impacts the effectiveness, strength, and character of the public school system and to formulate and communicate position statements in response to these issues.
 4. To sponsor and promote the use of research and to share successful practices for improving educational opportunities for all children in the CORAS region.

- **SUED:** State University of Education Deans-Member. The group meets monthly to address issues relevant to Colleges of Education.

V. Continue to lead transformational change in the College in a manner that effectively engages the faculty in new and different ways.

College Renewal: Community Conversations (CR-CC): The College has engaged in a year-long process of College Renewal--. Topic #1 (Permeation of our Conceptual Framework) was consistent with our goals for NCATE and is directly related to the Unit of Education i.e., U-PEP.

All faculty members of the college were invited to participate in one of four College Renewal Groups as follows:

- 1) **Permeation of our Conceptual Framework (TREE):** *Dr. Guofang Wan, Teacher Education*
- 2) **What is the College's Niche or Identity?** Dr. Rosalie Romano, Educational Studies'—Work completed under the leadership of *Dr. Mona Robinson, Counseling and Higher Education.*
- 3) **Faculty Workload and Role Definition:** *Dr. Valerie Conley, Counseling and Higher Education*
- 4) **Rural/Appalachia Focus Group:** *Dr. Frans Doppen, Teacher Education*

Community Conversation Teams were constructed for several very important reasons:

- 1) College of Education faculty and members of U-PEP requested a means to revisit and define or redefine many of these issues;
- 2) Need to assure alignment of our professional learning system with needs of learners in the state of Ohio and beyond;
- 3) Assist with framing a message and identity or niche that speaks to the millennial student, faculty, alumni, and other important stakeholders in the educational community;
- 4) Responsiveness to NCATE areas of improvement;
- 5) Responsiveness to aligning the college with goals of the University System of Ohio.

Topics 2-3 are specific to the College of Education. All areas of renewal were shared with members of U-PEP and they were invited to participate as the work has the potential to indirectly influence our work related to the entire Unit of Education. The College is continuing to move through the College Renewal process, setting a blueprint for the next 10 years. *In short, the goal was to set the vision and direction for the college for the next decade and examine and define the values that best represents us as a college and unit of education.*

The updated outcomes for each of the groups are as follows:

* Unit of Education Conceptual Framework: Conceptual Core Completed Fall 2008

- * College Niche/Identity: Final Report Due to Dean--February 20, 2009. The report and recommendations of the committee will be presented to College faculty and staff for their consideration and endorsement during Spring Quarter Colloquium 2009.
- * Faculty Workload and Role Definition: Draft distributed to faculty at 2009 Winter Quarter Colloquium. Faculties are to give final feedback during an upcoming faculty meeting lead by Dr. Valerie M. Conley and Tracy Leinbaugh.
- * Rural/Appalachia Focus Group: Ad Hoc Committee Established effective 2008-09 academic years. Committee chaired by Dr. Frans Doppen.

VI. Continue to build and develop positive faculty relationships to address concerns raised by faculty in the 2007-08 faculty evaluation of the dean.

In an effort to be more “intentional” in addressing concerns raised by faculty, a faculty representative has been added to the College Coordinating Council. The College Coordinating Council, chaired by the Dean, is the formal administrative leadership body charged with addressing challenges that impede the success and effectiveness of faculty, staff, and students. The purposes and functions of the Council can be found at: <http://www.coe.ohiou.edu/about-coe/admin-team.htm>

A faculty forum is scheduled after every Quarterly Colloquium. During this time, matters pertinent to faculty are discussed and are open only to the faculty. Schedule of topics is generally set by the dean.

Beginning Fall 2008, Faculty Senators (Tracy Leinbaugh and Valerie Conley) at the urging of the dean began holding faculty meetings last quarter to give faculty an opportunity to discuss issues and offer input. These topics are selected by faculty. The meetings are voluntary and the agenda is set by the faculty. Consideration of the workload policy as an agenda item for the upcoming meeting this month will be the scheduled agenda item for Winter Quarter.

Informally, “Conversations with the Dean” are held on a quarterly basis. These meetings are voluntary. Faculty are invited to come and simply talk about anything that’s on their mind. At times, discussions focus around “educational issues”. At other times, it may be problem-solving issues relative to building facilities etc.

