

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. Unit Leadership and Authority

The unit is highly effective in the organization, planning, and delivery of all programs that prepare teacher candidates or other school professionals. Consisting of 116 faculty members from four colleges - Education, Fine Arts and Humanities, Science and Engineering, and Social Sciences - the unit has developed an infrastructure that supports ongoing communication and collaboration. The Dean of the College of Education serves as the unit head and has the authority to make decisions within the unit. The unit head works effectively with deans, department chairs, and faculty members of colleges across campus to resolve issues related to the preparation of educators and other school professionals. The College of Education also has an associate dean, part-time development director, and full-time assessment director. An [organizational chart](#) provides an overview of the structure within the college including the seven departments, one center, and six support offices or resource centers. The Dean of [Graduate Studies](#) also works closely with the unit to support programs at the advanced level.

Within the unit, several offices exist to support programs, faculty, staff, and candidates. The [Office of Clinical Experiences](#) (OCE) is responsible for making over 1000 field and clinical placements each semester in over 240 schools. The [Office of Cultural Diversity](#) is responsible for activities related to recruitment and retention of candidates of color and also provides outreach activities to our school partners related to leadership development of middle and high school students. The [Special Projects and Applied Research Center](#) (SPARC) provides support for faculty members pursuing grant funding, plans and organizes professional development activities, organizes and supports scholarship efforts, and manages other outreach initiatives such as global education. The [Praxis Center](#), staffed by graduate students who are licensed teachers, provides support for candidates needing assistance in preparing for Praxis exams. The [Curriculum and Technology Center](#) (CTC), a curriculum library within the Education Building, was recently remodeled as a result of a generous gift from a donor and provides curricular materials and technological resources for teacher candidates.

The committee structure within the unit forms a strong base of support for the institution's commitment to best practice and accountability. The [Dean's Advisory Council](#) (DAC), considered the leadership team within the college, consists of department chairs, directors, the associate dean, and assessment director. The [Assessment Committee](#) consists of the assessment director, associate dean, and faculty members from each department elected to serve as a representative. The [Graduate Council](#) consists of the dean, assessment director, School of Graduate Studies representative, and program coordinators for all graduate programs. The [Teacher Education Council](#) consists of the secondary professional education faculty members, a faculty representative from elementary education, special education, and early childhood, as well as representatives from all content areas across campus. The assessment director serves as the liaison between the Teacher Education Council and the Assessment Committee. The unit also has an [Office of Clinical Experiences Liaison Committee](#) with representatives from elementary, K-12 and secondary education, early childhood, and special education. [Curriculum](#) committees exist in each of the five colleges, ensuring that curriculum proposals and changes reflect best practice and standards related to assessment and accountability. The [NCATE Steering Committee](#) provides

ongoing work and focus on standards of accreditation and best practice. The [Global Education Committee](#) works to enhance our opportunities for faculty, staff, and candidates to study abroad or work with international initiatives on campus. Finally, the [Space and Technology Committee](#), consisting of department representatives, provides guidance and support with issues related to the learning environment, technology upgrades, and web development.

The unit also has Undergraduate and Graduate Student Advisory Committees that meet with the dean and associate dean each semester to receive direct feedback and suggestions for improving the teaching and learning process, including program design, implementation, and assessment issues. A [report](#) is developed after each meeting, discussed at the Dean's Advisory Council, and disseminated to the members.

The unit is committed to ensuring that the professional community participates in the design, implementation, and evaluation of programs and candidates and has created formal and informal structures to ensure ongoing participation. As required by the Minnesota Board of Teaching, each program has an active external advisory board that meets on a systematic basis. Typically the advisory board consists of cooperating teachers, school counselors, or administrators who work very closely with our candidates in field and clinical experiences. The unit also sends out a [survey](#) to all cooperating teachers each semester to assess the quality of teacher candidates from St. Cloud State University. [Employers](#) are mailed surveys on a systematic basis based on the [dissemination schedule](#) within the [Unit's Assessment System](#).

The unit is also committed to working with our school partners to share professional development opportunities as a way to strengthen our programs. Each summer, the unit sponsors a [professional development conference](#) for cooperating teachers based on an online needs assessment conducted annually. Each fall the school counseling program collaborates with the Central Minnesota School Counselors Association (CMCA) to hold the annual CMCA Conference / Willis Dugan Symposium. This highly successful conference regularly hosts over 100 area school counselors and provides education, networking, and collaboration opportunities to support and celebrate the important work of school counselors in Minnesota. Finally, for the past six years, the unit has sponsored a "teacher in residence"; whereby a public school teacher spends three years as a faculty member within the Department of Teacher Development. The teacher in residence provides opportunities for our candidates and faculty members to work closely with a teacher from one of our schools.

