

## 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.

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### Faculty Qualifications

The faculty in the Education Department at Augsburg College is highly qualified to prepare candidates for the teaching profession. All faculty members have passed rigorous requirements established by the College and the Education Department, are experts in their fields, and establish positive relationships with students.

Academic Preparation. The unit faculty is highly qualified to carry out their assignments in the preparation of teacher candidates. For the education faculty, a doctoral degree is preferred and experience teaching in a P-12 setting is required. 71% of the full time faculty currently holds a doctorate. The remaining 29% of the full time faculty have extended teaching experience in an urban P-12 school setting. All unit faculty were hired based on extensive experience in their areas of expertise as indicated on Faculty vitae.

**Table 5.1**  
**Highest Degree and Professional Rank of Fulltime Faculty in the Academic Year 2003-2004**

	Masters	Specialist	Doctor	Totals
Professor				0
Associate			4	4
Assistant	3		6	9
Instructor	1			1
Total	4	0	10	14

Qualifications required of adjunct faculty include a minimum of a masters degree and experience teaching in a P-12 school setting. Adjunct faculty teach primarily in the weekend college program and/or supervise student teachers.

**Table 5.2**  
**Highest Degree and Faculty Status Academic Year 2003-2004**

	Masters	Specialist	Doctoral	Totals
Tenured			5	5
Tenure-Track			3	3
Fixed Term	4		2	6
Adjunct	26		3	29
Totals	40		13	43

There have been several changes since the last accreditation visit. They include:

- Filled one unfilled tenured track position- Hired full time elementary math professor.
- Moved fixed term position to tenure track position resulting in one additional tenure track position-filled by existing faculty member.
- Added two new positions
  - special education instructor-fulltime, Ph.D. level
  - clinical experience coordinator/charter school liaison-fulltime, MA level

When hiring new faculty, the unit follows established Augsburg College protocol.

Fulltime and adjunct faculty teach in both programs, Weekend College and Day College. Fulltime faculty cover most of the courses taught in the day. Fulltime faculty also participate in the supervision of student teachers as shown in Table 5.4. The courses taught in Weekend College are taught more by adjunct faculty, although full time faculty teach in both programs as addressed on faculty load, Table 5.3. Faculty teaching assignments and supervision are done within their areas of expertise.

**Table 5.3**

Number of courses taught in Day (Day program) and Wec (Weekend program).  
 Percent taught by fulltime faculty (FT) and percent taught by Adjunct faculty (Adj)

Year	Total # of courses	# of courses Day/Wec	%taught by FT/Adj Day	% taught by FT/Adj Wec	Total % both Ft/Adj
2002-2003	73	40/33	79/21	32/68	57/43
2001-2002	80	40.5/39.5	79/21	35/65	57.5/42.5
2000-2001	110.5	70.25/40.25	87/13	34/64	64/36
1999-2000	93	56/37	79/21	37/63	60/40

Student teachers are carefully placed with experienced teachers in the field. Under Minnesota licensure requirements and Augsburg College expectations, student teachers are placed with tenured teachers with a current teaching license who are teaching in their field of expertise. Selection is made from a pool of master cooperating teachers that have

participated as cooperating teachers in the past or are recommended by former cooperating teachers, principals, or student teachers. These teachers understand the emphasis of our program:

- That we are committed to diversity and intentionally expose students to diverse learning experiences;
- That we prepare students to employ strategies that reflect developmentally appropriate instruction;
- That we believe all children can learn, so expectations are established for all children, applying understanding of different and varying types of learning styles.

Workload for fulltime faculty consists of 6 courses throughout the academic school year. The courses include teaching, supervision of student teaching, advising and special assignments, such as department Chair, administrative work, student teaching coordination and work with various grants. Faculty are required to schedule office hours for several hours each week to meet and advise candidates. Unit faculty are assigned advisees from the Education Program. The average number of advisees for fulltime faculty is 33 students. Most faculty advise undergraduate, licensure only, and graduate students in both day and weekend programs. Faculty are also involved in numerous on-campus and off-campus professional committees. Faculty may elect to have a maximum number of two overload courses. Adjunct faculty are hired to supervise and/or teach for up to 4.0 Augsburg course credits. Many of our adjunct faculty return year after year and create program continuity by doing so.

