

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.

Element 1: Qualified Faculty

The professional education faculty at Northeastern Illinois University are highly qualified, having earned doctorates or exceptional expertise in the areas in which they teach. The faculty in the College of Education have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. The clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

Table 5.1 below indicates the higher education faculty tenured or in tenure-track positions at Northeastern Illinois University with earned doctorates and other advanced terminal degrees (n=75).

Department	Ph.D.	Ed.D.	Ed.S.	M.A./M.S.	M.P.E.H.
Counselor Education	7	1			
Educational Leadership & Development	20	1		1	
Health, Physical Education, Recreation & Athletics	5	2	1		1
Special Education	10	2			
Teacher Education	16	8			
Totals	58	14	1	1	1

Additional documentation showing the areas of the terminal degrees of full-time tenure-track faculty members (including full-time non-tenure track – visiting lecturers) and their teaching assignments is located on the NEIU/NCATE website, Institutional Report, Document 5.1.

Part-time faculty are also highly qualified to teach courses assigned to them. Adjunct faculty teaching undergraduate course work must have a minimum of a master’s degree in the field in which they are assigned to teach. Adjunct faculty teaching graduate coursework must have a doctorate or have multiple master’s degrees. Qualifications of faculty serving as university field experience and clinical practice supervisors are detailed in Standard 3. Additional documentation on the assignments and terminal degrees held by College of Education adjuncts is located on the NEIU/NCATE website, Institutional Report, Document 5.2.

Element 2: Modeling Best Professional Practices in Teaching

As stated in the Northeastern Illinois University Mission Statement, primary importance is given to excellence in teaching. This is also articulated in the Union Contract and the Application of Criteria that each department has developed for evaluation of faculty members. Failure to meet the superior level of teaching results in not obtaining retention, tenure or promotion. The support of the university to achieve excellence in teaching is also evident in the allocation of the faculty workload distribution. The approved workload assignments for faculty typically consist of 75 % instruction with the remaining 25 % given to activities such as advisement, program coordination or other special University/College/Department projects. Excellence in teaching has also been recognized by organizations outside of Northeastern Illinois University. For example, in the Special Education Department two faculty members (1999 & 2002) were recognized by the Illinois Teacher Education Division of the Council of Exceptional Children for “Excellence in Teaching.”

Best practice is also reflected in the alignment of the College of Education 14 performance standards and the performance-based assessments that are imbedded in courses within the different areas. Examination of course syllabi reveals consistent use of multiple instructional strategies, use of instructional technology, multiple methods of assessment, and performance – based assessments. Further support is provided by the University for such best practices as team teaching and the use of technology in allocation of workloads. For example, each faculty member who team teaches a course receives the full workload credit for the course rather than equally dividing the load. Finally additional workload credits may be given for the use of instructional technology (i.e., web-based, *Blackboard.com* support) in the development and/or maintenance of a course. The level of allocation is decided upon by the Department Chair in collaboration with the faculty member and approved by the Dean and Provost (as are all assignment issues).

One example of a systemic implementation of best practices is the federally funded Illinois Professional Learners Partnership (IPLP) grant which is coordinated by the Chicago Teachers’ Center. This grant includes activities that implements early and supported activities (including service) for prospective teacher candidates beginning at the general education levels. One purpose is for faculty from The College of Arts & Science, who teach classes in which these cohorts are enrolled, to model best educational practices. This serves two purposes. One is to model best practice. The second is that by implementing best practice achievement and higher order learning processes are developed by the candidates. (See NEIU/NCATE website: Link to Chicago Teachers’ Center, IPLP.)

Another example is the minority institution federally funded, field–based personnel preparation grant (Facilitating Accelerated Certified Educators/FACE) coordinated by the Department of Special Education that combines traditional teacher education preparation (i.e., coursework) with an intensive (i.e., daily) field–based component. In this way candidates immediately utilize knowledge and develop skills in field – based settings. (See NEIU/NCATE website, Institutional Report, Document 5.3, FACE.)

Element 3: Modeling Best Professional Practices in Scholarship

The scholarship activities of the professional education faculty are consistent with best practices in their work related to their fields of specialization related to teaching and learning. These activities include publications in professional scholarly journals, and presentations at professional conferences at the local, national, and international level. The collective scholarly activities include theoretical and conceptual research and applied research that demonstrates best practices in leadership and pedagogy. Detailed faculty vita are located in the NEIU Documents Room. A summary of faculty scholarly activities is presented in Table 5.2 below:

Table 5.2
Scholarly Activities Professional Education Faculty (N = 75)