The unit is committed to ensuring that candidates have access to student services at the department, college, and institutional levels. For example, at the institutional level, some of the services available include:

- [Academic Learning Center](#): provides study and reading assistance to students to help them become more efficient and effective learners.
- [Advising Center](#): serves all students who have not declared a major and offers assistance with general education and pre-major advising.
- [Career Services](#): provides guidance for students as they explore career options as well as assistance in securing employment as they move toward graduation within their professional field.
- [Counseling and Psychological Services](#): provides a variety of services to students ranging from conflict resolution, eating disorders, sexual orientation, to academic success.
- [Math Skills Center](#): provides two three-credit courses for students who need further preparation for college level mathematics. Peer tutoring is also available and the Mathematics Placement Test is offered through the Center.

- [Multicultural Student Services](#): provides comprehensive services to students of color by giving academic assistance, encouraging personal development, and offering multicultural programming.
- [Student Disability Services](#): provides services for students with physical, cognitive, or mental/emotional disabilities allowing facility and programmatic access through reasonable accommodations that enable students with disabilities an equal opportunity for academic success.
- [Write Place](#): provides support services for students to improve their writing skills and achieve academic success. Individual and group tutoring and workshops are offered each semester.

At the unit level, the [Praxis Center](#) was developed to provide [support](#) for teacher candidates who need assistance in passing the required Praxis series of exams. The unit also recently renovated the [Curriculum and Technology Center](#) (CTC), which provides candidates with teaching materials, children's literature, professional education materials, and technological resources for instructional planning. Advising within the unit is conducted by faculty members with the specific organization and structure defined by each department. For example, some departments offer supplemental group advising sessions, individual advising, or faculty members who specialize in graduate advising.

The unit works with the Office of the Provost and University Communications to ensure that [academic calendars](#), [catalogues](#), [publications](#), [grading policies](#) and [advertising](#) are accurate and current. Policies are updated on a regular basis and are clearly defined in university catalogues as well as department [handbooks](#).

Summary: The unit provides the leadership and effective coordination of all programs that prepare teachers and other school professionals to work in schools. An infrastructure is in place to involve school partners and the professional community in program design, implementation, and evaluation of the unit and its programs. The unit works to ensure that policies, procedures, and publications are updated and reflect current practice.

6b. Unit Budget

[Funding](#) for St. Cloud State University (SCSU) comes from state allocation, tuition and student fees, and other sources. Consistent with institutions across the country, the percentage of funding from the State in the form of allocation has declined over the past several years. The general fund for the academic and administrative support portion of the university is funded by about 37 percent state appropriation, 47 percent tuition and fees, and the balance by the St. Cloud State University Foundation, grants and contracts, and other support. Budget updates provide additional information on these resources, as well as basic allocations of funds for education, maintenance, buildings, and so on. Revenues projected for the university in fiscal year 2008 are \$133.1 million, of which \$54.5 million comes from appropriations, \$74.5 million from tuition, and the remainder from other sources.

St. Cloud State University works hard to make the best use of limited resources. Because we value academic and student needs, we spend a larger percentage of our revenue on direct instructional cost than the other universities in the MnSCU system, as indicated in MnSCU cost study data. For example, SCSU spends \$4283 per FYE on direct instruction compared to \$4031 per FYE for all universities. (MnSCU uses FYE [full-year equivalent], compared to FTE [full-time equivalent] used in IPEDS data.) A key factor contributing to this difference is the fact that a larger percentage of our faculty members are full-time, in support of the university's commitment

to educational quality.

The budget within the unit is adequate to support programs preparing candidates at both the initial and advanced levels. A review of the [financial data](#) among the units on campus indicates equity and strong support for the College of Education.

[Professional development](#) is supported in a variety of ways at both the institutional and unit levels. Each faculty member receives \$1115 annually for professional development activities such as travel, research, professional memberships, subscriptions, books, or software. The institution also provides a variety of [internal grants](#) for professional development whereby faculty members can apply for additional funds to support their professional development goals. Since 2000, 64 faculty members within the unit have received grants totaling \$140,000. [Sabbaticals](#) are also an excellent source of support for professional development. Since 2000, 43 faculty members in the College of Education were awarded paid sabbatical leaves to pursue professional development activities.

