

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.

As articulated in the unit's Conceptual Framework, faculty members' commitments to scholarly pursuits include diversity, technology, reflection, and effective practice. Faculty are committed to modeling best practices in teaching, scholarship and service to create an environment in which all candidates are effective, collaborative, committed to diversity, and becoming educators.

QUALIFIED FACULTY

All faculty members in the unit are well prepared academically and have extensive experience in their discipline. During the 2000/2001 academic year, the College of Education had 60 tenure-track faculty (this includes deans and department heads) all of whom have doctorates. Agriculture Education, Music, and Family and Consumer Science faculty members have doctorates or a terminal degree in their field, as well. All faculty throughout the Teacher Education Unit teach within their field of expertise and continue to aggressively pursue research.

The Curriculum and Instruction Department uses some part-time instructors and graduate assistants to participate in teaching. Instructors selected to teach for the department of Curriculum and Instruction and other departments must have three years teaching experience and at least a master's degree in the academic area in which they are assigned. Part-time (adjunct) instructors are licensed educators and master teachers in their discipline.

Although the university reported Faculty Full Time Equivalent (FTE) at 76 for 2000/2001, the College of Education only has 60 tenure track FTE. Part-time instructors who teach undergraduate and graduate classes generate the additional 16 FTEs. The Department of Special Education/Communication Disorders continues to use part-time and adjunct faculty to teach introductory courses and monitor internships. Because of the large number of students taking courses in the Department of Curriculum and Instruction, part-time faculty members teach almost 50% of teacher education classes. Some departments monitor the part-time instructors by assigning tenure-track faculty to guide and assist them. Tenure-track faculty members also work with teaching graduate assistants in their area of expertise. For example, if an individual is selected to teach a social studies methods course, he or she will meet with the faculty member responsible for social studies to discuss and review course and program expectations.

The unit works collaboratively with an outstanding group of preK-12 partners who are integral to the success of our programs. Elementary and secondary professional development school councils have been established to insure quality supervision of student teachers and graduate interns. The Professional Development School Council works closely with the unit and assists in supervising students prior to student teaching.

Intern supervisors for all advanced programs must have at least a master's degree, three years of experience, and be approved by faculty. Counseling, School Psychology and Communication Disorders follow national guidelines for their accreditation agencies. These guidelines are equal to or exceed the above-mentioned standards.

Sources of Evidence*Faculty Vita**Faculty Awards**Part-Time Faculty Vita***MODELING BEST PROFESSIONAL PRACTICES IN TEACHING**

Professional education faculty members are teacher-scholars who demonstrate in-depth understanding of their areas of expertise consistent with the major themes and outcomes of the Conceptual Framework. Faculty members emphasize diversity, technology, reflection and critical thinking in their coursework. This is evident in syllabi and faculty vita. Faculty model best professional practice and utilize a variety of techniques to assist candidates in preparation for their careers. Instruction and assessment techniques vary from program to program and are often determined by the expectations of the discipline. For example in Counseling, Special Education and Communication Disorders, the experience and assessment techniques are more clinically based, whereas, Music, Physical Education, and Dance are more performance based.

Faculty members use a variety of instructional techniques including, inquiry, reflective practice, portfolio development, discussion, classroom observation, clinical experiences, hands-on opportunities, emphasis on critical pedagogy and diversity, demonstration of skills, cooperative learning, and lesson presentation. Other teaching methods are demonstrated throughout the unit and can be examined in syllabi. Faculty members often modify instruction to assist candidates with identified disabilities and alter instruction for graduate students in classes that have both graduate and undergraduate participants.

Modeling effective instruction and in-depth knowledge of content are essential elements faculty must demonstrate. Each year faculty members are assessed on their teaching by students and administration and must demonstrate excellent teaching characteristics in order to achieve tenure.

The assessment of candidates by faculty in the Teacher Education Unit is varied and consistent with goals outlined in the Conceptual Framework. Assessment techniques include written papers, written exams, demonstrations, practica, reflective journals, portfolios, field experiences, internships, volunteer activities, presentations, case studies, and student teaching/internship. Faculty in conjunction with practicum coordinators, continually modify and redesign assessment techniques. For example, in the 2000/2001 academic year all teacher education programs began formally reviewing candidate applications for student teaching. This review is a formative process to assist candidates as they enter student teaching. Even though the process is formative in nature, some candidates might be required to delay student teaching if faculty deem it necessary.

