

STANDARD 5 FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5a. Qualified Faculty

The faculty members at St. Cloud State University are highly qualified and work to model professional practices in teaching, scholarship, and service. All faculty members in the unit at the probationary or fixed-term non-probationary (FTNP) levels during the 2006-2007 academic year held either a master's degree or terminal degree. A review of [data](#) indicates that 94.3 percent of our tenured or tenure-track faculty members have doctoral degrees in their professional field.

Faculty members without terminal degrees are determined as qualified for their positions based on specific criteria identified through the hiring process. Their performance is monitored through the performance evaluation system conducted at St. Cloud State University. In all cases listed in the professional degree data table (among FTNP and probationary faculty members) where a faculty member was hired without a terminal degree, one of the following three factors existed: (a) the person provided a service function along with teaching that justified a master's level hire (N = 5); or (b) the individual was hired on an emergency or fixed-term basis due to a failed search; or (c) a personnel need was filled in the absence of permission to conduct a probationary search. Typically, in these instances, the master's degree is listed as a minimal requirement. Faculty members without terminal degrees have exceptional expertise that is needed and valued by the unit.

Faculty members within the unit have held or continue to hold licensure in their professional field. In Minnesota, higher education faculty members are not required to maintain teaching licenses; however, the [professional development process](#) at SCSU ensures that individual faculty members stay current in their professional field. All faculty members in the unit who have clinical responsibilities either (a) retain licensure in the areas for which they supervise, or (b) had at least three years of teaching experience prior to their move to higher education. Faculty members teaching in our off-campus programs are typically our full-time faculty who are teaching off-campus as part of their teaching load. Adjunct faculty members have specialized knowledge and skills that support the specific needs of the programs. The hiring and evaluation of adjunct faculty members is conducted at the program level to ensure quality and accountability. Finally, school faculty members must be licensed in their professional field and meet specific [criteria](#) to host a field practicum candidate or teacher candidate in student teaching.

Unit faculty members are committed to ongoing professional experiences in school settings. A review of faculty vita provides an overview of the many ways in which faculty continue to be involved in schools including, but not limited to, supervision of candidates, presentations, consultation, research projects, learning communities, and advisory boards.

Summary: Unit faculty members have earned doctorates in their professional field or possess exceptional expertise that is needed within specific programs. Faculty members are involved in professional experiences in the schools and have made supervision of field and clinical

experiences a priority. All school faculty members are licensed in their field of specialization and work in partnership with unit faculty to prepare future education professionals.

5b. Modeling Best Professional Practices in Teaching

Faculty members within the unit are teacher-scholars who have a comprehensive understanding of the professional field. As indicated in the unit's [conceptual framework](#), we endorse the concept of “educator as a transformative professional” including our faculty and their effect on candidates and, ultimately, students. Faculty members align their course outcomes within [syllabi](#) to the [role performances](#) illustrated in the conceptual framework. Unit faculty members work diligently to stay current in the field and are supported in that effort through professional development resources and opportunities.

Teaching is highly valued by the unit and faculty members actively encourage the development of reflection, critical thinking, and problem-solving by incorporating a variety of instructional strategies. An analysis of syllabi was conducted by the unit to provide evidence supporting this fact. First, a random sample of 20 syllabi was drawn from professional education and support courses. Next, the syllabi were analyzed for teaching methods. Finally, a method by course [table](#) was developed. As illustrated in the table, the 20 syllabi randomly sampled from unit archives yielded 18 separate instructional methods. Also illustrated is the fact that 11 of 20 syllabi (55%) mentioned critical thinking and reflective consideration of material specifically. It is also noteworthy that most sampled courses included lecture/discussion (70%) and reading/discussion methods (60%), both of which typically include critical thinking. Clearly, faculty members in the unit have adopted a plethora of practices related to the philosophical approach adopted in the unit (a version of [constructivism](#)).

