

## **Proposal for Additional Education Faculty**

**To: Provost Rick Ifland**

**From: Michelle Hughes, Chair, Education Department**

**Date: 2/17/22**

During my second term as Chair of the Education Department from May 2018 – present, the question of department and program sustainability became a critical discussion item for the Education Department. Local, state, and national teacher shortages in conjunction with a global pandemic have increased demands on local K-12 teachers, school districts and teacher preparation programs; hence, there is an urgent need to hire an additional faculty member in the Education Department.

Historically, Education Faculty have performed at a high level as a high touch, rigorous, and highly respected teacher preparation program in the larger Santa Barbara community and state of California. After a 2018 CTC Accreditation visit, Westmont's Education Department was recognized as "pillar of hope in the community." Westmont's Education Department proudly sends its graduates directly into the mission field of K-12 education—locally, across California, throughout the U.S. and even internationally. Graduates land jobs and immediately put their skills and faith into practice with K-12 students.

With an eye on the future and projections that there will be two faculty retirements in the coming years, there is a significant need for additional support in the Education Department. The Education Department has been doing the work of a much larger department for years—without a dean, director or assessment specialist. Ironically, the same level of accountability and workload is expected of much larger teacher preparation programs at California colleges and universities with larger faculty teams. For over a decade, Education Faculty have had a desire to grow the Liberal Studies Major and the Credential Program. Education Faculty hope to increase cohort numbers and strengthen marketing and recruitment, yet currently there aren't enough faculty to maintain program quality and grow the program.

Running a department that hosts both a Liberal Studies Major and a teacher preparation program with multiple tracks for earning either a Multiple Subject Preliminary Credential or one of eight options for a Single Subject Preliminary Secondary Credential remains incredibly labor intensive and time consuming. Westmont Education's current model is not a sustainable model with only three full-time faculty that teach, make placements, foster and maintain a quality adjunct team, supervise student teachers in the schools, produce scholarship, meet accreditation requirements and serve on Westmont committees—with one administrative assistant who also serves in the important role as credential analyst.

Westmont Education answers to the California Commission on Teacher Credentialing and is required to collect and maintain systematic program and state data, prepare for accreditation responsibilities, as well as run an annual spring Admissions Process for the Credential Program. Similarly, Westmont's Nursing Program answers to outside agencies and has a director to support its program. Westmont Downtown and the Gaede Institute also have director positions to support their programs.

Historically, the Education Team is led by an appointed department chair who serves a three-year term and receives a four-unit course release each semester to serve as a Westmont chair, liaison to the CTC, and carry the additional required roles in Santa Barbara's educational community. Westmont Education has run its programs without a director or program specialist for too many years and this has come at a cost to its faculty team, administrative assistant, and students (see Appendix A with information/data from similar IHE's).

This concern was highlighted in the Education Department's 2021 Six Year Report:

[https://docs.google.com/document/d/1MBrNGxxt32wgvfnbENjnyz3yb\\_IFDpcMMnLZV8X1ju8/edit](https://docs.google.com/document/d/1MBrNGxxt32wgvfnbENjnyz3yb_IFDpcMMnLZV8X1ju8/edit)

The Six Year Report demonstrates the important work that the Education Department continues to engage in. The report also highlights the burden and additional responsibilities the Education Department carries.

In December 2021, Westmont's Program Review Committee responded to the Education Department's Six Year Report with the following recommendations:

<https://docs.google.com/document/d/1CiFjbJ97gu8JZYmcUlety0oJz0UUgjAXfBLX3zjxtQ/edit>

- *The credential program is way beyond what any other department is doing in terms of workload and coordination.*
- *The PRC would like to draw attention to some additional data. Between 1995 and 2020, the Liberal Studies program averaged 19.6 graduates per year, which ranks number 6 among degree granting majors at Westmont. While over the last ten years (2011 - 2020) the number of Liberal Studies majors has declined (down to 16.2 graduates per year), the field of study is still in the top 10 degree granting majors (number 7). At the same time, the department only has 3 full-time faculty members and handles additional duties due to state requirements for credential granting programs.*
- *Given the huge impact of your program in the community, the PRC would like to stress the need for additional support for your department's excellent work.*
- *With increasing demands and state responsibilities for certification from the CTC, as well as local, state and national teacher shortages, there is an urgent need to hire another team member for the Education Department. The Department would like to grow the Liberal Studies major and Credential Program, yet is understaffed and cannot do so at its current capacity with three full-time faculty members and only one Credential Analyst/Administrative Assistant. In comparison, Pepperdine's teacher preparation program has approximately the same number of students/majors each year as Westmont, but they have significantly more personnel to manage the demands. Their team includes a program director, associate program director, certification managers, four faculty members, and field supervisors.*
- *The Education Department could consider developing a position for an additional faculty member who could serve as a Program Director (much like Westmont Downtown, Westmont's Nursing Program or the Gaede Institute) or a Director of Clinical Practice position (like Pepperdine). This position could be developed by the Education Department to fill in the gaps and meet the increasing needs and state responsibilities: i.e expertise with assessment, accreditation, clinical practice, teaching, CTC experience, Covid response, admissions, as well as marketing and recruiting experience for Westmont.*
- *Given the importance of the department's commitment to contributing to diversity and to training students to enter an increasingly diverse educational environment a focus should be placed on hiring a person of color who has training in cultural diversity education for the next vacant full time faculty position.*

- *The suggested key questions moving forward are critical and it might be worth discussing how one or two other college's programs are addressing these same issues.*

Westmont's Education Faculty Team is proud of its ongoing work in the classroom, in the community, with advisees, on local Boards, and across four local school districts, yet, we humbly request an additional faculty member be added to our team. This faculty member could potentially serve as a Program Director or a Program Specialist.

As a team, the Education Department regularly asks, what is best for our students and the college? Our team would like to serve our students and larger community better with a larger team; we are ready to strengthen the good work that we do and the programs that we offer.

## Appendix A

In order to compare workloads, the Education Department recently consulted with similar California IHE's and teacher preparation programs regarding student numbers, faculty numbers, adjunct numbers, and administrative support.

### Pepperdine shared the following:

The Seaver Undergraduate Teacher Preparation Program (TPP) is housed at Seaver College (with Dean Michael Feltner). We work closely with the Graduate School of Education and Psychology's (GSEP) TPP. The Program Director of the undergraduate and graduate pathways is Dr. Reyna Garcia-Ramos at GSEP with their Dean Helen Williams. Both pathways share two support personnel: (1) an Associate Program Direction and (2) a Certification Manager (who also helps with WASCUC/CTC assessment and accreditation). Both spend the majority of their time with GSEP tasks and have offices in west LA, but do assist us and our students as needed. Our Certification Manager does all the credentialing work and CTC recommendations.

At Seaver, we have four full-time faculty (no adjuncts). Three of us are tenured or on the tenure track and the fourth person is our Director of Clinical Practice. She teaches one class each semester and uses her remaining time to make the placements for all of the clinical experiences. We also employ University Field Supervisors who help with all the observations and evaluation forms. Although the Humanities/Teacher Education Division office occasionally helps with clerical tasks, we four do all the work with very little site-level support or office staff.

### Pt. Loma shared the following:

We have a director who is half-time (we share her with biology). We have 1 full-time faculty member, 1 full-time office/staff member, and 3 adjuncts. The oversight for the system is Dean, Associate Dean, and 2 program directors (gen ed/sped). We also have an assessment coordinator for the system, and he has 1 full-time staff member (undergraduates are in that system). Finally, we have 2 credential analysts for the system.