

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 performances; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

The faculty of SFASU's COE represents highly qualified professionals who individually and collectively demonstrate the [CF](#) of the college. Their competency and dedication is evident in the range of academic, professional, institutional, and community engagements demonstrated.

The Teacher Education faculty at SFASU draws from the expertise of several colleges, schools, and departments. As a comprehensive university, the SFASU faculty reflects a broad range of backgrounds, skills, knowledge and experience that support the professional development of the candidates.

SFASU Teacher Education faculty are well qualified to perform the many tasks involved in providing a high quality teacher education program. They are engaged in teaching, scholarship, and service that models best professional practices. They are actively engaged in the work of P-12 schools and collaborate with colleagues in their respective disciplines and in local schools. Faculty performance is systematically evaluated on an annual basis and at planned intervals from pre-tenure through post-tenure review. Workloads are established that provide opportunities for faculty to engage in professional development, and resources are available to support these efforts at the college and university levels. Evidence will be provided in this section that supports SFASU's contention that it meets, or exceeds, this standard.

Element 1: Qualified Faculty

SFASU faculty are well qualified to perform the many tasks involved in providing a top quality teacher education program. Professional education faculty are highly qualified and dedicated to the preparation of professional education candidates through classroom instruction, supervision of clinical experiences as well as reflective, research-based inquiry.

As indicated in Table 5.1.1, most full-time faculty possesses terminal degrees. Faculty members who do not hold a terminal degree have exceptional expertise and/or professional expertise in P-12 settings. Fourteen of the faculty members who possess master's degrees have recent public or private school experience (within the past 2-7 years) and/or they are currently serving as site professors on public school campuses. Others who are not currently supervising on a school campus are involved in clinical supervision or teaching practicum students in one of the departments of the COE. The COE clinical faculty and mentors who are responsible for instruction, supervision, and assessment of candidates during field experiences and clinical experiences each possess a minimum of a master's degree.

Table 5.1.1: Degrees and Rank of Unit Faculty

Rank	Doctorate	Master's*	Bachelor's	Grand Total
PROF	23 (85%)	4 (15%)	0	27
ASSOC	10 (83%)	2 (17%)	0	12
ASST	31 (100%)	0	0	31
INST	0	5 (100%)	0	5
LECT	0	12 (100%)	0	12
Grand Total	64 (74%)	23 (26%)	0	87

* Four unit faculty members possess the MFA degree, 2 in Dance, 2 in Human Sciences, the terminal degree in these fields. Two faculty members in Human Services possess master's degrees in Orientation and Mobility, the terminal degree in that field. As a result, 100% of faculty holding the ranks of Professor, Associate Professor and Assistant Professor possess terminal degrees.

[Adjunct teaching faculty](#) are required to hold at least a master's degree. [Clinical faculty](#), who are responsible for instruction, supervision, and assessment of candidates during field experience and clinical practices, are all licensed in the fields they supervise. All clinical faculty are required to be certified in the area they teach. Clinical faculty who supervise candidates' clinical practices (student teaching/practica) possess appropriate teaching certification. All [field based cooperating teachers](#) are certified in the areas in which they teach or supervise, and are master teachers as well as recognized for their competence in their field.

Element 2: Modeling Best Professional Practices in Teaching

SFASU and the unit value teaching, and unit faculty have been granted a number of awards that document their expertise in teaching. [Teaching awards](#) received by unit faculty are numerous; following are a few examples:

- Michael Stan Bobo, College/University Dance Educator of the Year, Texas Association for Health, Physical Education, Recreation & Dance;
- Deborah Buswell, University Physical Educator of the Year, Texas Association for Health, Physical Education, Recreation & Dance;
- Mel E. Finkenberg, Distinguished Professor Award; Regents Professor Award
- Sandra McCune, Regents Professor Award; Distinguished Professor Award;
- Alan Sowards, SFASU Teaching Excellence Award (Note: These are awards for excellence in classroom teaching);

The faculty at SFASU demonstrates professional practice and recognizes the transformative effect of the education through modeling best professional practices in teaching. A display of model teaching is demonstrated in [RDG 415](#) (RealPlayer is required for viewing).

Course syllabi indicate that course work offered to candidates is current, rigorous, and relevant. Syllabi also reveal that the faculty value and reflect the COE CF, incorporate performance-based assessments, and integrate diversity and technology into course content and instruction.

The candidates they teach evaluate all COE faculty members each semester and summer session. These evaluation data are used for a variety of important purposes including: 1) course and program improvement, planning and accreditation; 2) instruction evaluation purposes; and 3) making decisions on faculty tenure, promotion, pay, and retention.