The College of Education is committed to creating avenues to assist candidates financially as they pursue their dreams to become teachers, administrators, counselors, or other school professionals. Therefore, increasing the number of [scholarships](#) for candidates at the initial and advanced levels is a priority. We are proud of the fact that over 150 scholarships are available each year totaling approximately \$120,000; representing an 18 percent increase since 2005.

Summary: Budget allocations to the unit are sufficient and proportional to other units on campus and provide support for effective teaching, scholarship, service, and clinical and field experiences for candidates. The unit continues to work toward providing candidates with additional financial support through the development of scholarships.

6c. Personnel

Workload policies are governed by the [IFO Master Agreement](#) and include, but are not limited to, teaching, advising, scholarly activities, committee service, evaluating student performance, and service to the university. According to the master agreement, a faculty member's teaching load typically does not exceed fourteen (14) undergraduate credit hours per semester or twenty-four (24) undergraduate credit hours per academic year. In calculating teaching load, graduate courses are calculated as the equivalent of one and one-fourth (1.25) undergraduate credits per one (1) graduate credit hour. For example, a three-credit graduate course shall be the equivalent of a four-credit undergraduate course. Faculty members are allowed to teach five (5) credits paid overload during the academic year as outlined in the master agreement. Any variation to the workload policy requires special permission from the Office of the Provost.

Reassigned time is provided to department chairs based on the number of faculty members within the department. Graduate coordinators within the College of Education also receive three (3) credits reassigned time to engage in recruitment and retention activities, assessment work, and data collection. Reassigned time is also provided for liaisons to the Office of Clinical Experience, liaisons to the Teacher Quality Enhancement (TQE) initiative, and other project-based initiatives, often externally funded. Faculty members are also provided one-time funding opportunities for development of such activities as online courses, service learning courses, assessment projects, or other institutional or unit initiatives. Financial compensation is also provided to faculty members for time used to drive to off-campus sites for teaching (windshield time).

The College of Education adheres to a [supervision policy](#) whereby faculty members do not supervise more than 18 teacher candidates in a full-time assignment. All faculty members in the unit are engaged in teaching or other professional duties; therefore, supervision levels never reach the limit of 18. At the graduate levels, supervision policies are defined by professional standards (i.e. CACREP) and are implemented based on those parameters.

The workload policies allow faculty to be actively engaged in teaching, [scholarship](#), and [service](#), the core components of our mission as a comprehensive university. While a three or four-course teaching load is typical of state universities, departments work to try and provide faculty members with a minimum number of preparations when possible to ease the workload. Faculty members are also involved in advising and dedicate ten office hours each week for time to meet with candidates.

Part-time faculty members are valued by the unit for their special expertise and provide strong contributions to the programs through teaching and/or supervision activities. Department chairs work closely with each part-time faculty member to ensure consistency and quality of teaching and assessment, as well as other professional expectations. Sample syllabi and course outcomes are often provided by department chairs in their mentoring activities. Course evaluations are required by adjunct faculty members and department chairs review these evaluations each semester.

Finally, [support personnel](#) within each department or service office provide outstanding service and contribute to the success of our administration, faculty, staff, and candidates. The dean meets with the support staff each semester to discuss issues, monitor workload, and plan new initiatives.

Summary: Workload policies are consistent with NCATE expectations and allow faculty to engage in effective teaching, scholarship, and service. Faculty members are involved in professional activities at the state, national, and international levels and often serve as leaders in their professional fields. Professional development is expected and supported at the institutional and unit levels. Part-time and clinical faculty members are highly valued and provided valuable interactions with the professional community.

6d. Unit Facilities

St. Cloud State University is well aware of the importance of a strong infrastructure related to learning resources needed for effective teaching and learning. The [campus](#) is located on 100 acres next to the Mississippi River and includes 48 academic, support, and residential buildings. The institution has made learning resources a high priority in the budget and planning process. Academic and campus life are supported by state-of-the-art technology in the Miller Center by [Learning Resources and Technology Services](#), the best-equipped library in the MnSCU system. St. Cloud State University enjoys a strong reputation for computing and technology services with over 140 electronic classrooms that include computers, data projectors, document cameras, VCR/DVD players, and IP telephones.