The integration of technology into instruction has increased dramatically in the past four years. Professors are using a variety of technological instructional models, including WebCT, integration of web-based assignments, PowerPoint, web-based discussion groups, and others. The number of technology candidates has grown dramatically in the past several years from 20, to over 100.

The growth of faculty expertise in the area of technology has been extensive. The unit recognizes that technological expertise is essential to maintaining qualified faculty. The unit

offers numerous opportunities through the Preparing Tomorrow's Teachers Today (PT3) (for Technology) grant and web based (ITAL) training for faculty development.

The College of Education and the Teacher Education Unit faculty are consistently recognized throughout campus as excellent teachers. A review of the university awards received in the past several years for teaching and service supports this. University wide committees select faculty who receive the university teaching and service awards. Since the college represents less than 5% of the total university faculty and staff, the number of awards earned is significant. In 99/00 and 00/01, the faculty in the College of Education received six University awards for teaching and service, out of a total of 15 awards in those two years. Additionally, College of Education faculty members often make presentations to university graduate assistants, new faculty and others on strategies about university teaching.

Sources of Evidence

Faculty Vita

Matrix on Teaching Strategies Prepared by Individual Faculty

Faculty Performance Evaluations

Candidate Evaluations of Faculty Teaching

MODELING BEST PROFESSIONAL PRACTICE IN SCHOLARSHIP

Faculty publication records are stellar. Research productivity is substantive. For example, in the past two years, faculty in the unit published over 100 articles, 20 books and monographs, and made over 250 regional, national, and international paper presentations. Grant proposals numbered over 100 and approximately 55 were funded.

The following tables exemplify faculty personnel activities for the academic years 1999-2000 and 2000-2001. Note – Faculty numbers vary because of open lines and department heads and deans are not included in this report.

Table 1. COE Summary of Personnel Activities-Academic Year 2000-2001

	CEP	C&I	EMD	PERD	SPED/ CD	COE
Number of Faculty	9	18	6	6	11	50
Books/Monographs	2	9		1	1	13
Journal Articles	15	19	6	6	11	57
Chapters	3	15	2		5	25
Proposals Submitted		30	3	7	4	44
Proposals Funded		21		4	1	26
Presentations	34	45	11	20	27	137
Technical Reports		15				15
Editorial Boards	6	12			3	21
Other					19	19

Table 1. COE Summary of Personnel Activities-Academic Year 1999-2000

	CEP	C&I	EMD	PERD	SPED/ CD	COE
Number of Faculty	9	18	6	7	14	54
Books/Monographs	2	9	1		1	13
Journal Articles	12	19	10	11	6	58
Chapters	7	15	1			23
Proposals Submitted	3	30	2	2	10	47
Proposals Funded	1	21	1	2	7	32
Presentations	32	45	23	18	34	152
Technical Reports	8	15	2		2	27
Editorial Boards	12	12			3	27
Other			9	4	22	35

Sources of Evidence*Faculty Vita**Grants and Contracts Chart**Faculty Scholarly Activity***MODELING BEST PROFESSIONAL PRACTICES IN SERVICE**

Faculty national, regional, and state activities are substantive throughout the unit, as well. A review of vita indicates that Teacher Education Unit faculty members serve on numerous national committees. Some are chairs of special interests groups in the Association of Teacher Education (ATE), American Psychological Association (APA), American Speech and Hearing Association (ASHA), American Educational Research Association (AERA) and other national organizations. Dr. Maria Luisa Gonzalez was president of the University Council of Education Administration, the premier university educational administration organization. Dr. Michael Kimbarow is Vice President of the American Speech-Language-Hearing Association, a three-year elected position. Additionally, faculty members are recognized for their expertise by being selected to keynote national meetings, to do pre-conference workshops and to consult for other universities and school districts.

At the state level, College of Education faculty members are actively engaged with the State Department of Education on a variety of projects. When the State Department of Education decided to revise state competencies for licensure and endorsements, several College of Education faculty served on these committees. For example, Dr. Enedina Vazquez serves on the State Evaluation and Assessment Committee and provides expertise on instrument selection, selection of test writing companies and other assessment policy and regulation issues. Additionally, college faculty were involved in international and national activities and public school collaboration during the past several years.

Examples of specific faculty service include Drs. H. Garcia and A. Huerta-Macias who worked with the Center for International Programs and the Department of Communication Students in organizing opportunities to work with the Brazilian Universidad do Sul de Santa Catarina (UNISOL) administrators and faculty. They developed a Master of Arts in Teaching degree with an emphasis in Teaching English. UNISOL officials visited NMSU a number of times, and many of them worked with the Center for Intensive English (CITE). The program was completed in Spring of 2002 with a graduation ceremony that took place in Brazil. Several faculty members taught in Brazil during this program's existence. Faculty used WebCT to successfully assist candidates from Brazil in completing coursework.