Faculty members are serious about and committed to teaching professional dispositions, diversity proficiencies, assessment, and using technology to enhance the learning process. The unit [dispositions](#) are aligned with the conceptual framework, professional standards, and unit evaluation tools and included in the [transition points](#) of programs. Dispositions tend to be systematically assessed through direct observation of candidates by faculty members in courses or clinical and field experiences or through self-assessment and reflection. The unit expects faculty members to model the dispositions as developed by the unit and outlined in the conceptual framework.

[Diversity proficiencies](#) are embedded throughout the courses within programs and are aligned with course outcomes within [programs](#). Faculty members in the unit are not only a diverse group (comparative data available in Standard 4), but use their knowledge and skills related to diversity in a variety of ways.

Assessment is a priority in the teaching/learning process and faculty members work to engage candidates in the assessment process through reflection and self-analysis. Faculty members are committed to using multiple assessments in evaluating candidates' knowledge, skills, and dispositions. Examples include direct and indirect measures, course and field-based measures, and internal and external measures. An exhibit titled “[Assessment Practices](#)” illustrates assessment strategies culled from the same sample of 20 syllabi randomly selected by the unit. As can be seen, a wide range of assessment strategies is employed. These include, but are not limited to, examinations, rubrics associated with group and individual performances, and assessment of knowledge, skills, and dispositions via checklists and rubrics undertaken during field and clinical experiences. As part of our Assessment System, [data](#) from our unit operations survey also provide feedback on candidates' perception of assessment within the unit.

Technology is also used by faculty members as a tool to enhance pedagogy and candidate learning. Significant [resources](#) have been dedicated to upgrade the classrooms within the unit to provide the technology tools to enhance instruction. To illustrate, the Education Building, primary locus of courses in professional education, boasts the highest percentage of technology-enhanced classrooms outside of the [Miller Learning Resources and Technology Center](#). Fully 72 percent of rooms in the building are technology-enhanced (data projector, computer, auditory enhancement, and internet connectivity). Nearly half of the rooms in Halenbeck Hall are now technology-enhanced. Two types of mobile carts are available consisting of either a computer and projector or 12 computers and a printer for faculty to use in their teaching and learning activities.

Faculty members have responded to the advent of instructional support medias by integrating technology into their teaching and candidate expectations. For example, in 2001, 79 courses at SCSU featured a course management systems (Web CT); in 2007, 949 courses used Desire to Learn (D2L) either as the prime mode of course delivery or as a support for face-to-face activities. Podcasts, online sources, and U-tube are among the fresh electronic technology resources utilized by faculty members and candidates (reflected in course syllabi).

Teaching effectiveness is a primary component of the systematic process of professional development and evaluation as outlined in [Article 22](#) of the IFO Master Agreement. Faculty members who are seeking promotion or tenure are required to establish goals related to teaching and collect evidence/data on teaching effectiveness. The required Professional Development Report (PDR) provides an opportunity for faculty members to reflect on their data from course evaluations and plan changes in their teaching strategies based on candidate feedback.

Summary: A review of the syllabi provides documentation of the intellectual vitality that is apparent by the faculty within the unit. Clearly, faculty members model effective instructional practices that provide a learning environment that is stimulating and conducive to the development of professional knowledge, skills, and dispositions.

5c. Modeling Best Professional Practices in Scholarship

Professional education faculty are actively involved in scholarly activity related to teaching, learning, and assessment and are committed to generating new knowledge based on research and disseminating that knowledge to their professional peers. Employing Boyer's (1999) term, the scholarship of discovery, service, and pedagogy is contractually mandated at St. Cloud State University. While some effort has been made to move scholarship in the unit toward non-traditional activities (such as development of curricular materials or design of educational technology), publication in scholarly journals, presentations at state and national conferences, participation in regional and state conferences and local training sessions are a university-wide expectation. Certainly, promotion past the assistant professor level requires publications in peer-reviewed journals.

“Scholarly or creative achievement or research” is specifically named in the Master [Contract](#) as one of five domains to be evaluated yearly for fixed-term non-probationary and non-tenured probationary faculty members and every four years for faculty members already having attained tenure in the unit. Scholarship is considered for both tenure and promotion at St. Cloud State University.

