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.

Qualified Faculty
The teacher education unit at SCSU is an eclectic mix of academics who take pride in their role of preparing future educators and school professionals to teach, lead and serve (Exhibit 5.4.a.1). As is evidenced by our revised conceptual framework, we see our faculty as co-learners with our candidates, as they model and embrace the institutional maxim, "Education for Life".

At St. Cloud State, there are three levels of faculty: Tenure-track, Fixed-Term and Adjunct.
- Tenure-track faculty are ranked as Professor, Associate Professor or Assistant Professor, depending on their qualifications and experiences.
- Fixed-Term faculty are appointed for a limited time, typically one year and not to exceed four years. They are often emergency hires and meet specific qualifications or expertise needed in a program/department.
- Adjunct faculty are appointed on for a designated period of time, not to exceed one year and 10 credits. They are often hired to cover reassignments or to meet special programmatic needs of departments where specific expertise cannot be otherwise provided by the faculty in the department.

A review of *unit faculty* vitae reveals that of the 98 faculty members in the unit:
- 84 (86%) have terminal degrees
- Two have sixth year certificates with specific expertise in the areas in which they are teaching. One is hired as an adjunct and the other as fixed-term.
- Twelve (12%) have Master's degrees. Eleven of these (92%) have recent public school experience, bringing critical relevancy and expertise to our candidates. Of the 12 faculty with Master's degrees, 2 are adjuncts, 5 are fixed-term, and 2 are permanent hires with exceptional expertise.

The Office of Clinical Experiences has clear criteria for *school faculty* working with our candidates (Exhibit 5.4.c.1). In order to host field experiences, cooperating teachers must have one or more years teaching experience, be licensed in the field they teach and have approval from their administrator. In order to host a teacher candidate, cooperating teachers must have a minimum of three years teaching experience, be licensed in the area in which they teach and have approval of their administrator (Exhibit 5.4.b.1).

Clinical faculty or university supervisors are a mix of faculty, including adjunct faculty, tied to a specific academic department. Faculty load for student teaching is the equivalent of 3 students per credit in programs that have candidates out in the field for two consecutive semesters (2 eight-week placements), and 1.5 students per credit in programs that have one 16-week experience.

Modeling Best Professional Practices in Teaching
The faculty members in the teacher education unit are scholars with in-depth understanding of the fields in which they teach. We embrace the notion of life-long learning and have revised our conceptual framework to incorporate our commitments to excellence in teaching, accountability that improves teaching and co-learning.

A random sample of 20 syllabi were reviewed to analyze the **instructional strategies** used by faculty, finding that faculty in the unit use a wide range of strategies (Exhibit 5.4.a.2). Instructional strategies employed most often by our faculty include readings and discussions, designing activities/lessons, cooperative activities and presentations, journaling, and self-reflection. Unit faculty utilize instructional methods that are varied within each course in order to meet the specific learning objectives. In this sample, faculty employed anywhere from 2 to 10 strategies.

In addition to course content, faculty members are committed to incorporating formal and informal instruction in professional dispositions, diversity proficiencies, assessment, and use of instructional 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 and through self-assessment and reflection. **Diversity** proficiencies are also embedded in a number of courses throughout each program, and are aligned with the Minnesota Standards of Effective Practice (Exhibit 5.4.a.3-4).

The Education building is well-equipped, with all classrooms **technology** enabled. There are also three classrooms with stationary smart boards and two mobile smart boards that can be deployed anywhere in the building. The unit was the recipient of grant funding from the Morgan Family Foundation to develop an Instructional Technology Discovery Lab (ITDL), where students and faculty could learn about emerging technologies and their application to teaching and learning. There have been numerous learning opportunities offered through the unit's Curriculum and Technology Center and the ITDL, on a wide variety of topics – from geocaching to flipping classrooms (Exhibit 5.4.g.3).

Modeling Best Professional Practices in Scholarship
The professional education faculty at SCSU are involved in scholarly activity related to teaching and learning. They generate new knowledge through research and collaboration and are committed to disseminating that knowledge to their colleagues. Given its designation as a regional, comprehensive university, much of the scholarship produced by our faculty would be considered applied research.