	Educational Leadership & Development	Counselor Education	Health, Physical Education, Recreation & Athletics	Special Education	Teacher Education
Books/Edited Chapters	2	14	0	8	12
Professional Journal Articles	30	61	8	65	103
Other Publications (e.g., non-refereed, reviews, proceedings)	26	10	5	23	20
Grants	5	11	3	9	46
Presentations	69	134	32	251	217

Element IV: Modeling Best Professional Practices in Service

Service activities by professional education faculty are consistent with the mission of the University, as reflected by Application of Criteria developed by departments and the requirements for retention, promotion, and tenure. Certain service activities (e.g., honors program advisement, special College or University service) receive workload allocations. Service at the University and College levels is shown by faculty membership on various committees and councils. Service and support is given to P-12 schools through grant activities, consultation, and collaboration with faculty. Service at the State level is reflected by faculty/administrators' participation in boards such as the State Certification Board, Comprehensive System for Professional Development, and other committees in the Illinois State Board of Education. Table 5.3 presents a representative sample of the quantity of service activities. (See Faculty Vitae in NEIU Documents Room.)

Table 5.3 Service Activities to The Community & University (N=75 faculty)

	Educational Leadership & Development	Counselor Education	Health, Physical Education, Recreation & Athletics	Special Education	Teacher Education
Community	195	85	91	106	189
University	91	99	51	74	121

Service activities are also reflected by participation on various professional review boards. Finally, membership and leadership in professional associations is an important area of professional service in which faculty engage. Table 5.3 below presents a representative sample of the membership and leadership in professional associations.

Table 5.3
College of Education Faculty Professional Memberships

Professional Organization	Number of Membership	Number of Officers
American Counseling Association	6	
American Association for College Teacher Education	3	
American College of Sports Medicine	2	
American Psychological Association	5	
American Education Finance Association	2	
American Educational Research Association	12	
American Federation of Teachers	2	
American Speech-Language-Hearing Association	1	
Association for Educational Communications and Technology	1	
Association for the Gifted	2	
Council for Exceptional Children	12	
Association for Supervision & Curriculum Development	9	
Illinois Association for the Education of Young Children	1	
Illinois Association for Childhood Education-International	3	
Illinois Association for Gifted Children	1	
Illinois Association for Health, Physical Education, Recreation & Dance	3	
Illinois Association for Infant Mental Health	2	
Illinois Association of School Business Officials	2	
Illinois Association for School Administrators	5	
Illinois Association of School Business Officials	2	
Illinois Counseling Association	3	
Illinois Reading Council	8	2
Illinois Teacher Education Division (CEC)	2	
International Conference of Experiential Education	2	

International Reading Association	4	
International Society of Teacher Education	1	
Learning Disabilities Association	3	
Midwest AHPER	6	
National Association for the Education of Young Children	4	
National Association for Bilingual Education	2	1
National Association for Gifted Children	2	
National Association for Sports Medicine	2	
National Association of Teachers of Mathematics	3	
National Black Child Development Association	1	
National Council of English Teachers	4	
National Middle School Association	4	
Phi Delta Kappa	10	
Professionals in Learning Disabilities	1	
Society of Public Health Education	1	

One way in which the College of Education provides a wide range of service activities to P-12 schools in Chicago is through the Chicago Teachers' Center. The Center maintains a staff of professional educators that provides service and facilitates initiatives through grant funding. College of Education faculty participate in these activities to provide seminars, graduate course work, training, and other professional development activities to K-12 teachers. Additional documentation is available on the NEIU/NCATE website, Chicago Teachers' Center.

Element 5: Collaboration

Collaboration is a theme that faculty demonstrate with other faculty within the University and College, professionals in school settings, and members of the various professional communities to improve the teaching and learning processes that result in the production of superior educators. This collaboration occurs in a systematic and regular manner with faculty viewing it as an essential element that models the reflective professional who builds learning communities. For example, as previously mentioned, there is administrative support that encourages team teaching among faculty. Program faculty also collaborate in the refinement and revision of program curricula. Collaboration with P-12 faculty also occurs in the supervision of field experience and clinical practice candidates (See NEIU/NCATE website: Institutional Report, Document 5.4, Intra-College Program Collaboration, see also Standard 3).

