Standard 5: Faculty Qualifications, Performance, and Development

5.4 Areas of concern related to continuing to meet the standard

(1) Currency of scholarship

The currency of faculty scholarship can be viewed in faculty vitae collected this fall and the Faculty Scholarly Summary Table prepared last spring.

(2) Service: Contemporary K-12 engagement

Contemporary K-12 engagement can be viewed in faculty vitae and this list of recent activities with school partners.

(3) Modeling best practices, assessing own practice; use of technology; diversity in the curriculum.

As noted in our Institutional Report, faculty members in the Teacher and Professional Education Program at Western "use a variety of strategies to enhance candidate learning including multimedia, online discussion and collaborative group projects. Unit faculty members also integrate technology into their instruction." Unfortunately, given the limitations of syllabi, the extent to which this happens is not always visible within that specific vehicle. Syllabi do allow one to determine the kinds of activities and assignments candidates are expected to engage in, but they do not fully, or explicitly, reveal what the instructors in those courses do on a daily basis. However, since syllabi are used by candidates and outside evaluators as they attempt to discern what happens in particular courses, in the future we will require our instructors to include a specific, explicit statement in the syllabus regarding their pedagogical approaches. We hope that requiring this statement will clarify how each instructor intends to utilize pedagogy to ensure candidate learning.

One mechanism that departments currently use to evaluate faculty in terms of their pedagogy is the annual Retention, Promotion, and Tenure (RPT) evaluation required of all tenure-track faculty. In addition to student, peer, and chair observations and evaluations of teaching, faculty members are encouraged to describe and explain their pedagogical philosophy as well as how that philosophy is operationalized in their daily practice. The use of specific best practices, integration of technology, and approach to diversity issues is part of that presentation and also reflected in the peer/chair evaluations of faculty performance in teaching. Given the contractual nature of the RPT process, we hesitated to include specific examples but could supply examples if requested on-site.
As also noted in our Institutional report, Unit faculty members "have participated, or are currently participating, in the Faculty Innovators program established by COEHS. In addition, technology training is available for all TPEP faculty through Western's Center for Innovation in Teaching and Research (CITR)." Faculty have access to classrooms that are well-equipped with technology. Attendance at presentations offered through CITR enables faculty to learn about the application of best practices in the use of technology as well as other innovative instructional strategies. A sample of the variety of offerings available to faculty through CITR can be viewed at: http://www.wiu.edu/CITR/workshops/. Unit faculty often support colleagues in other programs as they strive to enhance their pedagogical skills.

Additionally, the COEHS provides many opportunities for enhancing and updating one's pedagogical skills, particularly in the area of integration of technology. For an example of specific programs afforded to faculty by the college, please follow the following link: http://www.wiu.edu/coehs/technology/fi.php. The Faculty Innovators program has been offered to faculty for nearly a decade, and many have utilized this program to sharpen their use and integration of technology in their teaching.

In terms of integration of issues of diversity, there has long been a focus on the importance of dealing with diversity issues in the unit. For more than a decade, under the leadership of Dr. J. Q. Adams, the focus of one of our core professional courses, EIS 302: Multicultural and Social Foundations of Education, has fostered a thorough understanding of the importance of dealing effectively with diversity issues in education. Dr. Adams was also instrumental in establishing the Dealing with Difference Institute (DWDI), an annual conference held at Western each year. Not only do many faculty members attend the DWDI conference, a number of them regularly present there. For more information about the Dealing with Difference Institute and its programs, please see the following link: http://www.wiu.edu/iacd/DWDI/. In addition, Dr. Adams' efforts to support understanding and awareness of diversity issues in education were recognized by his selection as the 2011 Distinguished Faculty Lecturer, the highest recognition given to a faculty member at Western.

Lastly, many of our faculty members regularly earn teaching awards at Western. Among these, as our Institutional Report details, are "winners of the Awards in Excellence in Teaching, Teaching with Technology, and Multicultural Teaching at both the College and University levels include J. Q. Adams, Leaunda Hemphill, Mary Jensen, James LaPrad, and James West."
5.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

1. Clarification of number of unit faculty. Different numbers are provided in evidence submitted in: Standard 4 (211); Standard 5 (178); and Standard 6 (50).

Our Teacher and Professional Education Faculty list reflects the NCATE definition for Professional Education Faculty which states “Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.” It is updated annually at the beginning of each academic year and is available on the Teacher and Professional Education website and on the NCATE AIMS system. Both locations were updated in September, 2011.

2. Vitae (validate currency of scholarship/service/k-12 engagement.)

Faculty Vitae collected in September, 2011.