Faculty members are actively engaged in design and delivery of instructional programs. Three examples are the Brazil TESOL Program, the Hermosa Heights Project, and the Student Dean Program. Dr. Luis Vazquez and Dr. Maria Luisa Gonzalez, in collaboration with the Las Cruces Public Schools Administration, developed a Masters program that integrates courses from CEP and EMD to meet the needs of the school district for a Student Dean Program. The course sequence will allow candidates to be eligible for licensure in both School Counseling and Public School Administration. Collaboration between departments in the unit and Las Cruces School District is ongoing.

Departmental, college and university service is extensive. A review of faculty vita will demonstrate extensive service to the institution.

Family and Consumer Science and Agriculture Education faculty are involved in extensive service and outreach activities. This involvement includes sponsorship of state 4H, FFA, and numerous activities initiated through agriculture extension. Music faculty are involved with numerous service activities, including band camps, choral judging, band competitions, and concerts for schools. Physical Education, Recreation and Dance faculty sponsor a summer camp for K-6 children that involve over 250 participants each year.

For further information, see faculty vita and the collaboration and service listing in this section.

Sources of Evidence

Faculty Vita

Grants and Projects (several)

Professional Development Credit

Conferences Supported

COLLABORATION

As emphasized in the unit's Conceptual Framework, partnership and collaboration are key elements for the unit. Professional Development Councils for the elementary and secondary education programs keep lines of communication open between the Las Cruces Public School District (LCPS) and the Teacher Education Unit. The unit also coordinates the University Education Council, which meets several times a year to discuss key university issues and review programs when appropriate.

Academic program curricular reviews are conducted on a regular basis by the academic departments. For example, the math department reviews the mathematics course of study taken by education majors who will teach mathematics upon graduation. The unit also participates in numerous state and local meetings that review education issues. The State Department of Education and the Commission on Higher Education often coordinate these meetings.

The following discussion outlines a variety of collaborative projects initiated by the College of Education faculty to better meet the needs of teachers and students in the program.

The Communication Disorders program has collaborated with five school districts in training speech language pathologists for their districts. These collaborative efforts have led to an increase of speech language pathologists in participating rural and urban school districts. In

addition, faculty members participate in providing in-service workshops and consultations to interested school districts around the state.

The College of Education (COE) continues its site-based elementary education program. This opportunity for candidates incorporates theory and practice in actual classrooms. The planning for this program occurred in the fall semester of 1997 between the COE and the faculty and principal of Hermosa Heights Elementary. Instead of taking the traditional elementary classes on campus, students enroll in twelve hours of pedagogy courses per semester designated solely for the Hermosa Heights program. Each candidate is assigned to a practicing teacher's class from Monday through Thursday from 8:00 AM to 11:00AM. In addition to this in-class experience, they participate in seminars on Tuesday and Thursday afternoons. In these seminars, candidates are introduced to information they would have learned in traditional programs. However, candidates translate this theory into practice when they plan and implement lessons in the classes to which they are assigned. Candidates participate in this on-site program for two semesters followed by student teaching. The Hermosa Heights Program is coordinated by Dr. Robert Gallegos.

The College of Education at NMSU has been identified as a Cisco Networking Regional Academy and offers Cisco network training for school districts in the state. The unit trains local academy instructors for over fifteen school districts.

The Collaborative for Excellence in Teacher Preparation (CETP) is a statewide effort that encourages the development of math and science curriculum in Teacher Education Programs. The program is a collaboration between Arts and Sciences and Education faculty. This grant has been active for several years and has created many new courses for math and science pre-service teachers to incorporate into their coursework. The program also offers scholarships to math and science teaching majors at the secondary and elementary level. The CETP grant is coordinated by Dr. Rick Scott and Dr. Susan Brown.

The Gadsden Independent School District (GISD) DPDP Literacy Collaboration Community (LCC) provides faculty members to contribute scholarly work and classroom time to individuals who have been identified in the GISD as students at risk of dropping out of school. This grant also gives candidates an opportunity to work with these students each semester. The Co-Principal Investigators of this project are Dr. Rudolpho Chavez Chavez and Michelle Valverde of NMSU, and Cynthia Nava of GISD.