[Student evaluations](#) consist of 19 basic questions regarding the overall course plus faculty members' abilities in: organization, presentation and teaching strategies, knowledge, and assistance to students, fairness, and grading. Students rate faculty from 1-5 with 5 being the highest evaluation of "very good". Candidates also have the opportunity to write narrative comments. Faculty members can access the evaluations and comments on the COE's website and adjust the course and teaching strategies based on the evaluations.

Each faculty member in the COE must complete an annual report each year. This report chronicles each faculty members' achievements for the previous year in the areas of teaching/administrative, scholarly and creative activities and service. This report encourages faculty to systematically reflect on their accomplishments and serves as a self-assessment. The annual report can also serve as a guide for setting goals and objectives for future academic years.

Faculty members teaching in the unit have in-depth knowledge of the CF and this knowledge is reflected in their course syllabi, teaching and course requirements for teacher candidates. All faculty in the COE use a standardized syllabus format, which helps to ensure that the courses within the programs, the programs within the departments, and the departments within the COE are cohesive and aligned with national, state, and program standards.

Faculty in the COE integrate and use technology to enhance teaching and learning. The use of technology enables unit faculty to model the dispositions and utilization of technology expected of candidates. The COE leads the university in the number of distance education courses offered. The COE offers 60% of the distance education classes offered by the university. SFASU is the only university in the state to offer a distance education completer program for a [BSIS degree for EC-4](#). The program is designed for candidates to transfer to the university with an AA degree and complete all remaining course work online with a minimum of 4-5 visits to the university campus.

According to the [Faculty Handbook Workload Policy](#), the mission of SFASU is to provide students a foundation for success, a passion for learning, and a commitment to responsible global citizenship in a community dedicated to teaching, research, creativity, and service.

SFASU maintains a faculty workload policy in accordance with section 51.402 of the Texas Education Code. When allocating workload, chairs and deans should make assignments within available funding and resources and in consideration of the needs of the students, faculty, department, college and university as a whole. The Provost has the authority to approve departures from established standards where considered necessary for the academic advancement of the university.

Faculty members have an institutional and professional obligation above and beyond organized teaching. All faculty are expected to be engaged in individual research, scholarship, creative

work, and professional service activities. These responsibilities are an integral part of the faculty member's obligation in his/her fields. In addition, recognized activities include classroom teaching, standard office hours, student advising and counseling, student recruitment, course and curriculum development, supervision of graduate student research, assistance in academic administration, and other academic commitments that contribute to the overall enrichment of the faculty members, students and university community. Professional responsibilities may also include committee service, continuing education and other service to the university.

The standard full-time faculty workload at SFASU is 24 Teaching Load Credits (TLC) for the combined (fall and spring) semesters. In certain circumstances a faculty member may teach fewer than 12 TLC in one semester. Normally, a faculty member should teach no more than 18 TLC in one semester.

Teaching loads for full-time unit faculty for the 2005-06AY are displayed on the [following link](#). Faculty workload reports are maintained in files in the Office of the Dean of the COE.

Element 3: Modeling Best Professional Practices in Scholarship

The primary mission of SFASU is teaching. However, faculty in the unit are productive scholars who are actively involved in producing and disseminating new knowledge through publications, presentations, and research grants.

One of the basic tenets of our teacher preparation program is the development of a professional knowledge base and the practice of intellectual vitality. Faculty members model intellectual vitality by engaging in scholarly efforts that enhance teaching, demonstrate expertise, and fulfill personal interests and passions. Scholarship is valued in the faculty. Work in this area is reflected in a broad range of activities, including publications, presentations, grant writing and creative activities. Faculty productivity in the area of scholarship is demonstrated when evidence of scholarly work is inventoried; this is demonstrated via the following links: [cumulative publications list](#), [2001-06 publications list](#), [cumulative presentations list](#) and [2001-06 presentations](#). [Examples of recent scholarly](#) activity by unit faculty are provided in PDF format. Approximately 70 percent of the unit faculty have demonstrated scholarly performance as defined by the departments within the unit. Those who have not engaged in scholarly activities are primarily faculty members who do not hold tenure track appointments and are principally serving clinical roles.

[Grant activity](#) continues to grow annually. During the past four years the unit has experienced a dramatic growth in grants awarded, as indicated in Table 5.3.1.

Table 5.3.1: Number of Active Awards and Total Amount Awarded, COE

	FY03	FY04	FY05	FY06
# of Active Awards	15	13	20	25
Total Award Amount	\$9,094,009	\$8,926,892	\$10,126,844	\$15,187,275

Faculty are involved in a variety of scholarship activities. [Abbreviated vitae](#) of unit faculty involved in the teacher education program delineate individual faculty member's scholarly achievements.