**Table 5.4**  
**Faculty Teaching Loads-Fulltime**

Faculty Fall, 2003	Courses Day/ WEC/Grad	Supervision	Release-Administrative or grant funded	Total: Fall Semester
#1	.5 1.0	.5	.5	2.5
#2	.5 .5 1.0			2.0
#3	1.0	.5	1.5	3.0
#4	1.0 1.0		1.0	3.0
#5	2.25	.5	.5	3.25
#6	1.5 .5	.5	.5	3.0
#7	1.0 1.0	.5		2.5
#8	1.0 .5	.5	1.0	3.0
#9	1.0 1.5	.5	.5	3.5
#10			2.5/.5	3.0
#11	2.0 .5	.5		3.0
#12	1.0 1.0	.5		2.5
#13		.5	3.0	3.5
Winter/Spring, 2004	Courses Day/ WEC	Supervision	Release	Totals: Spring Semester/Year
#1	1.5 1.0	.5	.5	3.5/6.0
#2	.5 1.5	.5		

	SS-1.5			4.0/6.0
#3	1.0	.5	1.5	3.0/6.0
#4	2.0	.5	.5	3.0/6.0
#5	2.25	.5	.5	3.25/6.5
#6	On sabbatical			/3.0
#7	.5 3.0	.75		4.25/6.75
#8	2.0	.75	.5	3.25/6.25
#9	1.0 1.5	.5	.5	3.5/7.0
#10			2.5/.5	3.0/6.0
#11	1.0	.75	1.0	2.75/5.75
#12	1.0 2.0	.5		3.5/6.0
#13	1.0		2.0	3.0/6.5

Unit faculty follow college established review procedures on an annual basis. Students complete course evaluations and give written feedback to professors on the completion of a semester course. These course evaluations are reviewed by the deans office and by the department chair and then given to the instructor for review. This is completed in a timely fashion so that instructors have the opportunity to make adjustments in course presentations in the following semester.

Each spring, faculty complete a dean's report that was developed for their particular status. Within that report, faculty discuss their teaching and adjustments that were made to improve instruction. The department chair also meets periodically with untenured faculty to discuss strengths, weaknesses and goals for professional development.

The tenure track and tenured faculty follow review procedures established by the College. Through this review process, faculty address their contributions to teaching, scholarship and service within the department, within the College, and within the community.

Finally, through student teacher exit interviews and annual alumni surveys, courses and instructors are reevaluated to determine weaknesses in the program and to insure pre-service teachers are prepared for teaching in the classroom.

The unit faculty support the unit's mission to foster student learning by placing strong emphasis on teaching and learning. They have a deep understanding of their subject area and integrate that content knowledge and pedagogy into their classroom. Since our previous visit in 1999, all course syllabi were aligned with the Minnesota Standards of Effective Practice following a template adopted by the unit faculty. These standards are based on INTASC standards. As a result of the PT3 Technology grant and the technology training received by each faculty member, technology skills were embedded in each of the courses and are reflected in each syllabus as well as student and faculty use of efolio.

Faculty keep abreast of their respective fields by reading professional journals and current publications, participating in listservs in their area of expertise, and attending professional conferences at the state and national levels (see curriculum vitae). New research findings and teaching strategies are discussed in the various courses that faculty teach. The conceptual framework supports the use of a research-based approach to teaching and learning.

**Links:**

- see hiring procedures- faculty\_search.doc ([Word](#)) ([HTML](#))
- see annual Dean's Report- Untenured\_report.doc ([Word](#)) ([HTML](#))  
- tenured\_report.doc ([Word](#)) ([HTML](#))
- see course evaluation forms-see hard copy in exhibit room
- see Dean's Report template-see above
- see tenure and post tenure review procedures- Sec\_6FacHandbook.doc (Word) (HTML)
- see exit interview- EXIT\_INTERVIEW.doc ([Word](#)) ([HTML](#))
- see annual alumni survey- AlumniSurvey.doc ([Word](#)) ([HTML](#))
- see course syllabi
- see Conceptual Framework

*see faculty vitae-[efolio](#)*

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## **Modeling Best Professional Practices in Teaching**

Candidates in the pre-service education program are exposed to current pedagogy that models best practices in teaching, assessment and professional development and are addressed within the conceptual framework. Unit faculty model best practices in courses allowing candidates to see and experience current pedagogical practices.

Education faculty have extensive background in their areas of expertise. Faculty belong to professional organizations that represent their area of study enabling them to stay current on innovative research in their fields through professional journals and publications as well as professional development offerings and attendance. This is translated into their own teaching practices exposing candidates to the latest research-based teaching practices.

Since our previous visit in 1999, the Minnesota Standards of Effective Practice and technology competencies have been integrated into each of the education courses within the program. Unit faculty model practices defined in the Minnesota Standards of Effective Practice throughout course presentations and within assessment practices. The instructional practices of the unit faculty provide candidates with an array of teaching and assessment practices such as critical thinking, problem-solving skills, and self-reflection strategies. This practice supports the conceptual framework as evidenced in the use of cooperative learning, service learning, inquiry, constructivism and reflection.

Performance assessment is practiced throughout the program through reflective journaling, observation, checklists, rubrics, multiple assignments to demonstrate knowledge, and the development of a program portfolio.

Faculty teaching practices are evaluated through student course evaluations, peer evaluation, annual dean's reports, student teacher exit interviews, and alumni surveys. Through these various assessment tools, faculty are given the opportunity to improve teaching practices that enhance student learning.