Since St. Cloud State University is designated as a regional comprehensive university, the expectation in the unit is that scholarly work will reflect application more than basic research. However, faculty members in the unit have also undertaken theoretical and basic research in domains such as the following:

- *Teacher dispositions: Envisioning their role in education*
- *The social justice, peace, and environmental education standards project*
- *Death and grief as experienced by adults with developmental disabilities: Initial explorations*
- *Redesigning schools for success: Implementing small learning communities and teacher collaboration*
- *Boys talk about boys: Voices from fiction on the behavior of boys*

An investigation was completed for this self-study wherein vitae submitted in spring 2007 were subjected to text analysis. The analysis provides a [summary](#) of the number of nationally reviewed [publications](#), number of first authored peer reviewed publications, book chapters, and other publications (typically conference proceedings, book reviews, curricular reviews). In addition, presentations at national/ international conferences and state and local presentations and training sessions are illustrated. Faculty members are also involved in [professional associations](#) and often take on leadership roles at the state, national, or international levels.

In analyzing scholarship, it must be emphasized that the unit is rapidly becoming *younger*. This is important in understanding scholarship because many junior faculty members have not had time to establish a record of scholarship at St. Cloud State University. The mean number of years of service for faculty in the unit (since 2001) is 5.58 (SD = 2.3). Fully 22.6 percent of unit faculty members serve in their first, second, or third years.

As illustrated in the vita analysis, unit faculty members are very involved in professional writing, presentations at the national, state, or local levels, and grant activities. The unit supports professional writing via a writing group, *COE Scribes*, that has met over the past two years. The [Special Projects and Applied Research Center](#) (SPARC) in the College of Education and the [Office of Sponsored Programs](#) at the institutional level support faculty efforts to procure outside grant funding for research. In addition, scholarship at the institution is supported through a variety of resources and units.

In the past half-decade, a healthy push toward involving candidates in research, presentations, and publications both in the unit and [campus-wide](#) has been in evidence. Funds have been made available to support hands-on research on the part of candidates, including candidates at the initial level.

Finally, evidence of extraordinary scholarship is the fact that St. Cloud State University received the 2007 American Association of State Colleges and Universities (AASCU) [Christa McAuliffe Award for Excellence in Teacher Education](#) and the 2008 American Association of Colleges for Teacher Education (AACTE) [Award for Research on Teacher Education Quality and Accountability](#). These two national awards were given for the exemplary work and [research](#) conducted over the past three years on co-teaching during clinical experiences and the impact on student learning.

Summary: Unit faculty members are highly engaged in a variety of scholarly activities at the local, state, national, and international levels consistent with the mission of the institution and the

conceptual framework. The engagement in scholarly activity provides a strong foundation for faculty members to enhance their teaching effectiveness and provides an opportunity to model the application of theory to practice. The scholarship within the unit has received national attention through the two recent national awards for best practice for research in teacher education.

5d. Modeling Best Professional Practices in Service

Service is valued by the institution and is a central component of the university [mission](#) and the evaluation process. The service mission at the university is spelled out in the promotion, tenure, and retention process (Articles 22 and 25 of the IFO-MnSCU contract). The contract requires excellence in service that is governed by two processes: (a) the Professional Development Plan, developed by non-tenured faculty members each fall and the Professional Development Report submitted to deans in the spring. These plans and reports are vetted by colleagues and ultimately reviewed by the deans. No faculty member is retained at St. Cloud State University who does not demonstrate acceptable levels of service.

In the unit, service projects are expected to be tied to the mission of the college and university as well as the conceptual framework. Faculty members are involved in a variety of projects including writing grants, serving on editorial boards or in leadership positions in professional organizations, volunteering in classrooms, serving as faculty advisor to student organizations, acting as consultants to local schools, providing training sessions for professional development, serving on school boards, and participating on department, unit, university, and community committees. A review of [grant activity](#) within the unit indicates strong participation by faculty with 152 grants funded totaling approximately \$10,593,000 from state and federal sources from 2001-2007. The evidence is clear that faculty members are active in scholarship within their professional field. In the [vita analysis](#), one well-established service mission of the unit is represented by local training sessions and professional development speeches. About 7 in 10 faculty members participated in at least one of these activities, totaling 393 presentations since 2001.