Unit faculty serve as members of various editorial review boards of professional journals; following are a few examples:

- Julia Ballenger, Editorial Review Board for the School Leadership Review Journal. (Texas)
- John Jacobson, The Reading Teacher, International Reading Association, Review Board
- Lynda Martin, Reviewer, Journal of Consumer and Family Sciences Reviewer: Annals of Tourism
- Chris Ninness, The Journal of Applied Behavior Analysis, The Psychological Record

A complete list of editorial activities of unit faculty is provided in the [following link](#).

Our own academic community with regard to scholarly activity recognizes faculty. Each year several awards are given to faculty for outstanding work in the area of research. A number of teacher education faculty members have received such [honors](#); following are a few examples:

- Patrick Jenlink, SFASU Faculty Achievement Award for Research (this award is presented to an outstanding faculty member each year in recognition of innovation and/or excellence in the area of teaching, research or service);
- Chris Ninness, SFASU Faculty Achievement Award for Research
- Mel E. Finkenberg, Texas Association for Health, Physical Education, Recreation & Dance Scholar

External funding has made it possible to support the education of under-represented groups in the teacher education program. For example, the GEAR UP Grant is designed to increase the number of students who are prepared for access and success in postsecondary education. The grant partner districts must have a student population that is at least 50 percent low socioeconomic status. Through this grant activity, teacher education programs have been able to create links between various school districts in the development and implementation of programs to serve students, families, and communities.

Element 4: Modeling Best Professional Practices in Service

COE faculty members are actively involved in decisions about the design and the delivery of instructional programs, as well as the performance of the institution and its programs in meeting the goals set by the University's mission statement and strategic plan, as well as the unit's CF. Accordingly, they are active participants in meaningful [unit and University committees](#).

In addition, faculty play active roles in numerous national, regional, and state boards and professional organizations which place them in positions of [leadership in their field](#). Important examples of professional service recognition include the following:

- Betty Alford, Board Member, National Council of Professors of Educational Administration
- Wynter Chauvin, National Steering Committee, National Association of Humane and Environmental Education
- Mel Finkenberg, President, National Association for Physical Education and Kinesiology in

Higher Education

- Patrick Jenlink, Advisory Board Member, International Systems Institute
- DawnElla Rust, President-elect of the Texas Association for Health, Physical Education, Recreation and Dance
- Aylee Schaefer, President, Northern Rockies Association for the Education and Rehabilitation of the Blind and Visually Impaired, 2004-present

Unit faculty feel called to action and serve the profession through the provision of extensive service to the area schools and community. This service is well documented in the Annual Reports completed by faculty members

Element 5: Collaboration

Since its establishment in 1923 as a teachers college, SFASU has played a leading role in preparing professional personnel for the public schools of Texas. The preparation of highly competent teachers, principals, superintendents, and other school personnel to staff the schools of the State continues to be a major function of the university.

Educator preparation is a university-wide function governed by policies developed by the TEC. In developing and executing policies, the council gives due consideration to relevant state and federal law, to university policies and procedures, to recommendations from appropriate advisory committees, to guidelines of the Texas Higher Education Coordinating Board, to rules of the SBEC, and to the program standards of the NCATE. Accreditation by SBEC and NCATE assures program quality.

The Council reviews proposals for changes in teaching field programs and in professional education programs to assure appropriate curricula. Also, it establishes criteria for program admission and retention and for recommendation for educator certification or licensing.

The Council is chaired by the dean of the COE and is composed of faculty members appointed by the Vice President for Academic Affairs from nominees submitted by the Dean of Education after consultation with the deans of other colleges offering the various teaching fields. Other members of the Council include the Associate Dean of Education, who serves as Council Secretary, and two representatives of the Texas Student Education Association appointed by its president.

The SFASU COE faculty are engaged and committed to working with other professionals to improve the university and the community, as evidenced by the examples listed in various [centers and projects](#) in which they participate.

Unit faculty regularly and systematically collaborate with colleagues in PK-12 schools, faculty in other units on campus, and other members of the professional community in an effort to improve teaching and learning and the preparation of teachers.

The professional involvement of college faculty with public school districts enriches faculty experience and consequently promotes faculty effectiveness in the college classroom. Significant collaborations of COE faculty with public school systems are highlighted below.