The unit faculty also use Blackboard technology as an integral part of modeling technology practices. Candidates are expected to participate in e-mail exchanges, discussion boards, PowerPoint presentations, internet searches, webquest, use quality on-line content, and a variety of other technology practices as part of their pre-service training. Unit faculty model these technology practices.

Unit faculty have received updates in technology hardware. This includes new computers for all faculty with a choice of desktop or laptop computers provided by the college. Each computer within the department is scheduled for upgrading on a four-year rotation. Through the PT3 Technology Grant the Education Department was able to purchase technology equipment that enhances teaching. These include digital cameras, laptop computers, LCD projectors, desktop computers and a variety of other equipment in order to provide a technology learning lab for faculty and students.

Candidates are being prepared to work with students with diverse background through coursework and field experiences. All candidates participate in an urban setting environment as part of the Education Department's requirement. Students also are required to complete EDC 210 or 290-Diversity in Education and Minnesota American Indian Studies, Also, faculty across campus integrate diversity into courses as a part of the vision 2004 document.

Augsburg College has a strong Global Education Program in which faculty and all students are encouraged to participate in study-abroad programs. In 2003, an elective education course, International Education, took education students to Namibia, Africa. Future study-abroad education courses include the countries of Mexico, Guatemala, China, and the Czech Republic.

**Links:**

see faculty vitae

see course syllabi

see Digital Dozen document- Digital\_Dozen.doc ([Word](#)) ([HTML](#))

see education technology inventory- ([XLS](#)) ([HTML](#))

see Department handbook-see hard copy in exhibit room

see Augsburg 2004 document-see hard copy in exhibit room

see *Center for Global Education*-[www.augsburg.edu/cge](http://www.augsburg.edu/cge)

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## **Modeling Best Professional Practices in Scholarship**

Unit faculty are expected to participate in scholarship activities. As defined in the annual dean's report, scholarship is divided into several categories.

- Category One: published books, articles published in peer-reviewed journals, chapters published in peer-reviewed books.
- Category Two: articles published in editorially controlled, but not peer-reviewed journals; competitively selected, peer-reviewed papers presented at professional conferences.
- Category Three: papers presented at professional conferences, articles published in non-competitive complications.
- Category Four: participating on a panel at professional conferences; delivering seminars or lectures to professional within the discipline.
- Category Five: delivering seminars to nonprofessionals, or people not within the discipline: participating in professional seminars or discussion groups; attending professional conferences or seminars.
- Non-traditional Scholarship: non-traditional scholarship may include, but is not limited to: performance based activities, business or professional collaborations, course revisions and development course innovations such as interdisciplinary work, studies done for the college, student research collaboration or supervision, program evaluations, creative endeavors.

This section of the dean's report identifies how faculty can participate in scholarly activities. Scholarship supports teaching pedagogy and contributes to one's special field of knowledge. Unit faculty are committed to the study of education to foster innovation in professional preparation for pre-service candidates. Faculty also encourage student participation in activities and research that promote student scholarship now and throughout their professional careers. A college wide example of this would be the McNair Scholars Program in which at least six education students have participated since 1999.

Faculty engage in scholarly activities in a variety of ways and are eligible for travel funds through the College. These include, but are not limited to, faculty publications, professional assistance to scholars, papers delivered at professional conferences, grants received, and participation in retreat and seminar development and delivery. Because of the diversity of interests within the unit faculty, pre-service candidates have the opportunity to experience a broad range of perspectives. Results of engagement in scholarly activities by the faculty lead to changes in curriculum and instruction, information sharing within the department as well as informed policy decisions.

The following is a list of Faculty involvement for the 2002-2003 academic year taken from the **2002-2003** dean's reports.

**TECHNOLOGY:**

- 100% department participation in PT3 grant retreats-3 years.
- Grant mini sessions-PDAs, spreadsheets, e-folio
- TIES Workshops-
  - File maker Pro
  - Power Point
  - Photoshop
  - I-movies
  - Dreamweaver-2 attendees
- Ties Conference
- Technology Retreat at Hamline-2 attendees
- University of Minnesota Technology Conference-2 attendees
- Technology Presentation at MACTE
- PT3 yearly Conference-Washington DC
- State PT3 Summit
- Brown Bag-Education Department's use of technology
- PT3 Leadership Team-4 members
- Production of 3 monograms-department participation

**MACTE PARTICIPATION:**

- Executive Board member
- Augsburg College Representatives-3
- Conference attendees-six department members
- MACTE Leadership Conference