Summary: Unit faculty members are committed to and demonstrate active service at the university level, within the community, and with school partners that support the mission of St. Cloud State University. The impact of service activities is significant and spans from the local and state levels to national and international leadership and engagement. The unit is proud of the service record and works to support these efforts in a variety of ways.

5e. Collaboration

Collaboration is the foundation of successful partnerships at the program, unit, and institutional levels. The unit is engaged in many successful formal and informal [collaborative efforts](#) that provide unique learning opportunities for candidates and faculty members that ultimately benefit student learning.

St. Cloud State University, in partnership with St. Cloud School District, is one of 23 school-university partnerships that are members of the [National Network of Educational Renewal](#) (NNER), founded by John Goodlad in 1985. The goal of NNER is to “improve simultaneously the quality of P-12 education for thoughtful and informed participation in a democracy and quality of preparation of educators for our schools.” The NNER emphasizes strong partnerships of university faculty in the arts, sciences, and education with public school educators. SCSU’s partnership involves the Colleges of Education, Science and Engineering, Fine Arts and

Humanities, and the St. Cloud School District. Annual [partnership goals](#) and activities are planned and implemented each year.

The [Professional Development Consortium](#) (PDC) is a group representing 11 school districts and staff from the [Teacher Quality Enhancement](#) (TQE) initiative that meets monthly to discuss the professional development needs of area teachers. The PDC was established to give area school districts the opportunity to come together on a regular basis to share information about staff development initiatives in their respective districts and to explore further and understand the needs of area educators. Many of the member districts are relatively small in size, and as such, are better able to mobilize resources for meaningful and relevant professional development offerings when working together rather than acting in isolation. The group collaboratively developed an online needs assessment that was completed by over 1500 teachers this year. Based on the data collected, an annual professional development conference is sponsored by St. Cloud State University through the TQE initiative. The data collected from this survey are also disaggregated for use by individual districts in the planning of building and district initiatives. In aggregate form, the data are used to plan the three or four main strands of the professional development conference. Over 850 teachers in our service region have attended the annual conference in the last three years.

The [North Branch Project](#) is a collaborative effort between North Branch School District, Anoka Ramsey Community College, and St. Cloud State University to provide opportunities for candidates to complete teacher education programs, master's degrees, and licensure endorsements at the school district setting. Faculty members work in partnership with school faculty and staff to plan and deliver needed programs. The collaboration has a long and rich history and several departments within the unit have been actively involved.

A Professional Learning Community (PLC) focused on [induction and mentoring](#) was developed as a collaborative effort several years ago as part of the Teacher Quality Enhancement (TQE) initiative. The PLC began their work by studying research and best practices related to building strong mentorship practices for new teachers. Five districts participated in the initial process; 17 districts are actively participating during the 2007-2008 academic year. The PLC meets on a regular basis to discuss mentoring activities, examine data, and develop and plan training sessions. Extensive data about the professional needs of first year teachers has been collected and disseminated in the professional community.

The Urban Teacher Education Partnership (UTEP) is a collaborative effort with our six sister institutions in the MnSCU System and the St. Paul Public Schools. The project provides an opportunity for our candidates to engage in field and clinical experiences in the St. Paul Public Schools, providing candidates with a diverse urban experience. A second component of the UTEP initiative is the partnership with our [leadership development project](#) from the [Office of Cultural Diversity](#) whereby middle school students from Humboldt Junior High visit St. Cloud State University for a day of leadership activities and a chance to promote the concept of "going to college."

