

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 main ingredient of stardom is the rest of the team.” (John Wooden) The COE faculty are the main ingredient in the success of all of the programs. As expressed in the Conceptual Framework, the faculty value teaching as an exciting profession that promotes autonomy and continued growth of the candidate as learner and of the teacher as a professional.

COE full-time faculty: Of the 22 tenure track COE faculty, 20 (89%) have terminal degrees. Of the 4 additional non-tenure track faculty, 2 are yearly contracts from the public schools. Of the 2 multi-year faculty positions, 1 has nearly completed her doctorate (Exhibit).

COE Part-time Faculty (adjuncts): In the spring 2004, COE had 28 part-time faculty members who taught specific courses in their areas of expertise. Examples of this would include specialization in reading, educational administration, and special education (Exhibit).

Additional COE Clinical Faculty (Cooperating Teachers, Mentor Teachers, Internship Supervisors, Workshop Faculty): Because of the importance of collaboration and *practicing what we teach*, Butler University’s COE values the expertise of numerous groups of clinical faculty. For the Spring of 2004, these clinical faculty included 115 Cooperating Teachers, 16 Mentor Teachers, 70 internship supervisors, and 19 workshop faculty. All Clinical Faculty are highly qualified as evidenced by their licensure in the areas they supervise, extensive experience in P-12 schools, current professional development, and their academic preparation (Exhibit).

Modeling Best Professional Practices in Teaching

As stated in the COE vision and mission statements, teaching is of primary importance to the faculty at Butler University. Our motto, *we practice what we teach*, is evidenced in numerous ways. The conceptual framework provides the guiding principles to develop what best practice entails for COE faculty. Further, the training received, the teaching enacted, and the assessment used all culminate in a COE program devoted to modeling effective best practices (Exhibit).

The professional training received by COE faculty is one component to demonstrate excellence in teaching (Exhibit). Faculty have a thorough understanding of the content they teach as evidenced by the training and experience which has led to 30 local, state, and/or national awards by COE faculty (see Local, State, and National Awards document). Specific evidence includes two recipients of the Presidential Award of Excellence in Mathematics and Science Teaching and numerous outstanding faculty and teaching awards. In the classroom, successful modeling of best practices is clearly evidenced by feedback from course evaluations (Exhibit) and program evaluations (Exhibit). The former provides specific course feedback while the program evaluations provide an array of evidence from alumni, administrators, and others involved directly within the COE program regarding the preparation of candidates. Course evaluations (Exhibit) are addressed by the Dean of COE with each faculty member and program evaluations are used to guide discussions and improvement within individual program areas and when possible as an entire COE program. Course syllabi and evaluations help to illustrate the depth and quality of the instructional practices within each course. Additionally, the quality of performance of the candidates as they finish their program at Butler is a clear indication of the quality of training that candidates receive while learning (Exhibits). Program evaluations and success rates of candidates as they seek employment demonstrate the quality of training and the value of learning led by the COE faculty.

The COE faculty express their commitment to quality teaching in a variety of ways such as but not limited to:

- Participating in a voluntary peer review or evaluation to improve teaching methods (Exhibit).
- Using a variety of instructional strategies including reflection, questioning, lecture, role playing, and problem-based learning throughout each course.
- Placing Initial candidates in teaching positions. Butler University COE graduates are sought after candidates (Exhibit) with 100 % placement for 8 years of candidates licensed and looking.
- Placing advanced candidates in leadership and counseling positions (Exhibits).
- Spending countless hours advising and assisting candidates outside of the regular classroom.
- Teaching about and using the Standards for each content area (Exhibit)
- Valuing diversity and technology as evidenced in syllabi objectives and assessments.
- Participating in professional associations and memberships.

Modeling Best Professional Practices in Scholarship

As stated in the Faculty Handbook (Exhibit), all tenure track faculty are expected to engage in scholarly activity as part of their movement toward promotion and tenure. The university encourages scholarship by allowing a 3-hour load assignment on the 12- hour required semester load and provides financial support for specialized, scholarly travel and research efforts through the university grants office. Fifteen such grants have been

awarded to unit faculty (Exhibit). Scholarship is promoted by the unit's core values and is regularly evaluated by the unit's Professional Standards Committee and the Dean. There is financial support within the unit for such activity. Additional funds are available upon request by faculty members and approved by the dean (Exhibits).

Within this climate, the unit faculty has shared its expertise via 121 state, 130 national, and 14 international presentations over the last 5 years (Exhibit). Faculty has also produced 36 peer-reviewed and 25 non-peer reviewed articles, 1 book, and 11 book chapters or forewords. As another significant demonstration of scholarship, the faculty has received 43 external grants. Two examples of this would be a technology grant to support a collaboration with the Indiana School for the Blind and the long-standing COE Pike Partnership Grant (Exhibit).

