

Newberry College Institutional Report

Standard 5

F. Standard 5. 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.

F.1. How does the unit ensure that its professional education faculty contributes to the preparation of effective educators?

Teaching:

One hundred percent of the full-time professional education faculty is qualified through a combination of factors, including earned doctorates, exceptional expertise in terms of teaching and administrative experience, and/or recent P-12 school experience. The Teacher Education Program (TEP) follows the College and SACS guidelines for appropriate course assignments according to instructor degree and expertise. In addition, the TEP seeks a combination of practitioners and academics who can offer a balance of perspectives. Approximately 70% of the faculty in the TEP are either tenured or on tenure track. Adjunct faculty, as well, are teaching in the areas of their most recent degree and/or in their area of work expertise. Most full time faculty and all adjunct faculty have P-12 teaching and/or administrative experience. In the fall of 2010, adjunct faculty comprised approximately 15% of the teaching faculty in the TEP. One full time faculty member and one college supervisor hold National Board certification. The TEP attempts to hire faculty that bring diverse ideas and perspectives to the program.

Complementing a wide range of qualifications (e.g., appropriate advanced degrees, scholarship, and service), college faculty have P-12 teaching experience in the area in which they teach and supervise. Similarly, school-based faculty mentors are all licensed in the areas in which they work with teacher candidates.

TEP faculty members model best practice in instruction and assessment. They model different methods of instruction so that candidates can evaluate specific instructional strategies. Examples include, but are not limited to, direct instruction, cooperative learning, think-pair-share, concept attainment through use of essential questions, integration of technology (Wiki's, interactive white boards, streaming video, and student response systems), case studies, and differentiated instruction. Faculty regularly refine assessment tools, which have become much more extensive since the last visit. Instructors use LiveText for assignments and assessments and to provide feedback. Each assignment is evaluated using an assessment tool such as a scoring rubric or rating scale. The TEP has identified major assessments for the areas of content, pedagogical knowledge and skills, professional knowledge, impact on student learning, and dispositions.

The strength of teaching is indicated by exceptionally high scores on student evaluations of teaching (with low variability). As can be seen in the summary data for Fall 2010, faculty were rated highest on indicators 4G – The instructor met regularly scheduled classes or made appropriate arrangements for class and 4J – The

instructor expected a high level of performance from students. While all of the indicators had high rankings, the lowest area overall was in 4L – The instructor returned tests and assignments in a reasonable period of time. Evaluations of college supervisors completed by mentors and interns also indicate strength as can be seen in the summary data for the Spring 2010 internship. College supervisors were rated in the Agree and Strongly Agree columns 100% of the time for all indicators except for 3J – Providing timely feedback of intern performance. Since the lowest scores on both evaluations fell into the category of timeliness of feedback, faculty discussed the issues inherent to providing timely feedback and made commitment to improve in this area. Faculty annual reviews are consistent with these high ratings. The emphasis to model best practice coheres with the focus upon best practice in the Conceptual Framework.

TEP faculty instruction includes demonstration of skill in diversity and technology. The NC community is diverse; thus, TEP faculty commit to and celebrate that diversity in order to be successful instructors. Faculty demonstrate the importance of diversity by making it an important component of their courses. Discussions, readings, and activities (in and out of class) show the unit's commitment to increasing faculty and candidate knowledge, skills, and dispositions as they relate to differences in race, ethnicity, gender, SES, language, and ability. In terms of technology, faculty model their expertise in integrating technology into teaching by conducting Twitter conferences, using cell phones to text responses during class discussions, using clicker systems, using both LiveText and the Wolf Den to score course work, implementing webquests and Wiki's and use other technologies (FLIP cameras, iPods) in their classes.

Scholarship:

Faculty are actively involved in scholarly and professional development activities which also enhance their teaching. They maintain professional memberships, present papers at professional conferences, conduct workshops, submit papers for publication, write and administer grants, and seek outside training and certifications Some are engaged in publishing in electronic journals. Other measures of professional development include participation in the activities of professional and learned societies, professional service as consultants, addresses before education agencies and civic groups, and workshops or other activities of scholarly or innovative nature. In recent years grant writing has become a recognized measure of scholarship. In the Department of Education, there is emphasis on applied research related to work with P-12 schools. Faculty are encouraged to collaborate with P-12 partners. In Fall 2010, one faculty member partnered with two elementary schools to offer a fourth grade social studies fair on the college campus led by teacher candidates. Numerous support and professional development opportunities for faculty are available through the departments and College. Additionally, our external funding has steadily increased. For example, from 2008-2010 seven different TEP faculty collaborated to earn over \$1.8 million in grants and other awards.

Service:

Faculty service has been clearly documented in their contribution to assisting the College. Faculty members are dedicated to service to schools and districts and are involved in a myriad of partnerships and initiatives. Likewise, faculty are dedicated to leadership in state and national professional associations and agencies. They serve as board members, reviewers, and officers in state and national associations. Within the DOE alone, one faculty member serves on the Academic Assessment Committee (AAC), another co-chaired the Quality

Enhancement Plan committee for SACS and serves on the Academic Strategic Planning Committee, and another serves as the chair of the Instructional Technology Committee.

Assessment:

TEP faculty systematically engage in self-assessment of their teaching through several activities. Faculty begin by developing an annual report based on course and instructor evaluation results and self assessment. In consultation with the department chair, each faculty member creates a professional plan designed to focus on personal strengths and to improve in areas where there may be weaknesses. They must identify specific measurable annual goals in teaching, scholarship and service. The prior year of work provides feedback upon which they can develop their new goals. During the midterm of each course, faculty are encouraged to self-assess their effectiveness as instructors. At the end of each course, students assess their instructors online with feedback becoming available after the conclusion of the semester. Faculty use those results as a discussion point at the midyear evaluation of their annual reports. Assessment at Newberry College is ongoing and leads to continuous improvement.

In addition to self assessment, faculty are assessed in several ways. The process for annual review of regular faculty is outlined in the Faculty Handbook. For those on tenure-track, the tenure review process begins with the department chair making recommendations to the VPAA. If approved the faculty member is invited to go through the tenure/promotion review process. Faculty instruction is evaluated by the department chair and students each semester.

The DOE full-time tenure track faculty meet yearly with the department chair to discuss evaluations, to review scholarly and service activities, and to set goals in the areas of teaching, research/scholarship, and service. Adjunct faculty are assessed based on their student evaluations and an evaluation conducted by the department chair. The department chair conveys the information and recommendations to the Academic Dean of the College. Evaluations of faculty serving as College Supervisors and P-12 faculty serving as Mentor Teachers are also completed at the end of the internship experience. Faculty evaluations are used to improve teaching, scholarship, and service.

NC considers faculty to be its greatest strength, which is reflected in their success and accomplishments in scholarship, teaching, and service.

F.2b. Continuous Improvement

- **Briefly summarize the most significant changes related to Standard 5 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)**

The most significant change related to Standard 5 has been the quality of the faculty we are now able to attract. As the program has grown and improved, so has the ability to hire excellent faculty. In Spring 2009, an expert

in Early Childhood Education with an outstanding reputation statewide was hired. In Spring 2010, the teacher education program hired a physical educator with excellent teaching experience and a terminal degree, a national board certified teacher who was named an ASCD Young Scholar, a Ph.D. with expertise in diversity, and a Master Teacher who has been the recipient of the Presidential Award for Teaching Mathematics.