Finally, at the institutional level, a variety of collaborative efforts exist. For example, for the past several years, the Teacher Quality Enhancement Initiative has sponsored co-teaching opportunities whereby faculty members across departments co-teach a class; faculty members can also collaborate with school partners to co-teach. Another example of collaboration is the [Teacher Education Council](#) (TEC), consisting of representatives from the different colleges across campus. Members of the TEC meet on a systematic basis to discuss issues related to teacher

preparation. The Teacher Education Council meets on a monthly basis and is facilitated by the Assessment Director.

Summary: Collaboration with the professional education community serves as the foundation for our work within the unit. Significant progress has been made in increasing the collaboration with school partners related to professional development through such activities as the Teacher Quality Enhancement initiatives and the efforts related to National Network of Educational Renewal (NNER).

5f. Unit Evaluation of Professional Education Faculty Performance

The evaluation of faculty performance is an important component of the institution's ongoing commitment to accountability. [Article 22](#) of the IFO Master Agreement outlines the systematic process of professional development and evaluation, whereby faculty place continuous emphasis on the development and improvement of their professional competence and productivity. The purpose of evaluation is to provide faculty with information that will contribute to their professional growth and academic excellence.

Faculty evaluations are systematic and comprehensive. The faculty evaluation process calls for an annual professional development plan (PDP) and subsequent progress reports (PDR), which are reviewed by departmental peers and college deans. Progress reports on actual achievement of goals must be documented and submitted for commentary and review. The performance criteria used for evaluation are:

- Demonstrated ability to teach effectively and/or perform effectively in other current assignments;
- Scholarly or creative achievements or research;
- Evidence of continuing preparation and study;
- Contribution to student growth and development; and
- Service to the university and community.

The established criteria are consistent with and easily [align](#) with the basic components of the [conceptual framework](#).

Members of the faculty are evaluated according to a schedule as referenced in the IFO Master Agreement and established by the President. [Fixed-term](#) and [probationary](#) faculty members are evaluated on an annual basis and required to submit a professional development plan (PDP) and progress report (PDR) every year. [Tenured](#) faculty below the rank of full professor are evaluated every four years and required to submit a four-year professional development plan and an annual progress report. Tenured full professors are evaluated every four years and submit a summary report in year two and a full report in year four. Adjunct faculty members are required to conduct course evaluations that are submitted to the department chair for review and discussion. Graduate assistants do not engage in teaching activities; therefore, they are not subject to this type of formal review.

Candidates have the opportunity to evaluate faculty through course evaluations and follow-up studies. Data from course evaluations on teaching abilities are required in promotion, retention, and tenure applications and are highly valued in the College of Education. Data from promotion, tenure, and retention documents indicate that faculty are highly qualified in their teaching and use data from course evaluations to improve their performance.

The faculty evaluation process provides an effective vehicle to improve teaching, scholarship, and service within the unit. The process is designed to support faculty and requires feedback from department colleagues, as well as administrators, as new faculty move through the probationary period. Because a professional development plan (PDP) and report (PDR) are required each year for probationary faculty, feedback and support are provided on an ongoing basis. Faculty members seeking tenure or promotion also receive feedback and support through the process, providing opportunities for continued improvement in teaching, scholarship, and service.

The [Center for Teaching Excellence](#) (CETL), an institutional initiative, supports and sustains a dynamic and energized teaching and learning community at St. Cloud State University. The CETL draws on the expertise of SCSU faculty and staff members to provide the university community with a variety of programs including the development of retention, promotion, and tenure documents.

Summary: The unit conducts systematic and comprehensive evaluations of faculty performance based on criteria (teaching, scholarship, service) consistent with the conceptual framework. Evaluations are used to drive decision-making in terms of the support and development of professional development initiatives.

5g. Unit Facilitation of Professional Development

A commitment to professional development and continuous learning is demonstrated at the institutional and unit levels and reflected in the [conceptual framework](#) and College of Education annual [goals](#). Professional development activities are designed to support the five criteria used for performance evaluation in the retention, promotion, and tenure process and implemented at the institutional, college, and program levels.

The [Center for Excellence and Teaching and Learning](#) (CETL) serves as an excellent [resource](#) for professional development and is active in sponsoring workshops, conferences, mentoring, and consultation activities to support faculty. The CETL also provide grants to promote service learning and hosts a library of professional resources for faculty to improve teaching, scholarship, and service.