**COLLEGE LEVEL PARTICIPATION:**

- Planned and attended Parker Palmer visit
- Faculty study group to Cuernevca, Mex.
- Participation in Civic Engagement Learning Community-2 attendees
- Participation in Study Abroad Learning Community
- McNair Scholar Mentors-4 from the Education Department
- Participant in panel discussion on Racism
- Participation in Creative Learning Environment seminar series
- IRB Workshop-IRB Online: Digital Resources for Researchers
- Blackboard Workshop-2 attendees
- Planned Faculty/Staff Retreat-Let Your Life Speak-Lilly Grant Funding
- Year-long study group preparing for Sharon Parks visit
- Planned Faculty/Staff Retreat-Big Questions, Worthy Dreams
- Facilitated Creative Learning Environments series
- Taught learning styles to Freshman seminar
- Participated in Frame of Mind series
- Sharon Parks planning committee

**STATE LEVEL PARTICIPATION:**

- Glasser Conference-Hamline University
- Classroom of the Future Conference-3 attendees

- Minnesota Science Teachers Association state conference
- Lego-Logo Robotics In-service
- Minnesota Science Teachers Association planning team
- Co-lead Augsburg Paideia Institute
- Coordinator of Paideia Workshop-Social Studies Teachers
- Coordinator of Paideia Workshop-Edina Teachers
- Participation in Best Practice Workshop in Social Studies
- Workshop- PACER Center
- Workshop at Dept. of Children, Family, & Learning on Diversity
- Workshop at Dept. of Children, Family, & Learning on Computerized IEPs
- Hosted conference-Minnesota Association of Early Childhood Teacher Education
- Submitted proposal to Minnesota Kindergarten Association
- Co-facilitated a 3-day retreat for Wayzata Educators
- Developed and facilitated two year Courage to Teach Program
- TALLs Project-Teachers as Learners and Leader-design team for the Minnesota Department of Education
- Participated in monthly education study group
- Presenter-ISM Videos-ArtsConnect ED Conference
- Co-Presenter-Developing Assessment Tools for Service Learning-Service Learning Teacher Institute
- Panelist-Higher Education and k-12 Talking About Engagement-Service Learning Teacher Institute
- Presenter-Civic Engagement-Service Learning Teacher Institute
- Presenter-Integrating Technology in Instruction-Commission of the Brooklyn Center School District

#### **NATIONAL CONFERENCES:**

- Service Learning Conference
- International Multicultural Education Association Conference
- SENCER Institute
- AACTE Conference
- International Conference on Service Learning Research
- National Service Learning Conference
- ArtsConnect Conference
- NCATE Training Workshop-2 attendees
- National Science Teachers Association Conference-presentation
- Paideia Group Inc. Conference
- Paideia Seminar Conference
- Presenter-Service Learning in Teacher Education-National Service Learning Conference
- Presenter-American Association of Colleges for Teacher Education
- Co-Presenter-Using e-folios to Promote Learning-Florida Educational Technology Conference
- Discussant-Service Learning and Cultural Understanding-International Conference on Service Learning Research

- Session Chair-Case Study Approaches to Studying Teacher Training-International Conference on Service Learning Research
- Presenter-Integrating Service Learning into Teacher Education-University of Wisconsin-Parkside
- Presenter-Courage to Teach National Facilitator meeting

**OTHER ACTIVITIES:**

- Development of Education Department Assessment Plan-2 participants
- Served on panel on Service Learning
- Facilitated discussion for ELCA Governing Board
- Professional Development Presentation
- Co-authored Norwegian text on Social Work
- Co-presented at TASH
- Representative of college for Charter Collaboratives
- Article for Teaching with Fire: Poems of the Courage to Teach
- Conducted Mentor training for the Wallin Foundation
- Facilitated seminar for the Responsive Classroom organization
- Murray State University PT3 site visit chair

For details on faculty publications, see faculty vitae.

Recommendations to the unit faculty would be to continue participation in scholarly activities that can directly impact pre-service candidates and model professional behaviors. An ongoing example of this is represented by faculty participation in the Minnesota Reads Grant where research on best practices in teaching reading is being reviewed to determine the most effective strategies teachers need to use to improve student learning in reading. This grant will directly impact pre-service teachers by providing them best practices strategies in teaching reading.

**Links:**

see Dean’s report template, section D- Untenured\_report.doc ([Word](#)) ([HTML](#))  
 - tenured\_report.doc ([Word](#)) ([HTML](#))

link to faculty vitae-[efolio](#)

see MN Reads Grant proposal-see hard copy in exhibit room

additional information: <http://intranet.education.umn.edu/Bush>

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**Modeling Best Professional Practices in Service**

The unit faculty participate in service activities within the department, the college, the community, and at state and national level. Service is a requirement of Augsburg College and is a component of the Annual Report to the Dean. Service in and outside the college is defined in the following categories.

- Category One: substantial ongoing activities within the College both in and beyond one’s own department and of direct benefit to the college.

