

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.

5a. Qualified Faculty

5a1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, an expertise)? What do the data in Table 11 tell the unit about the qualifications of its faculty? (Complete Table 11 with data which may be compiled from the tables submitted for national or state program review.)

**Table 11
Faculty Qualification Summary**

Faculty Member name	Highest Degree, Field, & Univeristy ¹	Assignment: Indicate the role of the faculty member ²	Faculty Rank ³	Tenure Track (Yes/No)	Scholarship, ⁴ Leadership in Professional Associations, and Service ⁵ List up to 3 major contributions in the past 3 years ⁶	Teaching or other professional experience in P-12 schools ⁷
Due to the large number of faculty, please refer to Table 11 in the appendix or in the electronic documents room.						

¹e.g., PhD in Curriculum & Instruction, University of Nebraska

²e.g., faculty, clinical supervisor, department chair, administrator

³e.g., professor, associate professor, assistant professor, adjunct professor, instructor

⁴e.g., *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

⁵*Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution’s and unit’s mission

⁶e.g., officer of a state or national association, article published in a specific journal, an evaluation of a local school program.

⁷Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS), indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

5a2. What do the data in Table 11 tell the unit about the qualifications of the faculty?

Modeling best practices in teaching, scholarship and service, the COE professional education faculty remains highly qualified for their positions. All professional education faculty have either a doctoral degree (tenured or tenure track faculty) or a master’s degree in their area of specialty. All tenured or tenure track faculty and 66% of university supervisors of teaching/internship fieldwork have completed terminal degree.

5a3. What expertise qualifies faculty members without terminal degrees for their assignments?

Faculty members without terminal degrees are determined as qualified for their positions based on specific criteria identified during the hiring process. At minimum, candidates for academic staff or clinical supervisor positions must have a master's degree and three years of K-12 teaching experience. Faculty members without terminal degrees generally have current expertise and provide a valuable resource for the unit.

5a4. How does the unit ensure that school faculty members are licensed in the area they teach or are supervising?

The Unit does not use school faculty members. All cooperating teachers must hold a valid teaching license and be under the employ of a Wisconsin school or school district. Higher education faculty are not required to maintain teaching licenses in Wisconsin. Even so, 26 of the 127 professional education faculty hold current Wisconsin teaching licenses. In addition, the ongoing tenure and post-tenure review process ensures that individual faculty members stay current in their area of expertise. The hiring and evaluation of adjunct and academic staff members follows a similar process. Because all faculty members in the unit who have clinical responsibilities are required to have a minimum of three years of teaching K-12 in the area they are working in, it can be reasonably assumed that all have held teaching licenses at one point in their career. Some international faculty may not have held licenses in their country of origin, but they were deemed qualified based on national requirements and have taught in their area of expertise. Quite a few faculty have kept up their teaching credentials after being hired at the university. Please see faculty vita and Table 11 for specific information for a list of currently-licensed faculty.

4. What contemporary professional experiences in school settings does higher education clinical faculty have in school settings?

All members of the Unit are committed to ongoing professional experiences in school settings. Many of our professional education faculty are actively engaged in school settings including, but not limited to, supervision of candidates, presentations, consultation, research projects, and advisory boards. Please refer to faculty vita and Table 11 for specific examples.

5b. Modeling best professional practices in teaching

5b1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

The College of Education continues its tradition of creating a community of learners. This community, as stated in the conceptual framework, is comprised of students, university faculty and staff, school educators, and community leaders. This community is characterized by reflection, engagement, service, and responsiveness of learning. In continuing to use teacher reflection as a focus in goals and assessments, faculty adhere to an emphasis on performance assessment. Faculty members align their course outcomes

within syllabi to the Wisconsin Teacher Standards and the Wisconsin Model Academic Standards as illustrated in the conceptual framework. Unit members work diligently to stay current in the field and are supported in that effort through professional development resources and opportunities. In addition, the Select Mission of the University of Wisconsin-Whitewater, is stated that the University expects “scholarly activity, including research, scholarship and creative endeavors that support its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.”