Each quarter departments are visited by the dean. These are referred to as “30-minute Coffee break Conversations”. It is a time for faculty to discuss with the dean any issues that are specific to the needs of their department and program faculty.

VII. Increase annual philanthropic support from \$300,000 to \$400,000 and support the University wide comprehensive development campaign.

The College of Education has established Capital Campaign Priorities that have been shared with the College Coordinating Council. These priorities are slated to

be presented to faculty during the 2009 Spring Quarter Colloquium. The Priorities are as follows:

- Undergraduate and Graduate Research Scholarships
- Professional Internships for Competitive Job Market Placements
- Endowed Chairs and Distinguished Professorships
- Naming of the College of Education

The College goal for fund raising for 2007-08 was \$300,000. The college reached 92% of its goal without having a Development Office for the full year. However, in consultation with the Vice President for Development, I have set our goal for 2008-09 at \$500,000. This was deemed to be ambitious, but doable with a full-time development office and my commitment to spending more time on the road engaged in Friend/Fund-raising!

At the end February 6, 2009 the Division of University Advancement reports that our goal has been exceed. **We have raised \$515,000 (103%)** to date with four months remaining in this fund-raising cycle. Kudos to the College's Development Officer for the significant role she plays in this achievement and to faculty who make the time to assist in our development activities. It matters!

In addition to advancing the development goals of the College, I have also participated in initiatives in support of university-wide development activities. For example:

FY2008-2009 (July 1, 2008 – June 30, 2009)

- 7/24/08 – Indianapolis Alumni Chapter Event
- 10/22/08 – Cincinnati Alumni Chapter Event
- 12/6/08 – Suncoast Chapter Holiday Luncheon

FY2007-2008 (July 1, 2007 – June 30, 2008)

- 8/21/07 – Event hosted by Lynn Balogh at her home in Novelty, OH
- 12/1/07 – Suncoast Chapter Holiday Luncheon
- 12/2/07 – Russ College Board of Visitors “Dinner with the Deans” (Naples, FL)
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- 2/22/08 – OUAA National Board Meeting and “Dinner with the Deans” (Dallas, TX)
- 4/24/08 – Massachusetts Alumni Chapter reception hosted by Bob & Jean Axline
-
- 6/27/08 – Monomoy Theatre weekend

In addition to these pre-established College goals, I have provided the following service to the University:

- **University F&A Distribution Model Task Force**-Committee Member. This Committee recommended to the Executive Vice President and Provost a model/plan for more equitable distribution of ICRE funds.
- **Faculty Compensation Task Force 2**-Committee Member. The task force is charged by the Executive Vice President and Provost with: a) Identifying the compensation target, which should be identified in relation to our aspirant institutions; b) the timeline for achieving the target; c) specific implementation strategies for addressing salary compression, and disciplinary differences.
- **Executive Vice President and Provost**-Search Committee Member. This is a 14-member committee.

Maintaining productivity in my research and scholarship, while mentoring and supporting faculty and graduate students to do the same, is a core value of mine. To this end, the following are publications currently in press. The **bold** denotes graduate student collaboration, the *italic* denotes faculty collaboration.

Middleton, R.A., **Johnson Coger, V., Mu'min, A.S.** (In Press). Affirmative Action. In T. Hunt, J., Carper, T., Lasley, & C. Raisch. (Eds.), *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks: Sage.

Weade, G. & Middleton, R.A. (In Press). Laboratory Schools. In T. Hunt, J., Carper, T., Lasley, & C. Raisch. (Eds.), *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks: Sage.

Robinson, M.C., & Middleton, R.A. (In Press). Academic Freedom. In T. Hunt, J., Carper, T., Lasley, & C. Raisch. (Eds.), *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks: Sage.

Middleton, R.A., Robinson, M.C., & **Mu'min, A.S.** (In Press). ACA Advocacy Competencies: A continuing professional imperative for rehabilitation counseling, counselors, and consumers. In Toporek, R., Wratts, M., & Lewis, J. (Eds.), *ACA advocacy competencies: An advocacy framework for counselors*. American Counseling Association.