Special initiative and grant activities support collaboration. The previously mentioned Illinois Professional Learners Partnership (IPLP) grant is an example of faculty collaboration across the College of Education and the College of Arts and Sciences, as well as community colleges, and P-12 schools. This grant provides opportunity for teacher candidates to engage in early and supported field experiences in high needs schools. (See Documents Room: IPLP Grant; see also NEIU/NCATE website: Link to Chicago Teachers' Center-IPLP)

Element 6: Unit Evaluation of Professional Education Faculty Performance

All faculty receive annual comprehensive evaluations at the Department and College level in addition to different levels within the university structure as articulated by the union contract that governs all such actions within the university. Both “Unit A” (tenure-track faculty) and “Unit B” (non tenure-track, full & part-time faculty) must be evaluated in accordance with the Union Contract. Each department creates a *Departmental Application of Criteria* (DAC) for the department under which faculty within the department are evaluated. The DAC includes the standards for each area evaluated, including student evaluation and peer observation forms as determined by the department. The DAC is determined by the department, approved by the Dean and Provost for each new union contract. Tenure-track faculty are evaluated in three primary areas: Category A -Teaching/Primary Duties, Category B-Research/Creative Activities, and Category C-Service). Of the three areas, teaching effectiveness is weighted with the highest priority with research/creative activities and service given equal weight in the evaluation process. (See NEIU Documents Room: Sample DACs, Collective Bargaining Agreement.)

For those seeking retention, promotion, tenure, or professional advancement increases, a portfolio must be submitted consistent with each category. Category A must include peer observations, chair observations, student evaluations, and other documentation that supports the faculty’s performance. Categories B & C include documentation that supports the activities presented by the faculty member (e.g., copies of articles, conference programs, letters documenting service activities). These materials are evaluated with written evaluations presented at the different levels: department personnel committee, Department Chair, Dean of the College of Education, Provost, and finally the President of the University writing to the faculty member with the final disposition (e.g., retention, promotion, tenure). The university schedule for the timelines for the various actions are printed and distributed to the university community each fall. These timelines also include the timelines for faculty to dispute the decisions at the various levels. Procedures and required ratings for the various actions, including, grievances and disputes over these actions, are included in the union contract (Collective Bargaining Agreement).

For tenure-track faculty not seeking specific actions (e.g., promotion) an annual evaluation is written by the chair articulating the faculty member’s performance in each of the three areas. This is signed by the faculty member, sent to the Dean and sent to the Provost.

For Unit B faculty (full and part-time) a written evaluation is submitted by the Chair, submitted to the Dean and sent to the Provost. The evaluation is focused on the area or areas for which the faculty member was hired and may only be in one area (e.g., teaching or primary duties). For example, supervisors often are full-time non tenure-track and perform only supervision. (See Collective Bargaining Agreement and University Evaluation Schedule: www.neiu.edu/Academic_Affairs/resources.htm)

Element 7: Unit Facilitation of Professional Development

The University and the College of Education are supportive of activities for professional development of faculty through formal policies and informal activities. These various activities

help to develop an environment that supports faculty learning and development. At the University each faculty member is allocated three credit units per year for professional development activities. There are also workload credit units available for research. Each department receives 1 CU unit per tenure-track faculty. These are distributed based on a policy developed by each department. The University also provides professional development for the integration of technology into teaching through its Center for Teaching and Learning funded by a federal Title V grant. The activities available for faculty include the use of *Blackboard.com*, using digital cameras, and also receiving individual support for various technological initiatives. Appropriate professional activities that involve travel (i.e., for conference presentations) may be funded by University General Travel Funds or travel funds allocated to each department.

Other University policies and practices include Sabbatical and Administrative leaves to provide supported opportunities for faculty and administrator development. For 2003-04, 27% of the university faculty receiving sabbaticals are from the College of Education. Further resources are available to faculty for research through Committee on Organized Research (COR). Approved COR grant projects receive funding or partial funding for faculty research projects. Faculty Excellence Awards provide financial incentive for outstanding faculty demonstrating excellence for teaching, research/creative, or service activities. Applications are competitive and reviewed once a year. For the 2002-03 academic year, 27% of the university faculty receiving Faculty Excellence Awards were from the College of Education. (See NEIU Documents Room.)

After attaining the rank of full professor further advancement is possible. The Professional Advancement Increase (PAI) awards are made annually to a limited number of faculty who have demonstrated outstanding achievement in the areas of teaching, research, and service.

Another university-wide initiative is the annual Student Research & Creative Activities Symposium. This occurs during Spring semester where students showcase research that has been sponsored by a faculty member, or done in collaboration with a faculty member. One activity that demonstrates the facilitation of a community of learners is the monthly “research luncheon” sponsored by the College of Education. The purpose is to provide interested faculty with an opportunity to share their research interests and agendas as well as to assist faculty in developing joint faculty and faculty/student research projects and proposals.

A Faculty Research Symposium was held in 2002 where faculty presented their own research for other faculty, administrators and students. This gave faculty a chance to hear research that their Northeastern colleagues had presented at conferences world-wide. (See NEIU Documents Room.)

Finally, the tenets of “academic freedom” as they apply to faculty at Northeastern Illinois University are articulated in the *Board of Trustees “By laws” Governing Policies: Regulations (1998)* (See Documents Room). The emphasis on the search for “the truth and its free exposition” also illustrates the institutional commitment for faculty members to be continuous learners.