5b2. How does unit faculty encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Unit faculty actively encourage the development of reflection, critical thinking, and problem solving through the incorporation of a variety of instructional strategies. Students are required to participate in the reflective process throughout their program. For instance, all students complete a reflective narrative as part of their portfolio in Phases 2, 3 and 4. Critical thinking is also interwoven throughout their program in course assignments, the portfolio process and fieldwork experiences. Expected dispositions are stated for all students to meet and these are assessed throughout the program as stated earlier. Additional examples of faculty reflection, problem solving and use of dispositions can be seen by examining the course syllabi, example student portfolios and faculty vita. A random sample (n=21) of professional education syllabi shows that 71% of faculty include individual reflections/self assessment assignments in their teaching. This is often accomplished through personal responses to in-class activities but also self-critiques of performance on various tasks and presentations. In addition, the NSSE data suggest that students are being engaged in higher level thinking in the following ways:

During the current school year, how much has your coursework emphasized the following mental activities? (Scale: 1=Very Little, 2=Some, 3=Quite a Bit, 4= Very Much):

Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering the components:

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	3.38	2.75	3.00	3.06	2.56	3.17
2004	2.89	3.16	2.69	2.68	2.89	2.95
2005	2.90	2.93	2.93	2.92	2.57	2.87

Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships:

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.75	2.75	2.70	2.89	2.22	3.25
2004	2.78	2.89	2.56	2.76	2.63	2.91
2005	3.00	2.71	2.81	2.88	2.43	2.74

Making judgments about the value of information, arguments, or methods such as examining how other gathered and interpreted data and assessing the soundness of their conclusions:

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.88	2.50	2.60	2.60	2.44	2.92
2004	2.78	2.95	2.56	2.79	2.74	3.09
2005	3.00	2.86	3.07	2.89	2.57	2.78

Applying theories or concepts to practical problems or in new situations:

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.63	2.50	2.60	3.14	2.11	3.42
2004	2.78	3.37	2.69	2.99	2.93	2.91
2005	3.10	3.43	3.02	3.02	2.36	3.17

It is clear from the NSSE data that our students are actively engaged in reflection and critical thinking in their coursework and practica.

5b3. What types of instructional strategies and assessment do unit faculty model?

Assessment is a central feature of our Unit Assessment Plan and Unit faculty are committed to using multiple assessments when evaluating candidates' knowledge, skills and dispositions. The teacher education program at UW-Whitewater adheres to NCATE Standards, the specialty organization standards, the Wisconsin Standards for Teacher Development and Licensure and the Wisconsin Model Academic Standards. COE faculty model a wide variety of instructional strategies including lecture, interactive, small group, student projects, and independent learning practices. The 2003-05 NSSE data confirm this in the following ways:

During the current school year about how often have you? (Scale: 1=Never, 2=Sometimes, 3=Often, 4=Very Often):

Asked questions in class or contributed to class discussions?

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.50	2.25	2.50	2.91	2.67	3.33
2004	2.44	2.84	2.66	2.67	3.07	2.82
2005	2.70	3.00	2.91	2.89	3.00	3.13

Made a class presentation?

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.75	2.00	2.20	2.34	2.33	2.67
2004	2.44	2.63	2.16	2.22	2.67	2.23
2005	2.80	2.86	2.51	2.71	2.79	2.65

Worked on a project or paper that required integrating ideas or information from various sources?

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	3.13	3.00	2.70	3.09	3.22	3.33
2004	2.89	3.05	2.91	2.82	3.04	3.05
2005	3.20	3.21	3.00	3.04	3.00	3.04

Worked with other students on projects during class?

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.50	2.25	2.30	2.69	2.67	2.83
2004	2.22	2.53	2.47	2.54	2.63	2.23
2005	2.70	3.29	2.26	2.58	2.43	2.70

Worked with classmates outside of class to prepare class assignments?

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.75	2.25	2.00	2.89	2.33	2.42
2004	2.44	2.58	2.31	2.66	2.37	2.32
2005	3.00	3.50	2.58	2.57	2.64	2.61

A random sample of syllabi (n=21) from professional education programs was examined for the types of learning strategies that were used in each course. This examination demonstrated that a variety of teaching and learning styles are utilized in our courses. While 90% of the syllabi described lecture, readings and discussion-type activities, 71% include individual reflections/self assessments, 67% used group and/or hands-on activities, and many (52%) also included observations of students in field settings. For a complete analysis, please see report in appendix.

5b4. How does unit faculty instruction reflect their knowledge and experiences in diversity and technology?

Faculty members are serious about and committed to teaching and assessing our unit's professional dispositions which embraces the concept of diversity through the emphasis on student/client focused practice and equitable treatment and respect for all individuals. As stated in our conceptual framework, evidence of diversity can be found in all of professional education activities and programs. Faculty members are not only a relatively diverse group (see Standard 4 data) but use their knowledge and skills related to diversity in a variety of ways.