- Category Two: ad how activities within the college both in and beyond one's own department and of direct benefit to the college.
- Category Three: substantial, ongoing professional organizational service, outside the college, and of indirect benefit to the college.
- Category Four: related ad how professional service, outside the College, and of indirect benefit to the college.
- Category Five: service to the wider social community that is not professional or disciplinary, not within the college, and of tangential benefit to the college.

All unit faculty participate in service to the college in a variety of ways. Each education faculty member participates on a department committee to assist with policy making within the program. The committees consist of the curriculum committee, the student teaching committee, and the admissions committee. Each of these committees meet once a month throughout the academic year. When issues arise, a subcommittee may be appointed to deal with specific issues on an as needed basis.

Unit faculty participate in a variety of college level committees. Committee participation can be the result of an election process or through voluntary action. Examples of college committees that the unit faculty are involved in include, but not limited to, General Education Steering Committee, Division Chair, IRB Committee, Civic Engagement Learning Community, Diversity Committee, Faculty Senate, Latin Honors Development Committee, and Academic Affairs Committee.

The following list represents the services contributed by the unit faculty during the **2002-2003** academic year as reported on the annual dean's report.

#### **DEPARTMENT COMMITTEES:**

- Admissions Committee-3 unit members
- Student Teaching Committee-4 unit members
- Curriculum Committee-6 unit members
- Search Committee for EBD candidate
- PT3 Leadership Team-4 unit members
- Search Committee for Field Experience/Charter school liaison
- Program Portfolio Development Committee
- TPT syllabus review committee
- Scholarship Award Committee
- Program Assessment Plan Development Committee-2 unit members
- Learning Disabilities licensure program development committee

#### **COLLEGE COMMITTEES:**

- Reach Board-3 unit participants
- Coordinator for Staff Development
- Search Committee for Baseball Coach
- Athletic Hall of Fame selection Committee
- Faculty Senate

- Division Reorganization Committee
- Augsburg Health Careers Academy Committee
- Latin Honors Committee-2 unit members
- Academic Affairs Committee
- Rochester Committee
- Weekend College Committee
- Student Standing Committee
- Science Building Committee
- Professional Studies Division Chair
- General Education Steering Committee
- IRB Committee
- Diversity Committee
- Lilly Grant committee
- Sharon Parks planning committee
- Lilly workshops

### **COLLEGE LEVEL SERVICES:**

- Planning of Parker Palmer's campus visit
- Coordinator for the Center of Teaching and Learning-subsessions include:
  - Multiple intelligences
  - Constructivist classroom
  - Authentic assessment
  - Teaching for understanding
  - Learning styles
- Facilitation of Creative Learning Environment series-Faculty Development
- Facilitation of Global Education Retreat
- Facilitation of Retreat for Student Support Staff Development
- Facilitation of Faculty Retreat-Let your Life Speak-Lily Grant
- Facilitation of Faculty Retreat-Big Questions, Worthy Dreams
- Coordinated Professional Development Strands
- May Dinners-New student recruitment
- Interviews of President Scholars
- ACES Advisor-Augsburg College Education Students
- Faculty liaison to student technology group
- Advisor for Augsburg College Democrat
- Member of Mentor Group for new faculty and staff-2 unit participants
- NASA Space Grant Coordinator
- Director of undergraduate research assistant
- Coordinator for the Eye of the Future Conference
- Coordinator for the Sverdrup's Visiting Scientist Lecture series
- Coordinator for GEMS-Girls in Engineering-Math and Science
- Discovery Days lesson presentation-new student recruitment
- Teaching Scholarship Partnership Program
- Paideia Program Director
- TPT/Learning Park/Augsburg College Partnership Liaison
- Webmaster-Education Department and IRB websites

- Involvement by unit faculty in the college mentor program for new staff and faculty
- Summer GEMS program for girls to inspire interest in science
- Parker Palmer's Courage to Teach retreats

**STATE AND NATIONAL PARTICIPATION:**

- Collaboration with Kindergarten teachers at Cedar-Riverside Charter School
- Minnesota Reads Committee-3 unit participants
- BOT Evaluation team at Bethany College
- MACTE Representatives
- Representative to College Graduation Standards Technician Committee-state Dept.
- Participant in Best Practices Network for Social Studies
- Advisory Board Member-International Center for Service Learning in Teacher Education
- President-AACTE Study Group-S-L in Teacher Education
- Regional Director-National Service-Learning in Teacher Education Partnership
- Member-Minnesota Committee for the Advancement of Service-Learning
- Reviewer-Michigan Journal of Community Service Learning
- Reviewer-Review of Religious Research
- Reviewer-Journal for the Scientific Study of Religion
- Reviewer-Research in the Social Scientific Study of Religion
- Reviewer-2003 Annual Service-Learning Research Conference
- TALLS-Teachers as Learners and Leaders-Minnesota Department of Education

Unit faculty are active members in professional organizations. Current membership includes:

- International Reading Association-3 Faculty members
- Minnesota Association of Early Childhood Teacher Educators (MNAECTE) former president
- National Association for the Education of Young Children (NAEYC)
- Phi Delta Kappa-3 Faculty members
- American Educational Research Association-2 Faculty members
- American Psychological Association
- APA Division Memberships:
  - Division 8--Society for Personality and Social Psychology
  - Division 9--Society for the Psychological Study of Social Issues
  - Division 24--Division for Theoretical and Philosophical Psychology
  - Division 36--Psychology of Religion
- Society for the Scientific Study of Religion
- National Youth Leadership Council
- Minnesota Psychological Association
- International Center for Service-Learning in Teacher Education
- National Science Teacher Organization-2 Faculty members
- Minnesota Science Teacher Organization-2 Faculty members

- Association of Supervision, Curriculum and Development (ASCD)-9 Faculty members
- PGI (Paideia Group, Inc) the national Paideia organization
- MCSS (MN Council for the Social Studies).
- The Association for People with Severe Disabilities (TASH)
- Council on Exceptional Children (CEC)-2 Faculty members
- American Association of Mental Retardation (AAMR)
- National Council of Teachers of Mathematics (NCTM)
- Minnesota Council of Teachers of Mathematics (MNCTM)
- National Council of Teachers of English (NCTE)
- MN Council of Teachers of English
- AACTE - Institutional Representative
- MACTE - Institutional Representative and member of executive committee
- American Federation of Teachers
- Courage to Teach Facilitators Network
- Pi Lambda Theta-Education Honor Society, Officer
- American Association of University Women (AAUW)
- Association of Experiential Education - Member
- Australian Curriculum Studies Association - Member through 2003
- Expeditionary Learning Outward Bound - Member
- International Association for the Evaluation of Research in Education - Non-active member
- National Association of Multicultural Education – Member
- Education Minnesota – Member
- National Education Association – Member
- Minnesota Reading Association (MRA)

Faculty are involved in a variety of off campus community service on a voluntary basis. Unit Faculty believe that participation in education related activities help to keep us informed and experienced in the classroom. Examples from the 2002-2003 Dean's Report include:

- Participation in School Board candidate campaign-2 unit members
- Treasurer for School Board candidate
- Tutor at St. Martins Table
- Richard Green Leadership Council for the Richard Green Elementary School, Minneapolis.
- Tutor for Somali Students
- Active in Church Choir
- School Board Member
- Community Consultant Committee-Twin Cities Public Television
- Advisory Council Member- Search Institute Field Input Team-Education Sector Advisory Committee
- Donald G. Paterson Award Committee-Minnesota Psychological Association

All teacher candidates at Augsburg College participate in service learning activities during their education preparation. The Center for Service, Work, and Learning work

with representatives from the P-12 partner schools (see Standard 3) on a regular basis to determine contact procedures and placement of teacher candidates. This process is to ensure that candidates are placed with experienced classroom teachers. Candidates in the education program participate in service learning with partner schools each semester they participate in education courses to gain experience in the classroom setting and help them connect theory to practice. During this time, candidates tutor and teach small groups as well as assist teachers in the classroom or teach lessons.

**Links:**

see Annual Dean's Report, Section E- Untenured\_report.doc ([Word](#)) ([HTML](#))  
- tenured\_report.doc ([Word](#)) ([HTML](#))

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## **Collaboration**

Collaboration within the unit, across campus, and in the community is important to the unit faculty. Collaborations have benefited the unit in many ways. Through collaboration, the education program for both elementary and secondary students has been enhanced. An example is the collaboration that exists with Augsburg 's subject matter faculty as the Minnesota Standards of Effective Practice were aligned with the curriculum in education and in content areas. This collaboration identified standards in content areas and helped design courses to ensure that all standards were met.

Unit faculty collaborate extensively with area schools through supervision of student teachers and the special education EBD internship. During visits, faculty have the opportunity to work with classroom teachers and administrators in developing a positive learning environment for student teachers and students.

Through collaboration with partner schools, unit faculty work with classroom teachers to place students in settings where they have the opportunity to teach use methodology learned in unit courses. Candidates are placed in classrooms with experienced teachers during their special methods courses. Candidates are expected to teach and assess learning during these field experiences while teachers guide candidates through the process.

The undergraduate/graduate program in special education: EBD is the result of collaboration with Minneapolis and St. Paul Public Schools. Candidates in this program are ideally paraprofessionals in special education from these school districts seeking a degree and/or licensure in EBD. This program allows candidates to continue to work in a special education environment as they complete licensure and/or degree coursework. This program was developed jointly with Minneapolis and St. Paul Public Schools to meet needs the two school districts identified.

Unit faculty collaborate with the Center for Global Education through the development of study abroad programs. Staff from Global Education are instrumental in providing the needed support for study abroad to occur successfully.