The [Office of Sponsored Programs](#) provides funding to faculty for professional development through short-term, long-term, and research grants. The application process is competitive; however, the institution has dedicated significant resources to professional development. [Short-term grants](#) support attendance at workshops, courses, or training programs; [long-term grants](#) support curriculum development, study in a current or new discipline, travel projects, or pursuit of a terminal degree. [Research grants](#) are also available for faculty to support research or scholarly and creative activities. SCSU also developed a [University Researcher Fund](#) to assist faculty with research costs related to preparing an effective external grant proposal of at least \$25,000 for research and/or scholarly or creative activity. Since 2000, 64 faculty members within the unit have received short-term grants, 6 have received long-term grants, 2 have received research grants, and 9 have received a University Researcher Award totaling approximately \$140,000 in [support](#).

Each faculty member also receives \$1,115 annually for professional and scholarly activities. These funds can be used for conference travel, research travel and expenses, professional memberships, subscriptions, and/or professional materials such as books and software.

[Sabbaticals](#) are also recognized and supported as an excellent source of professional development. As stated in the contractual agreement, faculty members are eligible for a sabbatical after ten years of service; however, faculty can apply after seven years of service, and if funding is available, the sabbatical will be granted. Sabbaticals can be taken by semester or for the full academic year. Since 2000-2007, 46 faculty members in the College of Education applied for sabbaticals; 43 (93%) sabbaticals were awarded to support their professional development goals. This represents a significant commitment by the institution to ongoing professional development.

Within the College of Education, the [Office of Special Projects and Applied Research](#) Center (SPARC) coordinates the professional development activities and also provides information and support for faculty members who are pursuing grant activities. Faculty members have been active in pursuing [external grant funding](#), receiving 51 grants totally over ten million dollars in support since 2000. A portion of indirect costs collected from external grants and contracts is returned annually to principal investigators, their departments, and the college to support continued professional development efforts and activities.

To support professional development within the unit, the College of Education (COE) sponsors a monthly symposium, a speaker series, and a writing group (COE Scribes). The [COE Symposia](#) are held on the first Monday of each month and address current issues or a series of presentations related to a general theme. For example, the 2007-2008 symposia are focused on global education resulting in presentations by faculty and staff on South Africa, Chile, China, Australia, and Italy. The COE Speaker Series features national presentations by scholars who focus on topics or issues of national interest within the profession. The COE Scribes, a strong example of the connection between faculty evaluations and professional development, was formed based on the expressed need by faculty members for support in the area of scholarly or creative achievements or research. The Scribes group is a support network for faculty who are working to find ways to develop and disseminate their research and scholarly activity in meaningful ways. The COE Scribes group meets several times each semester and the meetings are facilitated by two senior faculty members, who have extensive experience in research and publishing.

The College of Education has also established a system of support for new faculty. Departments have established mentoring strategies that are effective within the discipline. The dean and associate dean meet with new faculty members on several times each semester to address various issues related to the unit assessment system, conceptual framework, performance evaluation, and candidate issues.

Faculty use technology to enhance their pedagogy and model how technology can be used to improve learning. Technology support for faculty is very strong at the institutional and unit levels. According to the [2007 Annual Report](#) of Learning Resources and Technology Services, 152 workshops were conducted for technology training and support; 150 sessions were also conducted to provide training on new software products. The College of Education also has a full-time technology technician to assist faculty with their technology needs and is available for training or consultation.

Summary: Professional development is clearly a priority at the unit and institutional levels and is directly aligned with the basic components of the conceptual framework and the performance evaluation system. Systems are in place to provide support for faculty to improve their teaching, technological skills, and stay current within their professional field of study.

Standard 5 Summary: Faculty members within the unit are highly qualified and model best practices in teaching, scholarship, and service. Professional development and collaboration with school partners are valued and supported. Finally, faculty performance is systematically evaluated and aligned with professional development efforts at the department, college, and institutional levels.