Southeastern Louisiana University

2014 Institutional Report

***Continuing Accreditation Visit for Initial and Advanced Programs***



Submitted for review by the

National Council for Accreditation of Teacher Education

August 19, 2014

**Standard 5 Report**

**Faculty Qualifications, Performance, and Development**

On January 1, 2013, the College of Education and Human Development was reorganized from three departments to two departments, with the Department of Human Development moving to the College of Nursing. Two departments remained intact and currently comprise the College of Education - the Departments of Teaching and Learning and Educational Leadership and Technology. The information presented in this report reflects those faculty in the current, two-department configuration of the College along with the larger Unit faculty from across the University that provide instruction to teacher candidates.

The governance structure for the College of Education (COE) includes a Dean of the College, an Assistant Dean, and two Department Heads along with a number of program coordinators. Also included in this structure is shared oversight by the Dean of the COE and the Tangipahoa Parish School District for the Southeastern Laboratory School (Grades K-8).

Although student credit hour production has remained relatively constant over the past 5 years due to state budget cuts, the number of full-time faculty in the COE has been reduced by approximately 20% from 60 to 46 full-time teaching faculty. The COE at Southeastern is truly doing more with less.

The faculty in the COE at Southeastern includes 46 full-time teaching faculty and 9 part-time faculty for the 2013-2014 academic year. All full-time tenure-track faculty in the College of Education possess earned doctorates. Among all full-time faculty, including instructors, 39, or approximately 85%, hold earned doctorates. The Unit includes cognate faculty with content-specific disciplines and adjuncts with strong teaching and professional experience. All faculty teaching in graduate programs have earned doctorates. A list of faculty in the College and Unit may be found in Exhibit \_\_\_ The COE tenure-track faculty consists of 9 Full Professors, 13 Associate Professors and 11 Assistant Professors.

Yearly a Faculty Performance Survey is given to faculty to document their professional practices in teaching, scholarship and service. This survey informs section 5.1.b, 5.1.c and 5.1.d.

5.1.b of this report, and results are reported in Exhibit \_\_\_.

The Unit’s Conceptual Framework reflects a dedication to best practices by focusing on the Professional Standards, Content Knowledge, and Strategies and Methods that support development of the Knowledge of the Learner. This is additionally supported through the focus on dispositions, diversity and technology integration. A commitment to professional standards is demonstrated through continued accreditation by NCATE and SACS.

Faculty syllabi are aligned with the Conceptual Framework and provide documentation of course objectives with Conceptual Framework notation to insure faculty focus and inform students of guiding principles for academic work.

Faculty employ myriad teaching strategies in their professional practice. Assessment is utilized and modeled through both traditional an authentic assessment strategies. Technology is integrated in various ways and at differing levels to support in-classroom instruction. Exhibit \_\_\_ demonstrates the various forms of professional teaching practices. Included in this exhibit is a comprehensive listing of Instructional Strategies, Assessment Strategies and Technology Integration techniques. The information is presented in percentages of faculty employing each technique and strategy.

In modeling best professional practices in scholarship, the professional education faculty members engage in scholarly work in their fields of specialization and based on the unit's conceptual framework and the mission of the university. Specifically, faculty members demonstrate scholarly work related to teaching, learning, and their fields of specialization. They summarize their achievements in scholarship (as well as teaching and service) on their vita and in their end-of-the-year reports as part of the faculty evaluation process. Publications and presentations are two means of exhibiting their scholarly work. For example, in 2012, a faculty member from the unit received the President’s Award for Excellence in Research. Scholarship is also demonstrated through submission of grant proposals, action research in courses, and work as leaders and consultants with school systems and the greater community. (Exibit \_\_\_)

Faculty have written grants which have directly impacted students and mentors (e.g. Dept. of Education Grant to fund TeachLivE Avatar Project with the Gates Foundation Grant and the University of Central Florida). Faculty have also written grants and made presentations to support Literacy (Phi Kappa Phi Literacy Grant). Faculty have published books and book chapters that directly relate to professional teaching practice, and have presented at a variety of conferences to showcase their research.

Unit faculty model best professional practices in service. As a requirement of the University, all professional faculty members are required to demonstrate service relevant to their professional expertise to the university, their college, and their community at large. This service is evaluated during the Annual Evaluation process. Exhibit \_\_\_ presents faculty involvement as part of our University through membership and leadership on university, college, and departmental committees. Additionally, Unit faculty provide service to area stakeholders in area K-12 schools and the community. This information is also presented in the attached Exhibit. Faculty in the Unit provide service though a variety of activities that include service on Value-Added Committees, Student professional organizations, Dual-Language Advisory work, and generally assisting with school and community requests for participation and expertise. In 2011, a faculty member from the Unit was the recipient of the President’s Award for Excellence in Service.

Unit faculty also serve in leadership roles to Professional Organizations, to include officer positions in AERA, ISTE, Phi Kappa Phi, the Louisiana Council for Exceptional Children, and the Louisiana Regional Creole Association.