The 2003-05 NSSE data report responses on several questions related to diversity. Of high importance to the way in which faculty share their knowledge and experiences was the following question:

“During the current school year, how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?” The following summarizes answers to this question (Scale 1=Never, 2=Sometimes, 3=Often, 4=Very Often):

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	2.25	2.50	2.60	2.71	2.78	2.92
2004	2.44	3.00	2.47	2.63	2.78	2.68
2005	2.90	3.43	2.88	2.70	2.79	2.83

In 2005 a new question was added to the survey that asked: “During the current school year, about how often have you tried to better understand someone else’s views by imagining how an issue looks from his or her perspective?” Results for COE were:

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2005	2.30	2.64	2.86	2.67	2.64	2.43

Technology is used by faculty members as a tool to enhance pedagogy and candidate learning on multiple levels. Significant resources in the form of “lab mod” funding have been committed to improving and upgrading classrooms within the unit to provide the technology tools to enhance instruction. Over \$1,281,000 has been spent on technology infrastructure in the College of Education through the Lab Mod program since 1987. In addition, the unit has employed a full time technology coordinator since 1996 to assist professional education faculty with the use of technology and program delivery. Information on how this position has helped support the use of technology can be found in the coordinator’s annual report. Faculty utilize D2L course management software to support instruction and many courses are now offered in a hybrid format (with some totally online). Smart Boards have been introduced in several methods classrooms and two programs have begun using electronic portfolios. As the program continues to evolve we plan to move all paper portfolios into an online format.

Additionally, the 2003-05 NSSE survey asked the following questions:

During the current school year, about how often have you used an electronic medium (list-serv, chat group, internet, etc.) to discuss or complete an assignment? (scale: 1=Never, 2=Sometimes, 3= Often, 4= Very Often)

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	3.13	3.25	2.40	2.63	3.44	2.42
2004	2.44	2.95	2.78	2.76	2.70	2.59
2005	2.70	3.57	2.51	2.68	3.07	2.83

During the current school year, about how often have you communicated with an instructor using email? (scale: 1=Never, 2=Sometimes, 3= Often, 4= Very Often)

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	3.25	3.00	2.90	3.37	2.78	2.92
2004	2.89	3.11	3.09	3.13	3.11	3.27
2005	3.70	3.57	3.07	3.17	3.21	3.30

A random sample of professional education syllabi (n=21) showed that 38% of the courses required students to apply technology knowledge/skills in course assignments.

5b5. How does unit faculty systematically engage in self-assessment of their teaching?

Teaching effectiveness is a primary component of the systematic process of the [faculty review process](#) (commonly referred to as the “purple book”) and ensures that individual faculty members are performing at or above university standards for teaching, research and service. Faculty members who are seeking promotion or tenure are required to

establish goals related to teaching and collect evidence/data on teaching effectiveness. The “purple book” process provides an opportunity for faculty members to reflect on their data from course evaluations and plan changes in their teaching strategies based on candidate feedback. This process begins at the individual program level with student evaluation of faculty instruction and is then reviewed at the department, college, constituency, provost and chancellor level. The hiring and evaluation of adjunct/ad hoc faculty members is conducted at the program level to ensure quality and accountability. Adjunct/ad hoc faculty must participate in an [annual review process](#) as specified by the [Academic Staff Assembly](#). This process is similar to the purple book process but generally does not include the service and research component of evaluation.

In addition, the 2003-05 NSSE survey asked the following question:

“What best represents the quality of your relationships with faculty members?” (Scale: 1=Unavailable, unhelpful, unsympathetic – to – 7=Available, helpful, sympathetic)

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	5.38	5.75	5.00	5.37	5.44	5.33
2004	4.33	5.26	5.56	5.00	5.15	5.32
2005	5.30	4.64	5.19	5.04	4.21	4.96

5c. Modeling Best Professional Practices in Scholarship

5c1. *What types of scholarly work are expected as part of the institution’s mission?*

The [UWW Promotion and Tenure Standards](#), approved by the Faculty Senate on March 8, 2005, state that:

The University of Wisconsin-Whitewater strives to demonstrate and support individual faculty members’ unique styles, talents, strengths, and professional contributions while simultaneously supporting the goals and missions of the constituencies and departments. The University of Wisconsin-Whitewater embraces the teacher-scholar model as defined by the contributions individuals make to their departments, constituencies, and the university as a whole and the achievements attained as part of individual professional development and growth. As such, judgments of professional achievement and advancement will reflect both collaborative and individual efforts from our faculty. The University of Wisconsin-Whitewater faculty implement professional development and advancement standards based on Boyer’s teacher-scholar model and the following overarching criteria must be considered when evaluating portfolio materials. The candidate’s work:

1. reflects the possession of a thorough knowledge of the candidate’s discipline;
2. gives evidence of well defined professional goals;
3. exhibits methods, procedures, and resources appropriate to the candidate’s discipline;
4. produces significant results; and
5. is effectively and correctly communicated.

Standards for Promotion to Associate Professor with Tenure – and for Promotion to Associate Professor for one who already has Tenure:

- Teaching: The candidate must achieve a record of effectiveness in teaching, advising and other teaching-related responsibilities
- Job Performance in Non-Teaching Assignments: The candidate must achieve a record of effectiveness in professional effort and responsibility in the non-teaching assignment (such as department chair, program coordinator, librarian, or faculty position in Technology and Information Resources), and must demonstrate skills and knowledge relevant to the job.
- Research and Creative Activity: The candidate must achieve a record of professional research, or its creative equivalent, and other professional activity. This record should include evidence that the faculty member is in the process of achieving professional recognition in the individual's discipline through: scholarly publications; professional papers, presentations, exhibitions or performances; artistic achievement; or other scholarly and creative activities.
- Professional and Public Service: The candidate must achieve a record of service to the profession, to the university community, and to the public through various activities that take place outside the classroom. The candidate must show a potential to assume a contributing role within the faculty as one moves towards the rank of professor.

Additional information on promotion standards, including promotion standards for the rank of professor, can be found at: <http://acadaff.uww.edu/Promotions/Standards.htm>.

5c2. In what types of scholarship activities are faculty engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? [NOTE: Review the definition of scholarship in the NCATE glossary] (A table could be included to show different scholarly activities in which faculty members are involved and the number involved in each activity.

Professional education faculty are actively involved in scholarly activity related to teaching, learning and assessment and are committed to generating new knowledge through research. UW-Whitewater rules for promotion and tenure state that all faculty must achieve a record of professional research in their discipline through scholarly publications, professional papers, presentations, exhibitions or performances, artistic achievement, or other scholarly and creative activities. The College of Education excels in this area. Please see the electronic documents room for an extensive list of faculty research keyed to the six NCATE standards.

5d. Modeling Best Professional Practices in Service

5d1. What types of service are expected as part of the institutions' and the unit's mission?

Service is a central part of UWW's mission and all professional education faculty are expected to perform service activities as part of the promotion and tenure process.

UWW's rules for promotion and tenure state that all faculty must achieve a record of service to the profession, to the university community, and to the public through various activities that take place outside the classroom. To assume the rank of professor, faculty must show a contributing role within these service activities.

5d2. In what types of service activities are faculty engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national and international levels (e.g. through professional associations). What percentage of the faculty is actively involved in these various types of service activities?

Faculty in the College of Education are involved in a variety of projects including grant writing, serving on editorial boards or in leadership positions in professional organizations, volunteering in classrooms, serving as faculty advisors to student and campus organizations, acting as consultants to local schools, providing training sessions for professional development, and participating on department, college, university, community, state, national, and international committees. For examples of service activities, please see the electronic documents room for copies of faculty vita.

5e. Unit Evaluation of Professional Education Faculty Performance

5e1. How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations for adjunct/part-time, tenured and non-tenured faculty, as well as for graduate teaching assistants?

All non-tenured faculty follow the purple book process for promotion and tenure. This process requires annual goal setting (in the form of a document of expectations) and review. Annual review takes place at the department level for every faculty member involved in this process and more substantive review (beyond department level) is done biannually depending upon length of faculty contract (one or two years). Example purple books are available for review in the documents room. The Unit does not use graduate teaching assistants.

5e2. How well do faculty perform on the unit's evaluations? (A table summarizing faculty performance could be included here.)

Because of the comprehensive nature of the faculty review process, very few faculty reach the tenure decision year (generally the 6th year) without being able to succeed. Faculty receive detailed responses to their purple book review from their department every year that outlines areas of strengths and weaknesses tied to department, unit and university standards in research, teaching and service. A full formal review is conducted in the second and fourth years and faculty may be given a shorter contract if deficiencies are found. In the past five years 17 faculty were given tenure. Of these 11 were granted tenure early. During that same period, 5 faculty were denied tenure, including one who was denied in the 4th year.