Collaboration, Service and Work with Public Schools

Articulation Discussions (Dr. Jeff Brown (A&S), Dr. Michael Morehead (COE), Erlinda Martinez (LCPS)) – Sponsored opening discussions for articulation of LCPS classes with College of Arts & Sciences courses. Includes discussion of expectations for both high school and college faculty.

Bilingual Fellows Program (Dr. Marc Pruyn, Dr. Herman Garcia) – Long-term program which funds practicing teachers in advance degree efforts. - \$500,000 for 3 years

Border Walking Multicultural Special Education Doctoral Leadership Program (Dr. Anne Gallegos) - This four-year project is funded by a grant from the Office of Special Education and Rehabilitation Services in the US Department of Education (DoE) for \$800,000 and supports 10 full-time, minority doctoral students (practicing teachers) who are preparing for leadership positions in universities, public schools, and community agencies. - \$530,000 for 3 years

CETP: Collaborative for Excellence in Teacher Preparation (CETP) (Dr. Susan Brown) – A program funded by the National Science Foundation to support novice teachers in the Las Cruces Public Schools and in the Gadsden Independent School District. - \$5,500,000 for 5 years

Compañeros Preschool (Dr. Jozi DeLeón) – The only preschool of its kind in the country, it serves non-English speaking children with developmental delays while serving as a training site and laboratory for converting research into practice. - \$111,542 for 00-01

Counseling Service (Dr. Michael Nystul) – Dr. Nystul provides counseling services for middle school children in the Deming Public Schools once a week.

Counseling Service (Dr. Keith McNeil, Dr. Rod Merta) – Drs McNeil and Merta have constructed career interest inventories for LCPS high school students. They developed protocols for the school district to “follow-up” on the students.

Distant Education Doctoral Cohort Program (Dr. Carmen Gonzales, Dr. Karin Wiburg, Dr. Malú González) – Integrated programs in leadership and technology. Delivery utilized both on campus and distant education formats. (No funds)

Girls in Science (Dr. Susan Brown) – Program for gender equity using inquiry-based learning, multicultural education, and sociocultural constructivism to enhance girls’ participation and academic performance in science, mathematics, engineering, and technology. Works with 4th, 5th, and 6th graders. - \$650,000 for 3 years

HBLI: Hispanic Border Leadership Institute (Dr. Roy Rodriguez) – Kellogg funded grant that provided support for total of 10 Hispanic students working on doctoral degrees in educational administration. - \$2,500,000

Head Start (Ms. Mary Jane Embury) – Federally funded preschool program, ongoing for fifteen years and serves over 200 children a year. - \$1,500,000 per year

Hermosa Heights Project (Dr. Roberto Gallegos, Dr. Michael Morehead, Dr. Jim O’Donnell) – A site-based elementary education program, the aim of which is to incorporate theory and practice in actual classrooms. Instead of just learning theory, students gain first-hand experience at translating theory into practice in an elementary school environment. (No funds)

Mariposa Project (Dr. Malu Gonzalez) - Funds over 60 students from Yselta, Texas to attend EMD and receive either a master’s or licensure in educational administration.

MathStar (Dr. Karin Wiburg) – Five year US DoE grant to support the redesign of middle school mathematics curriculum to make it more culturally-responsive to students as well as more meaningful and exciting through the use of technology. <http://mathstar.nmsu.edu/index.html> - \$1,600,000 for 5 years

Off-Campus Program in Carlsbad and Farmington (Dr. Rick Scott) – At least two courses each semester at each site (plus ITV course at Farmington) for Masters work in education; this year added course work at Santa Teresa.

Professional Development Credit (Dr. Michael Morehead) – During the 1998-99 academic year, the COE, in conjunction with the State Department of Education and the NMACTE Deans, started a professional development credit program for practicing educators. \$6,000 - \$7,000 per year

Project COLAB (Dr. Anne Gallegos) - Funded by the U. S. Department of Education for \$800,000, this three-year grant will support 25 special education teachers employed on waivers and emergency licenses to work with 50 certified special education and elementary education mentors for the purpose of better preparing themselves to meet the needs of children with high incidence disabilities.