In examining the scholarly production of unit faculty, a sample of curriculum vitae was taken, using every fourth faculty in alphabetical order (Exhibit 5.4.d.1). In reviewing the entries from 2009 to date on the 24 resulting vitae, there were:
- 21 publications (not peer reviewed)
- 19 peer reviewed publications
- 12 books
- 4 exhibitions
- 2 book chapters or monographs

- 117 national presentations
- 71 state presentations
- 18 local presentations
- 15 international presentations

Modeling Best Professional Practices in Service
Looking at the same 24 vitae, we found faculty members had membership in 53 different professional organizations (Exhibit 5.4.e.1). Many of the professional organizations listed were included on numerous vitae, particularly organizations such as the American Educational Research Association (AERA) and the Association of Teacher Educators (ATE).

70 faculty members are currently involved in the work of the Teacher Preparation Initiative, collaborating with P-12 teachers and administrators on program reform, P-16 assessment, induction, support and professional development (Exhibit 5.4.e.3). This work has been a service to the institution and to the community. Faculty report a wide variety of other types of service, including but not limited to unit and departmental committee work, supervising student organizations, presenting at and attending unit forums, sitting on community advisory boards, grant development, developing programs to increase access to educational resources and volunteering within the community.

Evaluation of Faculty Performance
Teaching effectiveness is a primary component of the systematic process of professional development and evaluation as outlined in Article 22 of the Inter Faculty Organization (IFO) Master Agreement (Exhibit 5.4.f.1).

> As the primary professionals in the teaching/learning process of the university, faculty place continuous emphasis on the development and improvement of their professional competence and productivity. Professional growth occurs in areas such as effective teaching, scholarly or creative activity, and active involvement in the university community and professional organizations. Faculty scholarship and current knowledge of the discipline, together with a desire to improve pedagogy, are instrumental to good teaching.
>
> The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity and other service to the university and community. The purpose of evaluation is to provide faculty with information which will contribute to their professional development. The evaluation processes are intended to be supportive of a faculty member's desire for continuing professional growth and academic excellence. This process contributes to various personnel activities and supports the interest of each faculty member to achieve continuing professional growth and to pursue the highest possible level of academic excellence.[1]

Faculty members who are seeking promotion or tenure are required to establish goals related to teaching and collect evidence/data on teaching effectiveness. The Professional Development Plan (PDP) is shared within the department, where colleagues are encouraged to provide written comments to assist in ongoing professional development. Written comments are also provided by the Dean. At the end of the evaluation period, faculty submit a written progress report (PDR), which provides an opportunity to reflect on their data from course evaluations and plan changes in their

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[1] IFO Master Agreement, p. 77

teaching strategies based on candidate feedback. There is a set schedule for the submission of PDP's and PDR's, established by the University president (Exhibit 5.4.f.2).

Facilitation of Professional Development
Both the institution and the unit value and encourage professional development to support faculty in their professional goals. Sabbaticals, reassignment for research or other scholarly activities and involvement in TPI working groups and focused teams are some of the avenues for ongoing professional development (Exhibit 5.4.e.2). Faculty members also receive professional development funds each year for professional and scholarly pursuits. In addition, a very active Center for Excellence in Teaching and Learning provides a wide array of learning opportunities for faculty and staff (Exhibit 5.4.g.5).

STANDARD 5: Continuous Improvement
The education unit sustains high faculty performance through a number of ongoing learning opportunities.

The **Center for Excellence in Teaching and Learning** (CETL) provides a wealth of opportunities for faculty growth and scholarship. The mission of CETL is to "foster, support and celebrate communities of scholars engaged in collaborative inquiry to achieve shared intellectual and personal growth". It was first established in spring 1995 and leadership is provided by a faculty member with reassigned time. The current CETL director is rostered in the teacher education unit.

The goals of the Center for Excellence in Teaching are to:
- teach and promote collaborative and active learning
- develop and promote teaching and learning communities
- facilitate and promote exploration and productive dialogue about faculty work including teaching, scholarship, ongoing professional and leadership development and service
- facilitate University-wide conversations about students' academic success, holistic student growth and achievement among academic and social support offices, academic departments, the University's colleges, and the administration
- develop and support communities of knowledgeable peers and peer tutoring across the discipline

Each year since the Center began, a specific area of need has been identified and addressed. Issues addressed reflect local and national concerns of faculty. The theme for 2013-14 was "Using a Critical Lens to Engage with Technology in Teaching and Learning" (Exhibit 5.4.g.4). CETL sponsors workshops and roundtables throughout the year, particularly during convocation week, on days designated in the calendar for professional development (faculty duty day but no classes).