5e3. How are faculty evaluations used to improve teaching, scholarship and service?

Faculty evaluations are systematic and comprehensive. The document of expectations and supporting purple book materials are presented to the department and detailed written feedback is given to the faculty member under evaluation. The faculty member must report on the actual achievement of set goals through a lengthy narrative on research, teaching and service. Part of each narrative addresses improvements made, changes and adjustments based on the things learned since the last review. The established criteria at each department level are consistent and align with the basic components of the conceptual framework. Fixed term faculty (ad hoc and academic staff) are evaluated on an annual basis using a similar process as stated earlier. Graduate assistants are not engaged in teaching activities; therefore they are not subject to this type of formal review. Candidates have the opportunity to evaluate faculty through course evaluations and follow-up studies. Data from course evaluations on teaching abilities are required for the promotion and tenure process. Tenured faculty are only required to submit course evaluations every three years, but most faculty continue to perform written evaluations every year. An examination of purple books indicate that faculty are highly qualified in their teaching and use data from course evaluations to improve their performance.

5f. Unit Facilitation of Professional Development

5f1. How is professional development related to needs outlined in faculty evaluations? How does this happen?

As stated above, every faculty member must submit a document of expectations and written narratives on performance in research, teaching and service every year. Department review of this material results in written feedback on strengths and weaknesses in each area and suggested areas for additional professional development. The College has a Faculty Development and Awards Committee that plans all professional-development related retreats and events. Ideas for these retreats are generally gathered throughout the year and coordinated through the associate dean's office. For instance, during the 2006-07 year several faculty mentioned a need to learn more about RTI (Response to Intervention) that was now being implemented in public schools in the service area. After several focus group sessions and book talks, the college decided to plan the spring 2008 retreat on this topic. Several nationally-recognized guest speakers were brought in and a half-day retreat was well attended.

5f2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and any aspect of the unit's conceptual framework?

UW-Whitewater provides many opportunities for professional development in a wide array of areas. Designed by faculty and academic staff, the [Learn Center](#) (Learning Enhancement, Assessment, and Research Network) has been in operation since 1998. Its mission is to assist faculty and instructional academic staff in their ongoing efforts to develop and refine their skills as teacher/scholars and to support academic programs in their efforts to optimize student learning. It provides services such as the [Scholar/Mentor Program](#), [Collaborative Research Network](#), [teaching and learning workshops](#), [Peer Coaching Program](#), [scholar support services](#), a comprehensive [First Year Program](#), [Teaching Scholars Program](#), [Master Teacher Program](#), information on [diversity and](#)

[inclusion](#), [technology and teaching](#), [assessment](#), and regular lunch hour [reading discussion clubs](#). The Learn Center also runs the department [Chairs' Council](#) workshops and outstanding faculty and staff [awards](#) competition. Professional development related to technology is handled through the [Instructional, Communication & Information Technology](#) (iCIT) training services and the [Learning Technology Center](#) (LTC). Both groups offer a variety of face to face and online workshops, web-based tutorials and ongoing seminars related to technology and teaching.

5f3. How often does faculty participate in professional development activities both on and off campus? [Note: Include adjunct/part-time, tenured and non-tenured faculty, as well as graduate teaching assistants].

The unit generally provides a fall and spring retreat for all faculty and staff in the College. Retreat foci in the past three years have included collegiality, NCATE, Response to Intervention, collaboration, goal setting, and legal issues. While attendance at these retreats are voluntary, most professional education faculty regularly come. As noted above, the University of Wisconsin-Whitewater also provides many professional development opportunities for faculty and staff. The LEARN Center has provided a breakdown of faculty attendance by college. The College of Education has the largest per capita participation in these workshops.

Optional

1. What does your unit do particularly well related to Standard 5?

On the whole, the Unit provides multi-tiered checks and balances in the hiring, promotion and tenure of faculty and staff. Upon tenure, the process continues with post-tenure reviews, as well as systematic reviews of the quality of the curriculum and the qualifications and performances of faculty/staff throughout the Unit. The Unit, supported by the University, provides multiple levels of assistance for faculty development in technology, curriculum, research, teaching, and service.

2. Research Conducted by Unit Related to Standard 5

Please refer to faculty research document in support section.