3. Validate faculty use of multiple instructional strategies, integration of technology, modeling best practices and integration of diversity into their teaching.

A survey of the unit’s professional education faculty conducted in Fall 2010 included items that asked respondents to rate the importance of modeling best professional practices in their teaching. Faculty were asked to use a scale of 1-5 (1 = not important; 2 = minimally important; 3 = somewhat important; 4 = very important; and 5 = critically important) to indicate the importance of modeling fourteen best professional practices in their teaching. One hundred ten faculty responded to the survey, and responses to five of the survey items provide data that are particularly informative. In response to item 4, more than 71% of respondents believed it is “very important” that faculty model the “integration of technology” in their teaching, with 46% indicating that this practice is “critically important.” In response to item 5, more than 85% indicated that it is “very important” that faculty “model instruction adapted to the diverse needs of all students;” while 57% believed that modeling this practice is “critically important.” More than 87% of respondents to item 6 believed it is “very important” that professors model “practices that value diversity and promote a positive classroom climate;” while 57% believed it is “critically important” to do so. In response to item 12, more than 94% of faculty believed it is “very important” to model “professional dispositions (collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and belief that all students can learn)” and 70% indicated this practice is “critically important.” More than 87% of faculty responding to item 13 believed it is “very important” for professors to model “a variety of instructional strategies” and 70% believed it is “critically important” to do so. Data indicate that the majority
of faculty view modeling the integration of technology, the adaptation of instruction to the diverse needs of all students, practices that value diversity and promote a positive classroom climate, professional dispositions, and a variety of instructional practices as very or critically important.

In addition, Section 5.4.3 (above) provides examples of modeling best practices, assessing one’s practice; using technology in teaching; and integrating diversity in the curriculum.

4. Evidence of regular evaluations/feedback to faculty regarding their professional performance, including examples of faulty evaluations/feedback. These evaluations should be consistent with added Department Criteria to adopted university faculty evaluation framework contained within the faculty collective bargaining agreement.

Western’s system of evaluation of professional performance is detailed, standardized, and applied impartially and uniformly across both campuses. The process begins well before the ratification of a new agreement. The collaborative effort of building a working contract typically occurs every four years. The current agreement reflects an extension until 2015 of the minimally modified 2007-2011 Agreement.

As a parallel of the work being done by the Agreement Taskforce, each academic department considers its Department Criteria. Here, the chairperson and the faculty review (and modify when necessary) the department’s expectations of faculty. With the exception of a few general expectations of central administration, criteria are unique and reflect the distinctive characteristics of different disciplines and degrees. Together, the Agreement and the criteria specify what is expected of faculty in the three areas of teaching, scholarly/professional activity, and service. The role and weighting of measures such as the assessment by students and peers of a person’s teaching are clearly defined. The direct benefit of such a model is that individuals can ascertain at any time their progress toward retention, promotion, and tenure.

The campus community is provided with the Schedule for Evaluation at the beginning of the academic year. This document provides all due-dates and the responsibilities of each of the parties. Initiated at the department level, the chairperson and the Department Personnel Committee conduct independent reviews of the faculty member’s portfolio, comparing the portfolio’s contents against the department’s approved criteria. Separate Summary Evaluation Forms are then completed, each containing a narrative of the review and indicating whether the faculty member’s performance meets or fails to meet expectations in each of the three areas. Portfolios are then reviewed by respective deans and the Provost. With the recommendation of the President, promotion and tenure decisions are forwarded to the Board of Trustees for final approval.
The majority of reviews are positive. In those instances when a faculty member receives a negative review, the Agreement provides mechanisms for reconsideration by the entity providing said review and for independent analysis by a College Personnel Committee and/or the University Personnel Committee. The analyses are then considered by the Provost and the President before a final decision is reached.

The expectation that faculty will remain productive does not end with tenure and promotion. Faculty must annually submit a summary of their professional activity. In addition, tenured faculty who do not apply for promotion receive a thorough review every four years. Should a concern arise from either report or from other sources, the Agreement provides for the establishment of a Professional Improvement Plan to help faculty experience success with their professional performance at Western.

**2011-2012 SCHEDULE OF EVALUATION FOR RETENTION, TENURE, PROMOTION AND PAA**

- Summary Evaluation for Retention, Promotion, and Tenure
- Curriculum and Instruction Faculty Evaluation Form and Example of Evaluation Results
- Education and Interdisciplinary Studies Faculty Evaluation Form and Example of Evaluation Results
- Kinesiology Faculty Evaluation Form and Example of Evaluation Results