RETA: Regional Educational Technology Assistance Grant (Dr. Carmen Gonzales) –Train the state’s teachers and administrators in the use of technology to promote student learning. <http://reta.nmsu.edu/> \$8,000,000 for 5 years

SPED/Bilingual Scholarships (Mr. Ramón Acosta, LCPS) – Funded by LCPS to support future teachers in bilingual and special education. \$15,000

PT3: Preparing Tomorrow’s Teachers Today (Dr. Karin Wiburg) – Federal grant to improve teacher preparation by developing an innovative and restructured program in which faculty who teach future teachers and their students become confident in the use of technology to support student-centered, intellectually rich, and culturally-responsive learning communities. \$1,200,000 for 3 years

Ysleta Reading Recovery Project (YRP) (Dr. Nancy Baptiste) –YRRP provides development and advanced degrees for educators involved in the project; brings over 150 students to COE to take part in contracted coursework. \$60,000

This is a partial list of the programs and projects within the COE that work with public and private schools throughout the state of New Mexico and nearby areas in Texas.

Sources of Evidence

*See Examples of Numerous Collaborative Projects With Schools
Grants and Contracts Binders*

UNIT EVALUATION OF PROFESSIONAL EDUCATION FACULTY PERFORMANCE

The evaluation of faculty is ongoing and consistent. Every spring, each department head reviews faculty performance in teaching, research and service. After the department head and appropriate faculty review performance, the evaluation is shared with the dean of the College of Education. The process includes all tenure track faculty and staff. Additionally, a departmental committee and department head reviews each non-tenured faculty member’s performance. These reviews are also shared with the dean and a letter is sent to the faculty member outlining the findings and any future expectations. The university administration personnel manual and the college’s promotion and tenure guidelines outline the annual review procedures. (Available in the documents room.)

Faculty and professional education staff evaluation is ongoing and consists of several key elements. It is expected that all faculty contribute as excellent teachers and scholars and collaborate with the professional community. Candidate evaluations of faculty teaching are used each semester in conjunction with a department head review. If a faculty member

struggles with instruction, based on the review, they work out a plan with their department head to improve instruction. Each plan is unique and is determined collaboratively with the faculty member and department head.

During 2000/2001 the college hosted three national consultants who reviewed the college. The consultants recommended that the college-wide promotion and tenure committee review all non-tenure and associate professor's performance every two years. Prior to the consultant visit, the college tenure and promotion committee only reviewed faculty's performance when they were seeking tenure and/or promotion. College Council considered these recommendations and has taken steps to include them in the promotion and tenure procedures for the college.

Faculty members have significant input on the performance review of colleagues. During each academic year, the department head and appropriate faculty committees evaluate faculty. If it is the determination of faculty that a colleague's performance is not adequate, steps are initiated to modify the deficiency. Sometimes a mentor is assigned. Ongoing evaluation of faculty research, teaching, and service is an integral part of the unit's governance system.

Sources of Evidence

Unit Promotion and Tenure Process

University Promotion and Tenure Process

Faculty Evaluation Forms

Faculty Evaluation Forms Completed by Department Head

UNIT FACILITATION OF PROFESSIONAL DEVELOPMENT

Since 1994 the college has had a "First Year Faculty Program" which assists new faculty in becoming a part of the educational family within the college. In the past three years the college has assigned mentors to assist new faculty as well. Yearly reviews of every faculty and staff member often lead to specific professional development activities related to their specialized growth needs.

Faculty within the College of Education and the Teacher Education Unit are expected to be life long learners. This is evident through the numerous professional development opportunities available each year for faculty. Faculty development has been enhanced by the PT3 Grant, which focuses on improving the use of instructional technology for faculty. The unit also supports faculty travel to state, regional, national, and international meetings. This allows faculty the opportunity to present papers, participate on committees and become leaders within organizations.

The unit and university sponsor ongoing opportunities for faculty development. Several of the activities include the following: workshops and assistance for writing grant proposals, first year faculty development workshops, technology workshops, and orientation programming for first year faculty, part-time instructors and graduate teaching assistants. The College of Education Learning Resources Center (LRC) also assists faculty in technology development and maintenance. Additionally, the Center for Educational Development (CED) provides teaching support for faculty and graduate teaching assistants. The CED offers faculty development via teaching seminars, teleconferencing and a research library. For more examples of faculty development opportunities, please refer to materials in the documents room.

The College of Education has worked to increase both the technology available in the college and the technical knowledge of its faculty members. In summer 2001, the COE sent four faculty

members to ITAL (Institute for Technology-Assisted Learning). During the past five years, over 20 faculty members received ITAL training and a computer to better assist them in the use of technology. These faculty members learned how to use computers for distance learning classes and also how to incorporate technology more effectively into teaching.

Sources of Evidence

First Year Faculty Program

Publish Don't Perish Documents

ITAL Training Document

PT3 Grant (Project Assisting Faculty Development)

University New Faculty Orientation

On Campus Development Opportunities