Augsburg College has developed a collaborative initiative through International Partners. International Partners, founded at Augsburg College in 1997, is based on reciprocal agreements between Augsburg College and European institutions of higher learning that offer degrees in business, education, and/or social work. Under these agreements, European students receive part of their education at Augsburg, and Augsburg students earn academic credit at Partner schools. Courses are pre-approved to fulfill graduation requirements at the student's home institution. The program also provides practical experience abroad through internships, fieldwork, and student teaching.

As a result of working with International Partners, Augsburg College has a strong connection with Sør Trøndelag College in Trondheim, Norway. Through this collaboration, they send students (social educators) to Augsburg for a semester. As a requirement of the program, the students do a practicum while in the US. Augsburg College has sent a few students to Norway when January Term existed. The unit has sent student teachers for part of their experience to Norway.

International Partners' close institutional collaboration creates opportunities for faculty exchange. During Spring, 2001, Brit Hauger and Susan O'Connor exchanged positions. Susan taught at Sor Trondelag College in Trondheim Norway while Brit taught courses in the education program at Augsburg College.

As a result of the PT3 Grant, Augsburg Education Faculty collaborated frequently with other institutions in Minnesota with similar grants. Workshops were sponsored by institutions for all to attend and opportunities to share experiences with technology were provided through MACTE.

The Minnesota Reads Grant is another example of collaboration between higher education institutions. Unit faculty from Augsburg College work with faculty from the University of Minnesota, the University of St. Catherine, and St. Cloud State University in this three-year grant researching effective methods for teaching pre-service teachers to teach reading.

The unit advisory board consists of experienced teachers, administrators, alumni, adjunct faculty, and content faculty who meet to help guide the education program. The advisory board assists the unit faculty in the development of new programs and the improvement of the education program for pre-service teacher candidates. This is also an example of collaboration that occurs with individuals outside the Augsburg College community.

**Links:**

See International Partners website: [www.augsburg.edu/partners](http://www.augsburg.edu/partners)

see PT3 documents-Eval\_Report03.doc ([Word](#)) ([HTML](#))

PT3PerformRep03.doc ([Word](#)) ([HTML](#))

see MN Reads grant proposal-see hard copy in exhibit room:

<http://intranet.education.umn.edu/Bush>

see advisory board meeting minutes- Adv\_Board\_min.doc ([Word](#)) ([HTML](#))

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## **Unit Evaluation of Professional Education Faculty Performance**

Unit faculty undergo continuous evaluation through a variety of sources as defined by College policy and practices. Evaluation of faculty examines teaching and how well they contribute to student learning, scholarship and related creative achievements, and service within and outside the College community.

Evaluation of faculty begins with initial qualifications needed to teach at Augsburg College. In order for faculty to be hired they must demonstrate expertise in the field that they will be expected to teach and hold, at minimum, Masters Degree. All Education faculty, fulltime and part time, must have K-12 classroom experiences. For fulltime Faculty, a PhD is preferred and/or extraordinary P-12 classroom experience is required.

Candidates complete course evaluations for each education course taken. Within that evaluation, students are given the opportunity to comment on teacher effectiveness and course content. Student teachers also complete evaluations and provide comments on college supervisors following the student teaching experience. These evaluations are reviewed by the dean and the department chair followed by the instructor of the course. The department chair conducts an annual department meeting with the faculty to review strengths and weaknesses in teaching, scholarship, and service. This process allows faculty to reflect on teaching effectiveness within the program. In their annual reports to the dean, faculty reflect on their teaching based on student evaluations and set goals for improvement in the following year. These reports become part of faculty members files and play a part in the College's tenure, promotion, and leave process.

First year faculty participate in a first year review process. This process consists of peer review of teaching effectiveness and letters of recommendation from peers. The department reviews the recommendations, interviews the faculty member and forwards retention recommendations to the dean.

Faculty participate in a third year review process. At this time faculty again have peer review of teaching from colleagues from within and outside the department and letters of recommendation are forwarded to the dean. Faculty prepare portfolio of their accomplishments and goals in teaching, scholarship and service. Faculty are interviewed by the Department and by the TPL, (Tenure, Promotion, and Leave) committee for recommendation of continued employment.

Tenure review takes place during faculty's sixth year of teaching. A similar process is followed where faculty are recommended for tenure and promotion. If tenure and

promotion is not recommended, the faculty person is terminated. Following tenure, faculty are expected to participate in periodic post-tenure review.

For adjunct faculty, the dean and department chair review student evaluations. The chair and other full-time faculty work with and observe the adjuncts. Based on student and faculty evaluations, adjuncts are invited to teach again for the department.

The process of evaluation of faculty established by College policy provides a continuous process for reflection, evaluation, and professional development. This process provides faculty with the opportunity to improve teaching effectiveness.

