Personnel

Workload policies and practices permit and encourage faculty not only to be in engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools and service but also to professionally contribute on a community, state, regional, or national basis. Faculty members at Northwest are known to demonstrate a strong work ethic and a commitment to teaching and training of future educators. Sources of data on faculty performance suggest Northwest is among the most successful of comparison group institutions in providing a high-quality teacher program. Data from the Noel Levitz student satisfaction survey indicates Northwest students overwhelmingly rate their experience at Northwest above that of the competition across virtually all indicators on the most recent iteration of the survey.

Policies that have helped Northwest faculty members address the annual goals of the college, the goals of the PEU and those of the departments are self-identified goals through the faculty evaluation system are outlined in the newly revised evaluation system (2012-2013). Faculty members plan for the effective achievement of departmental goals during faculty work days provided at the beginning of the fall and spring trimesters and discuss progress with the President and Provost, as well as with their respective Deans, during annual meetings with these leaders focused on a review of leading indicators as well as individual and collective goals. In addition, the faculty evaluation process asks faculty to develop annual goals and to review those goals at mid-year, to determine if adjustments should be made (Standard 5 ex. 5.4.f.3 Evaluation of Titled Faculty).

Faculty workload at Northwest is guided institutionally by the policy detailed in the Northwest *Faculty Handbook* (Chapter Two, page seven) that identifies a full load annually to be "24 to 26 hours" (ex. 6.4.h.2 Faculty Workload Policies). In practice, a full load is typically 12 hours each trimester, with 24 across the year. Faculty members are provided release time for program coordination responsibilities, leadership of new efforts requiring significant faculty time and effort, and service as department chair and curriculum director, program director, etc. (ex. 6.4.h.4 Faculty Workload Summary). Faculty load for the teaching of distance learning courses is guided by these same policies. As a result, faculty release time in the Unit equated to 52 hours in the fall of 2012 and an average of 57 across the three-year period.

Faculty load for those faculty members assigned as University Supervisors for clinical experiences is assigned at a load ratio of 18 student teachers for a 12-hour load, or at the rate of 1.5 student teachers per hour of load credit.

Moreover, we have dedicated additional resources to help with faculty load and to lessen some of the additional responsibilities that significantly impact faculty time. We were at a record enrollment at Northwest and this resulted in record enrollment in our elementary major programs (700+ students). To meet the needs of students and lessen the load for faculty who do advising for these students in their major, we hired two adjuncts for a total of a .50 load to advise elementary students not admitted to the Teacher Education. These two adjunct faculty met in large groups to advise students and utilized some social learning theory to support the students in this advisement function. Additionally, in 2013-2014, we will hire one adjunct for the .5 load to continue this advisement model even though we will not be serving the number of students during our high enrollment years. We also are

spreading advisement over the load for the entire Professional Education Department and most all faculty will be doing advisement for the elementary majors. Spreading the advisement load over an increased number of faculty will help alleviate some time commitment issues during advisement periods. With the merger of the departments of Curriculum and Instruction and Educational Leadership into the Department of Professional Education, advisement will be spread across more department members increasing the advisor pool and decreasing the advisement load for some faculty members.

Northwest also takes pride in providing university faculty as the instructor in the classroom, rather than providing a graduate assistant as the instructor, working under the direction or supervision of a qualified faculty member.

The PEU's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. The Unit has been particularly successful in maintaining coherence in programs where adjuncts (practitioner faculty) are employed as classroom instructors. A fulltime faculty member on campus is identified as the lead instructor for each course. The lead instructor works with the adjunct either individually or at a scheduled meeting to provide direction and guidance for developing and instructing in the course. Many adjunct faculty teach the same course over multiple trimesters. This "learning community" works to link these faculty members in preparation seminars and to continue that link through regular materials provided on the eCompanion website and in continued interactions with the faculty mentors. One example program demonstrating our commitment to using expertise of part-time faculty can be found in our Teacher Leader Program. This program provides coursework for earning a Master's degree in the Teacher Leader program but also provides a pathway to National Board Certification. We have employed master teachers who have earned National Board Certification to teach in this program. These master teachers offer a more current lens into their classroom practice and the development of materials and skill evidence to apply for National Board Certification. An example of using teaching assistants to better develop their skills are those Graduate Assistants (GAs) who are employed at the Leet Early Childhood Center and the Horace Mann Lab School. These have opportunities daily to develop their skills in teaching and working with students. An example of clinical faculty included as valued colleagues is evidence in many areas of our educator preparation program. The clinical faculty are included in guiding and advising the deployment and implementation of the Teacher Work Sample (TWS). These faculty are also integral in our assessment process of the TWS helping to score this or providing feedback for improvement or policies or practice around this key assessment. Clinical faculty also have been included in our professional development activities, most recently in the training and piloting of the Co-teaching Model.

The PEU provides support personnel which significantly enhances the effectiveness of faculty in their teaching and mentoring of our candidates. To assist faculty in the completion of their work provision of a departmental secretary in all offices of the Unit and graduate assistants are provided for additional support. Work-study students are also provided in many departments, as well as a secretary provided half time each for NCATE and the Cooperative Doctoral Program. Additionally in the past year, a full time Assessment Coordinator for the PEU has been hired and he has two student workers and a graduate assistant.

The Outreach centers, (St. Joseph and Kansas City) are well staffed to carry out quality programs consistent with what is offered and supported on the main campus. Each Center

has a director and one full time secretary, and a three-quarter time educational specialist is located at the Kansas City for educator advisement and coordination. A dual credit coordinator is located at the Kansas City Center and supports work of the dual credit programs. In spring of 2013, a review was conducted and some Outreach Center positions and responsibilities were revised. There is now one Director of both Outreach Centers and a marketing position was filled to serve both centers. Other positions at the Centers were revised (ex. 6.4.a.9 Outreach Organizational Chart). There are also technology assistants at the centers to assist professors in ITVing the class to other sites or available to be technology support for trouble shooting. The Northwest Regional Professional Development Center (NWRPDC) has a full time director, a professional staff position, two part time and seven full time staff members in 2012-2013. In 2013-2014, in addition to the director and her secretary, the staff will consist of one part time person and eight full time staff members.

The Unit has made significant and focused efforts to deliver high-quality faculty development programs that meet the identified needs of faculty members and address the goals of the PEU and the CEHS departments. These programs are in addition to the strong support provided to faculty members throughout the University and monies provided for attendance at professional association meetings at the state and national levels (where faculty members in academia have historically been expected to gain much or their professional development).

Other avenues for professional development provided through University and Unit efforts include
- CITE office training (individual and collective faculty development around eCompanion, eCourse and other forms of technology),
- the Northwest Regional Professional Development Center,
- conferences and workshops provided through shared expertise
- Teaching and Learning Center added in 2013-2014
- The Ploghoft Lectureship Series provided through endowments obtained in the capital campaign (Standard 5 ex. 5.4.g.5 Ploghoft Lecture Spring 2013).

Faculty members participate in professional development offered by their professional associations. In many of these, PEU faculty members take a leadership role in assuring such faculty development is provided not only for fellow faculty members in the PEU but also for members of these organizations (MACTE, MACCE, Leadership Academy).