- Betty Alford, GEAR UP Grant with 16 partner schools. The purpose of this grant is to increase the number of students who are prepared for access and success in postsecondary education. The grant partner districts must have a student population that is at least 50 percent low socioeconomic status. The partnership includes a middle and high school within the district, a community college, a university, and business and community partners. Professional development is provided for teachers and administrators in middle school and high school.
- Project DEVELOP is a partnership with 21 East Texas Schools, designed to promote leaders from within the partnering schools to lead their rural districts to exemplary status.
- Human Sciences Faculty worked with Deep East Texas Tech Prep program to provide training to both high school students and teachers.

Many COE faculty members participate in collaborative efforts with public school districts. An extended list of [collaborative activities](#) is provided. These collaborations include sponsoring national organizations on campus to introduce students to professional organizations, serving as reviewers for professional publications, evaluating grants, and serving on committees of professional organizations.

In spring 2006 the COE discontinued the Center for Educational Partnerships and formed a new Professional Development (PDS) Advisory Council with the membership consisting of the superintendents/assistant superintendents, principals, assistant principals, and a teacher representative from partnership districts/schools in Huntington ISD, Lufkin ISD and NISD. Also, included is the Dean, Associate Dean of Student Affairs, department chairs, and faculty site coordinators from the COE. The purpose of the PDS Advisory council is to oversee the intern field experiences of undergraduate teacher certification candidates and to implement and sustain the professional development school model as outlined by the NCATE standards. The PDS model consists of four major thrusts: 1) a focus on P-12 learners; 2) school-based program evaluation and research; 3) joint professional development (university & school faculty); and 3) the preparation of teacher certification candidates. The advisory council meets at least twice during the academic year (fall & spring).

Element 6: Unit Evaluation of Professional Education Faculty Performance

The unit at SFASU employs a comprehensive, systematic procedure for the evaluation of faculty teaching, scholarship, and service on an annual basis (see [Faculty Evaluation, Merit Pay, Promotion and Tenure E-20A](#), [Academic Promotion E-3A](#), and [Tenure E-50A](#)). It is the unit's policy that candidates have the opportunity to evaluate faculty members in every class, each semester. The unit uses a standard course evaluation form, administered during the last three weeks preceding the final examination ([Student Evaluation of Instruction](#)). Part-time faculty members are evaluated in the same manner as full-time faculty members. Faculty members must report their course evaluation results in their annual reports. As indicated below, unit faculty members receive consistently high scores in each criterion assessed.

A [summary of course evaluations](#) for academic years 2004 and 2005 indicates that students perceive the teaching in the unit to be exceptional. Student perception of teaching performance has increased consistently during this time period.

Consistent with the unit's CF, the review of faculty members for retention, promotion and tenure is used to (1) attract and retain faculty members of high professional achievement who will make a strong contribution to the intellectual life of the university and the unit; (2) assist in the professional development and career advancement of faculty members through maintenance of appropriate standards and constructive assistance; and (3) advance the unit's mission in the areas of teaching, scholarship, and service. Information from both the annual evaluation is used to inform final recommendations relative to reappointment, non-reappointment, merit, acquisition of tenure, or other personnel actions.

Candidate performance on program assessments also serves as an important source of information for the ongoing evaluation of teaching in the unit faculty to improve their courses, and improved teaching, scholarship uses feedback from course evaluations by candidates, and service results in merit pay increases (when budgets allow). Department chairs and deans are evaluated every three years.

SFASU began as a "Teacher's College," and historically emphasized faculty teaching assessment more heavily than scholarly activities or service. Tenured and non-tenured faculty members participate in the evaluation process. Faculty meet with the department head annually to establish agreed upon goals and evaluative criteria for the upcoming academic year. Faculty members submit evidence of teaching effectiveness, scholarly activity, and service to the department head by completing an online report. The faculty members review this annual report and administrative review with the chair/director. Following the administrative review, the chair/director meets with the college dean to review the Annual Report, the information obtained in the interview, and the administrative evaluation. Following the review, the dean forwards the completed [Administrative Evaluation Form](#) and supporting documentation to the Provost and Vice President for Academic Affairs for recommendation, if appropriate, to the President of the University, with a copy to the faculty member.

Expectations for tenured faculty performance were recently revised to reflect an increased expectation for scholarly activity. Beginning at the third year of a seven-year track, the department head in consultation with a faculty committee determines the degree to which performance expectations have been achieved. This process is followed by a similar review at the unit level. Faculty members incorporate feedback from the annually completed faculty evaluation, including [student evaluations of instruction](#) to enhance teaching and submit evidence of teaching evaluations in a dossier. As indicated in the above-referenced link, students rated faculty and courses higher in 9 of 19 areas compared to last year.