**Links:**

- see First year review procedures-Faculty Handbook-6.4-  
Sec\_6FacHandbook.doc (*Word*) (*HTML*)
- see Third year review procedures-Faculty Handbook-6.6-  
Sec\_6FacHandbook.doc (*Word*) (*HTML*)
- see tenure review procedures-Faculty Handbook-6.7-  
Sec\_6FacHandbook.doc (*Word*) (*HTML*)
- see post tenure review and promotion procedures-Faculty Handbook-6.7-  
Sec\_6FacHandbook.doc (*Word*) (*HTML*)

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## **Unit Facilitation of Professional Development**

All unit faculty are given a variety of opportunities to participate in professional development activities. Faculty are expected to stay current in research-based innovations in teaching and current in content knowledge. Professional development activities occur on campus as well as through professional organizations.

All faculty are provided with travel funds annually to attend professional conferences. Faculty receive an annual travel fund of \$400 for attending conferences, and additional funds if they are presenting or participating in some way. Applications for available funds are completed through the Dean's Office. Additional funds are available to faculty presenting at conferences and are applied for through the Dean's Office as well. With these funds, most unit faculty attend professional organization conferences in order to stay current with new research in their fields. Examples include travel to the National Science Teachers conference in San Diego, CA., and Paideia Group Inc. Conference, Chicago, IL, All unit faculty have taken advantage of this benefit.

Faculty have had the opportunity to participate in the Lilly Vocation Grant through the college community. The grant supports activities such as travel abroad to examine vocation. Last year the Lilly Grant provided scholarship travel funds for education students traveling to Namibia. Students registered for the course in International

Education, traveled to Namibia, Africa, for two weeks. The Lilly grant provided a \$1,500 scholarship for all students to participate. Fifteen students will be traveling to Guatemala in March 2004 as part of the Lilly Grant scholarship program.

The entire unit Faculty participated in the PT3 grant for the past three years. The grant provided technology training for all unit faculty, enabling faculty to model technology skills in the classroom to enhance instruction and learning. Opportunities were provided to work with other colleges and universities providing technology workshops for faculty across the state. Students and faculty presented at workshops and conferences at the local, state, and national levels. Through the grant, the Education Department was able to purchase technology equipment such as digital cameras, video recorders, laptops, PDAs, desktop computers, LCD projectors, and software. The equipment provides hands on experience for candidates in the program in teaching with technology. The technology grant also provided an on-site technology coach to facilitate incorporating technology into the teaching environment. All faculty now have current computer and software updates at their disposal.

The Center for Teaching and Learning at Augsburg College provide many opportunities for faculty to enhance skills through a variety of offerings. In the past year, the Center for Teaching and Learning has provided professional development opportunities in the following areas:

- Technology
- Assessment
- Cooperative learning
- Literature review library skills
- Seminars on multiple intelligences
- Seminars on the Courage to Teach

All faculty are provided the opportunity and are encouraged to participate in these activities. An education faculty member is the coordinator of professional development for the Center for Teaching and Learning. Specific examples related to that person's role include:

- Cognitive Diversity in the Classroom: Meeting the challenge of teaching students with varied learning profiles.
- Peer coaching for various departments on campus
- Organize fall and spring Retreats-Lilly Vocation Retreat, Spring, 2003.
- Parker Palmer visit, Spring, 2003.

Faculty are given opportunities to apply for sabbaticals. Sabbaticals provide opportunities for renewal and the chance to participate in scholarship activities. Two unit faculty members have been granted sabbaticals recently. Anne Kaufman is currently on leave this spring (2004) making contributions to a book being developed by the Paideia Group, Inc. Anne, working with other member of the Paideia Group, will be writing several chapters for this book. She also will be taking the lead on the development of "starter set" Paideia materials with position papers, curriculum guidelines, and sample lesson plans.

Vicki Olson has been granted a sabbatical for Spring, 2005 when she will work on the evaluation of the Minnesota Reads Grant.

Unit faculty are provided with many opportunities to enhance their expertise in their area of study. The Unit Faculty are involved in many facets of the professional education, and, through participation in professional organizations and conferences, they are able to keep abreast of current research in education. Unit faculty will continue to develop and grow as teachers and scholars in service to the profession of teaching, to students, and to the community.

**Links:**

see Center for Teaching and Learning document: [www.augsburg.edu/ctl](http://www.augsburg.edu/ctl)

see Lilly Grant document- ACLillyEnd.doc ([Word](#)) ([HTML](#))

see Web page for Namibia travel: [www.augsburg.edu/education/namibia](http://www.augsburg.edu/education/namibia)

see PT3 Reports-Eval\_Report03.doc ([Word](#)) ([HTML](#))

PT3PerformRep03.doc ([Word](#)) ([HTML](#))

see Sabbatical applications-Faculty Handbook-6.10- Sec\_6FacHandbook.doc  
([Word](#)) ([HTML](#))

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