Classrooms in the Education Building, Halenbeck Hall, and Miller Center are adequate to support teaching and learning. [Technology enhanced classrooms](#) are a priority for investment within the unit as modeling the use of technology by faculty members is an expectation. A computer lab for candidates is located in each building and feature updated computers and printers.

As a result of more weekend course offerings where candidates may be in classrooms for eight to

ten hours, the unit is moving toward upgrading the classroom environment to provide more comfort for the adult learner. New tables and chairs for three classrooms were recently purchased in 2007 as a pilot for future decisions about enhancing the learning environment.

The Curriculum and Technology Center (CTC), located in the Education Building, was recently renovated due to a generous gift from a donor. New lighting, carpet, shelves, technology, and furniture were installed in fall 2007; updating the curricular resources has just begun to create a state-of-the-art facility. A new café was recently added in the Education Building to provide an attractive physical environment for faculty, staff, and students to come together for coffee or lunch.

Each faculty member in the unit has an office equipped with a desk, chair, bookshelves, phone, computer and printer. The unit has established a four-year replacement cycle for computers to enable faculty members to have access to upgraded technology and equipment.

Summary: The unit has adequate campus facilities to support the teaching and learning process. The majority of classrooms within the unit are technology enhanced, allowing faculty the opportunity to model the use of technology in their teaching. One outstanding feature at SCSU is the Miller Learning Resources and Technology Center, providing state-of-the-art curricular and technological support to the campus community.

6e. Unit Resources Including Technology

St. Cloud State University provides a strong infrastructure of resources including technology to support teaching and learning within the campus community. The Computing and Technology Services Division of LRTS provides campus-wide computing [support](#), networking services, e-mail services/support, the academic Help Desk, the Computer Store, instructional television and video conferencing operations, installation and support for electronic classrooms, maintenance and operation of 700 computers in the Miller Center and 17 general access computer labs across campus. Personnel support a campus telecommunications infrastructure with more than one million feet of optical fiber; approximately 6,847 network connections; and servers for e-mail, file, and web space accounts. This includes equipment and software for more than 22,000 user accounts utilizing nearly 1.5 terabytes of storage space.

Resources are available to support faculty members to learn new technology and software to stay current. In 2006-2007, over 150 [workshops](#) were offered on software training and 152 training sessions were offered addressing technology topics. Unit faculty members are active participants in these institutional opportunities. The unit also has a full-time technology technician to support faculty and staff in their teaching and other professional activities.

The library (built in 2000) has more than 2.767 million print and non-print items; including more than 675,000 books, 1.3 million federal and state documents, 773,000 units of microfilm, nearly 1,600 periodical titles, 1,500 maps, 25,000 non-print items (computer software, compact discs, videotapes, DVDs, films, etc), and nearly 13,000 electronic periodical subscriptions that can be accessed off-campus via the library proxy service. Librarians staff the reference desk 76 hours per week. An 800 number is also available for reference questions as is e-mail. Dialup service is also provided off-campus, including non-local areas.

Assessment is a priority at St. Cloud State University; therefore, institutional and unit resources are dedicated for this important initiative. St. Cloud State University was accepted into the Higher Learning Commission [Assessment Academy](#), a four-year commitment of time and

resources, dedicated to moving the institution forward with assessment goals. The university has a full-time assessment director and all colleges have full or part-time assessment directors. To support the Unit's [Assessment System](#), the College of Education employs a full-time assessment director. The [Assessment Committee](#), consisting of a representative from each department, is a standing committee within the college and is facilitated by the assessment director. All [graduate coordinators](#) receive three credits reassigned time to coordinate assessment and data activities within the respective programs. Finally, the unit employs several graduate assistants during the academic year to assist with data collection, analysis, and dissemination.

Summary: Resources are available and have been allocated across programs to provide high quality educational experiences for candidates at the initial and advanced levels. A commitment to technology is apparent in the unit and sufficient funds are dedicated on an ongoing basis. The unit sufficiently supports the Unit Assessment System through a full-time assessment director, reassigned time for graduate program coordinators, and graduate students who work in data collection, analysis, and dissemination.

Standard 6 Summary: Evidence exists that the unit has the leadership, authority, budget, personnel, facilities, and resources to ensure that candidates at the initial and advanced levels meet professional, state, and institutional standards.