The unit has clearly and consistently engaged in scholarly activity informed by current theories and practices. Selected topics - ranging from cyber-counseling and cyber-learning to brain research and learning styles, and site-based instruction to standards-based authentic assessment - show a breadth and depth of scholarly interest. The result is that the scholarly work of the unit faculty informs the profession and, as importantly, developing professionals. It should be noted also that the faculty has been true to the core values of mentoring and collaboration by co-authoring and co-presenting with candidates.

Modeling Best Professional Practices in Service

Service to the university, the college, the profession, and to the broader external community is an expectation for successful promotion and tenure. The unit places a high importance on service activities to fulfill its mission and to model professionalism for its various constituents. The unit has engaged in 28 projects with school corporations during the last 5 years, has provided 19 special community service projects, has served on 10 local, 16 state, and 22 national professional committees, and 14 editorial boards. Within the faculty ranks, we have board members on the National Board for Certified Counselors, the Indiana Professional Standards Board, and Brooke's Place for Grieving Young People, to name a few. There are also those who serve as accreditation site visitors for NCATE and CACREP. Others have been recognized for their leadership roles by receiving university and professional association awards (Exhibit).

Regarding internal service activities, it is expected that all university committees have at least one COE representative and that all unit tenure track faculty serve on at least one college and one university committee each academic year. As such, the unit is an integral part of the faculty governance structure on campus and shares leadership and expertise regularly. The faculty also values opportunities to serve candidates beyond the normal academic activities and reports serving as candidate sponsors 17 times over the last 5 years (Exhibit).

Collaboration

Unit Faculty are actively engaged as a community of learners regarding the conceptual framework and scholarship in the classroom. They regularly collaborate with colleagues in P-12 schools, faculty in other units on campus, and other members of the professional community to improve teaching and learning and the preparation of educators. Butler University has been able to appeal to a broad and diverse stakeholder group through varied community structures. These stakeholder structures include Board of Visitors, Cooperating Teachers, On-Site Partnership Coordinators, Teacher Education Advisory Council (TEAC), External Constituents Advisory Committee (ECAC), and other program specific advisory groups.

Over the last five years, processes to obtain formal approval and written agreements for partnerships have been developed to assist the COE in both managing and documenting these efforts (Exhibit). Additionally, as a result of their work with P-12 schools, many faculty have been invited to present workshops at the state and national levels. Accomplished teachers have been interviewed and selected as master practitioners sharing expertise as National Board Certified Teachers, early childhood experts, and exceptional instructional leaders.

TABLE. 18
College of Education Master Practitioners

Year	Master Practitioner	School Corporation	School/Level
1996-97	Dionne Schmid	MSD Pike Township	Snacks Crossing Elementary
1997-98	Jan Shade	MSD Pike Township	Fishback Creek Public Academy
1998-99	Connie Plankenhorn	MSD Pike Township	New Augusta South (Elementary)
1999-00	Mary Beth Draving	MSD Pike Township	Pike HS
2000-01	Deb Teuscher	MSD Pike Township	Pike HS
2000-01	Cathy Muckerheide	MSD Lawrence Township	Harrison Hill Elementary
2001-02	Suzanne Rauh	MSD Pike Township	Lincoln MS
2002-03	Deb Prenkert	MSD Pike Township	College Park Elementary
2003-04	Jane Cooney	MSD Pike Township	New Augusta South (Elementary)
2003-04	Angela Lupton	MSD Lawrence Township	Indian Creek Elementary
2004-05	Kathryn Szwed	MSD Pike Township	Deer Run Elementary

Because both initial and advanced programs regularly meet with clinical faculty and candidates in the field, improved teaching is reciprocal for both faculty and candidates. Internships, reading and secondary methods taught on site, and tutoring are a few examples of how the collaboration has led to improving teaching. As a result of these many collaborative efforts, teacher education programs have been improved. The following table lists a sampling of the collaborative affiliation activities:

TABLE 19.
Sample Collaborative Affiliation Activities and Participants

Collaboration Activity	Participants in Addition to Unit Faculty	Level
MSD Pike Township Partnership	P-12	Initial
Brooke's Place	Community	Advanced
TEAC	Current candidates, University faculty from COE, LAS and JCFA	Initial
ECAC	P-12 teachers, principals, and counselors	Initial and Advanced
EPPSP Alumni Association	Graduates of EPPSP	Advanced
Indiana School for the Blind	Community	Initial
LAS Annual Collaboration Meetings	LAS, JCFA and COE middle/secondary faculty	Initial
Book Discussions	COE Faculty	Initial and Advanced
Board of Visitors	P-12, Community leaders	Initial and Advanced
Presentations/Inservices	Community, P-12	Initial and Advanced
Master Practitioner	P-12	Initial
COE Alumni Association	Alumni	Initial and Advanced