Element 7: Unit Facilitation of Professional Development

The teaching competence and intellectual vitality of faculty is supported through a number of policies and practices that provide resources for professional development. The unit encourages all faculty members to participate in professional development activities. Many faculty members attend the University-sponsored [Teaching Excellence Center](#) and informal [Teaching Circles](#). New faculty benefit from [New Faculty Orientations](#) and mentoring programs that provide professional developmental support from more experienced faculty. The unit supports travel to state, regional, national, and international professional conferences to accomplish multiple

development goals. Additional faculty travel is supported through various grants such as [Research Enhancement Programs](#) sponsored by the [Office of Research and Sponsored Programs](#) (ORSP). The unit presents various workshops for faculty throughout the academic year in order to make them aware of the support structure available. Additionally, ORSP offers several opportunities for faculty and staff to learn about their services, the types of funding available, how to locate funding sources, the steps in developing proposals and project budgets, and more.

Faculty Research Grants are awarded through SFASU's [Research Enhancement Program](#). These awards provide substantive support for research and scholarly creative activities. Through an annual competition held during the spring semester, funds are awarded for the upcoming fiscal year. Faculty Research Grant awards vary with the project scope; however, awards average about \$17,000 (including salaries). Faculty Research Grant funds must be expended in accordance with the approved budget and are subject to all local, state, and federal fiscal regulations

The unit supports faculty attendance at professional conferences to present their scholarly work as well as provide faculty the opportunity to actively participate in professional organizations. In fiscal year 2005-2006 the unit provided in excess of \$41,000 for travel and other expenses related to professional conference attendance. The Dean of the COE augmented the amount allocated to the COE from the Office of the Provost, boosting the amount of Professional Development funds to in excess of \$46,000 for AY 2005-06. Combined Professional Development and travel funds for the unit exceeded \$63,000 during this timeframe. On a pro rata basis, this represents \$530 per full-time faculty member.

The [Office of Research and Sponsored Programs](#) provides competitive mini-grants to support professional development of faculty. Applicants may receive up to \$1,000 per award, which can be used for a variety of purposes, including travel to professional conferences. An additional mini-grant fund provides support up to \$2,500 for development of scholarly or creative activities.

A recent [survey](#) was conducted to assess faculty member interest in professional development activities. Results indicated a desire to engage in wide-ranging professional development activities. Accordingly a survey development workshop, in which twenty-two unit faculty members participated, was offered spring, 2006. As a result of this effort, several faculty members have adopted this functionality as an enhancement to their research.

Available to faculty members are professional development activities such as shown in the following list:

- State Conferences
- Regional Conferences
- National Conferences
- International Conferences

Faculty members have many opportunities to enhance the quality of teaching by attending workshops sponsored by the University. These improvement opportunities include:

- University workshops
- Teaching Circles
- Teaching Excellence Center Workshops

- NCATE Workshops
- Various SPA Workshops
- Office of Information Technology Workshops
- Grant Development (Office of Research and Sponsored Programs)

As an example, the following schedule of Professional Development Meetings were conducted by the COE during 2004-2005:

Table 5.7.1: Unit Professional Development Activities, 2004-06

Date	Meeting
October 8	NCATE Unit Meeting-Developing our CF
October 15	NCATE Assessment System Overview
October 22	NCATE Program Review Process (SPAs)
November 5	Chalk & Wire ePortfolio
December 17	NCATE Program Review Process (SPAs)
January 21	Chalk & Wire ePortfolio-Secondary Ed & Educational Leadership
January 27	NCATE Open House
January 28	NCATE Unit Meeting-Unit Assessment System
February 25	NCATE Program Review Process (SPAs)
March 21	Survey Workshop
March	School Law Conference
April 15	NCATE Unit Meeting-Self-Study Committee Reports
April 29	NCATE Program Review Process (SPAs)-8-12 and EC-12 Programs
May 12	P-12 Advisory Council Meeting
August 10	East Texas Middle School Conference
September 28	A Time with Anne Goudvis

In recent years the COE has embarked upon a broad-based, systematic technology enhancement program as a comprehensive professional development initiative.

The [Office of Instructional Technology](#) conducts professional development workshops for faculty throughout the year. Examples include:

- Fundamental Instructional Technology Skills File Management, Communications, Web Page Designs)
- WebCT Transition Workshops
- myCourses Workshops
- Online Instructor Certification Series
- Special Applications and Methods (SAMS-DV – Creating Digital Video, Creating Web Pages in Dreamweaver, Podcasting, PowerPoint, Acrobat, Respondus and Studymate, Photoshop, Creating Web Forms)
- ITV Series