The Unit evaluates professional education faculty performance. The University of Louisiana System requires universities under its jurisdiction, which includes Southeastern, to evaluate each faculty member on an annual basis and file the evaluation in appropriate personnel files. Southeastern has a comprehensive faculty evaluation system that includes regular and comprehensive reviews of teaching, scholarship and service(Exhibit \_\_\_ Evaluation of Faculty). The Annual Review guidelines for faculty are articulated with Tenure and Promotion Guidelines for Tenure-Track faculty (Exhibit\_\_\_ Tenure and Promotion Guidelines). Observations of non-tenured and part-time faculty are performed by each department head annually. Completed reviews of faculty performance for 2012-2013 may be found in the offices of the department heads. For University clinical faculty, individual evaluations are completed at the end of the Fall and Spring semesters by the student teachers and the Director of Student Teaching. Records are maintained in the Office of Student Teaching.

Annual faculty reviews are used to inform tenure and promotion decisions, needs for faculty development and to reflect the Conceptual Framework of the College of Education. This information is also used to determine course assignments and teaching loads. The review process includes assessment of curriculum vita, summary of activities, course syllabi, forms of classroom assessment, grade distributions and Student Opinions of Teaching.

The Unit facilitates professional development. Consistent with Vision 2017 and the College of Education Vision and Mission, professional development is supported by the University, the Unit and the College of Education. The Center for Faculty Excellence (CFE) is the campus-wide unit created to assist faculty by providing opportunities for personal and professional growth, innovation and experimentation, and for change and renewal. The Center accomplishes this by sponsoring workshops, info-sessions, one-on-one consultations, and webinars on a variety of topics in the areas of teaching and learning and in addressing differing needs as teachers and scholars. Workshops and training activities in the 2012-13 academic year may be found in Exhibit \_\_\_. The Unit offers professional development for faculty, teacher candidates, and school personnel on a variety of topics that include classroom management, Common Core, and assessment. During the 2012-2013 academic year, The College of Education hosted the Summit on the Conditions of Children, Families, Schools, and Society in southeast Louisiana (Exhibit \_\_\_- flyer), inviting area stakeholders. Sessions ranged from teaching strategies in specific content areas to bullying to educational policy in Louisiana. (Exhibit \_\_\_)

The center offers Certificates of University Teaching and Learning (CUTL). This program allows faculty a structured, concentrated way to expand the practice, art and scholarship of teaching and learning. The CFE additionally provides faculty interchange through the Faculty Conference on Teaching, Research and Creativity which consists of faculty-led, interactive presentations or demonstrations open to all faculty to provide a forum for sharing the successful practices, projects, creative endeavors, and research, of our faculty.

The CFE provides funding support to all full-time university faculty members holding academic rank, excluding those currently holding administrative appointments above the level of department head, with the ability to apply for Enhancement Grants that are designed to increase faculty productivity and effectiveness as a scholar and teacher. The Center also provides Travel Grants to assist full-time faculty with travel expenses while making professional presentations. Additionally, the Orr Research Endowment provides an additional source of research funding is available to offset certain costs associated with the research, scholarly or creative activities of tenured faculty.

**Continuous Improvement**

The University and College take the commitment to continuous improvement seriously and highly value the accreditation process. For a number of years, the College of Education at Southeastern has been accredited by NCATE. To maintain this accreditation, ongoing data collection has become the rule for all departments and programs. Over the years and with the increasing availability of computer database software, various data collection processes have been implemented.

At the college level, the PassPort electronic portfolio system is required for all students and programs. PassPort is a web-based system that provides candidates, faculty, and administrative staff a tool to gather, demonstrate, and evaluate performance data. PassPort provides candidates a tool for the creation of standards-based portfolios and for sending and receiving feedback on portfolios, and it provides university faculty a system to collect data, and evaluate candidate performance based on coursework, experiences, and clinical practice. University faculty members use these data to improve their teaching, scholarship, and service. Programs and courses develop rubrics for evaluating student work products at the course level and across each program.

At the University level, in 2012 the electronic database program, WEAVE, was implemented to demonstrate Institutional Effectiveness. Through this database, the University requires each academic program to identify goals, objectives and outcomes based on professional standards, and throughout the Unit, faculty serve as assessment coordinators for the various programs. Each year they are required to review programs and determine if specified outcomes have been reached. Additionally, programs must identify assessments that are to be submitted as findings to determine attainment of program goals. At the end of each academic year, programs are required to input data, respond to whether goals are met or unmet, and create action plans for identified areas of concern within their program. The University has collected 2 years of assessment data and refined the process to support the continuing improvement of academic programs. Exhibit \_\_\_ is an example program report that demonstrates the type of data collected and analyzed through this program.

Academic Programs in the College of Education meet regularly to review PassPort and WEAVE data to identify program strengths and any area of concern to consider any program revisions. Additionally, as part of the NCATE accreditation process, SPA reports are developed to demonstrate the relationships between professional standards and planned academic endeavor. These SPA reports allow the Professional Organizations to endorse quality academic programs. Currently in the Unit, all academic programs require a national review and enjoy national recognition. The endorsements are renewed at the intervals dictated by the professional organizations.

All faculty in the Unit are required to become certified in Quality Matters at Southeastern and all hybrid and 100% internet classes are reviewed by an evaluator for quality.

In an effort to improve the quality of faculty evaluations, the Unit revised all assessment instruments for tenure and promotion as well as annual evaluation in 2013. All faculty members participated in this process and voted on the final documents. These revised instruments will be used beginning Fall 2014.