Unit Evaluation of Professional Education Faculty Performance

All unit faculty members are expected to obtain candidate course evaluations for each of their classes at the close of each semester. In the past 5 years there have been several revisions of the evaluation form. Also, a number of faculty members volunteered to assist in a pilot project to have evaluations completed through the Blackboard Course Management System using one of the revisions. The most current form was created in Fall 2003 by an Ad Hoc group of faculty and candidates. This group reached a consensus that the old form needed to be retooled in accordance with the COE core values and to make it available to students as well as helpful to the instructor. It also agreed that the online format would not be continued because candidates did not use the format and significant data was lacking. Results of course evaluations are tabulated by the Office of Institutional Research and returned the following semester to instructors via the COE Dean's office. Each course is tabulated for each instructor and is compared to means for the entire COE. Course evaluations are included in the faculty member's Annual Performance Review (Exhibit). Faculty members are also expected to summarize and reflect upon their evaluations and might use these to develop goals related to the scholarship of teaching.

The APR requires faculty to submit an accounting of their professional activities within the areas of Scholarship of Teaching, Scholarship of Discovery, Scholarship of Application, and Scholarship of Service (The Boyer Model). Goals are to be established in each area as well as an indication of what evidence will be found to support goal

success. The Dean reviews all APRs and conducts feedback discussions on performance and goals. Based on these meetings, the Dean is also able to determine salary adjustments, retention of faculty, and provide feedback to specific program areas for needed changes. It should be noted that in Fall, 2003, the Provost's Office instituted a new data collection form called the Faculty Activity Report (Exhibit) which is intended to provide systematic data collection across all five Colleges.

Tenure track faculty are also reviewed on a two year, four year, and six year cycle as part of the Butler University promotion and tenure process. These faculty submit a dossier to the Unit's Professional Standards Committee (Exhibit) which then reviews and makes recommendations to the Dean. At the two and four year points, the Dean conducts a feedback session with the faculty member. At the sixth year point, the Dean provides feedback but also forwards his recommendation to the Provost, the President and The Board of Trustees. A key component of these dossiers is the faculty member's reflections on their activities. It is expected that the person demonstrated and articulated adherence to the COE core values and the unit's conceptual framework.

Adjunct faculty members must also participate in the course evaluation process with results being reviewed by the specific program area coordinator. Decisions are made on contract renewal and course adjustments to meet program needs.

Unit Facilitation of Professional Development

Consistent with our unit's mission and conceptual framework, faculty professional development is encouraged and supported. The Unit models a culture of continuous improvement and learning through formal policies and practices. For example, Unit faculty set yearly goals as outlined in the APR. Through the Faculty in Training (FIT) fund, resources are provided for professional development, presentations at state and national conferences, and collaboration efforts (Exhibit).

All new unit faculty are assigned a faculty mentor who provides guidance and advice to the faculty member in the development and implementation of professional goals and acts as an advisor and advocate during the faculty member's first year. The Professional Standards Committee also holds sessions on dossier preparation.

Sabbatical leaves are available to all tenure-track faculty as an acknowledgment of outstanding service; these provide an opportunity for advanced learning and research. In terms of money to support professional travel, each department allocates funds for discretionary travel; additional monies to support faculty presentations at state, national, and international conferences are provided by the Dean's Office (Exhibit).

In addition to travel and other off-campus professional development activities, a number of on-campus activities are provided. Following are a few examples:

- Jonathon Kozol – 2004 Butler University Faculty Convocation speaker
- Howard Gardner – 2003 Butler University Faculty Convocation speaker
- Nel Noddings co-sponsored by COE and Kappa Delta Pi
- Diversity Workshops – Office of Multicultural Education, REACH Training
- Learning Resource Center – Assessment Workshops
- IR – Blackboard, Dreamweaver

A few examples of goals and professional development opportunities are outlined below:

Faculty Name	Goal	Professional Development
Matt Maurer	Learn more about blind children and how their learning is different for sighted children	Ongoing work with staff and students at the Indiana School for the Blind
Roger Boop	To increase my technological experiences	Power Point training from University
Suneeta Kercood	Research/Technology skills	On-line law course; written grants
Tom Keller	Improve technology skills in my course. Increase diversity awareness	Implement Blackboard and Power Point requirements Attend conferences state and nationally Attend REACH training
Arthur Hochman	Increase scholarship	Published article with Margaret Brabant
Deb Lecklider	Increase minority enrollment	Attended Minority Summit