One of the recent opportunities for faculty and staff is participation in Faculty and Professional Learning Communities (FLC). There will be six active FLCs in the coming academic year.
- *Anti-Racist Pedagogy Across the Curriculum (ARPAC),* designed to develop assessment tools to analyze how faculty members who have received ARPAC training integrate anti-racist pedagogy in their courses.

- *Flipping the Classroom*, designed to revise the strategies for instruction and delivery to create an effective flipped classroom. This FLC is led by a member of the education unit.
- *Meta-Assessment*, designed to create, evaluate and support the implementation of a meta-assessment toolkit for use in academic and co-curricular programs.
- *Common Reading Program*, designed to explore the use of the 2015-16 Common Reading Program book and develop and conduct book talks and faculty development workshops for those who wish to adopt the book.
- *Social Media and Communication Technology*, designed to explore how to help students use technology to effectively and appropriately communicate with peers, professors, teaching assistants and professionals in their chosen career fields.
- *Designing Courses for Greater Student Engagement and Learning*, designed to assess courses using "integrated course design" principles to increase student engagement and learning.

Nine FLC's were available for faculty and staff in the 2013-14 academic year on the following topics: Co-Teaching, Flipping the Classroom (part 1), Backward Design, Lab Pedagogy, Collaborative Learning, LGBTQ Issues, Service Learning, Anti-Racist Pedagogy and Contemplative Practices.

In addition to the vast array of learning opportunities available through FLCs, CETL offers:
- Book Talks - providing opportunities of rich discussions and sharing of perspectives around books of interest to the campus community.
- Chairs' Wisdom Collaborative – providing opportunities for department chairs to discuss issues related to teaching, learning and their unique positions.
- Faculty Professional Development – providing new faculty workshops on the faculty professional review and evaluation process, including one-on-one mentoring with informal peer consultants.
- Technology Institutes – enhancing faculty use of technology in teaching and learning in blended, face-to-face and online settings.

Symposium Series. Generally speaking, the first Monday of the month, from 3:00 – 4:30 p.m. is a time when the School of Education comes together to share scholarly work and have in-depth conversations about national and regional trends or concerns in education. The following topics have been included in our Monday series in the past three years.
- *Can Critical Thinking Be Taught? And Why Should Educators Care?* April 2014.
- *Reflections from a Public School Board Member.* March 2014.
- *Tk20 Training for Teacher Education.* December 2013.
- *Board of Teaching Program Review*. November 2013.
- *Preparing for NCATE.* September 2013.
- *Gnosis, mindfulness and sentience: An exegetical fugue of sentience, cognitive neuroscience, and artificial intelligence.* February 2013.
- *Reading and Math Camp: Our Achievements in Central Minnesota.* December 2012
- *Using Rubrics on D2L.* November 2012.
- *Classrooms for Today's Learners.* October 2012.
- *Instructional Design Model for Higher-Order Thinking Skills in Asynchronous Online Discussions.* April 2012.

- *Options that Add Up: Quantifying Teachers' Influence on Students' College Goal-Setting.* April 2012.
- *Text Sets in the College Setting.* February 2012.
- *The Assessment, Evaluation and Programming System (AEPS).* November 2011.
- *Diversity in Higher Education.* November 2011.
- *Response Prompting and Stimulus Manipulation: Effective Procedures for Teaching Individuals with Learning Problems.* October 2011.
- *Is Your Online Life a Breeze? Reflections on the Instructional Use of Synchronous Tools for Online and Blended Courses.* September 2011.
- *A Web-Ex with Innovative Learning Assessment Technologies.* March 2011.
- *Value-Added Assessment in Education.* February 2011.
- *Mindful Procedures for Stress Reduction.* November 2010.
- *Reorganization and the College of Education.* October 2010.
- *An In-Depth Look at Reorganization*. September 2010.

Common Professional Development Day. Educational leaders in six school districts and the teacher education unit committed to a common day of shared learning, held on June 11, 2014. The featured key note speaker was Kathy Flaminio, who led participants to discover the impact of stress on both educators and students and facilitated the development of practical interventions to enhance overall well-being. In addition to the keynote, participants enjoyed two break-out sessions in the morning and two in the afternoon. Sessions covered a wide range of interests and grade levels (Exhibit 5.4.g.4).

STANDARD 5: Areas for Improvement
St. Cloud State University had no areas for improvement cited in this standard during the last review.