**BLACK HILLS STATE UNIVERSITY**

**SCHOOL OF EDUCATION**

**STANDARDS DOCUMENT**

**Fall 2011**

**The Mission of the School of Education is to prepare competent, confident, and caring professionals.**

***Competent*** *graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.*

*Graduates exhibit* ***confidence*** *in their ability to positively affect student learning, behavior and motivation.*

***Caring*** *graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.*

**Beliefs about Teaching and Learning**

* *We believe in learning communities in which members discuss, explore, and learn together.*
* *We believe that teaching is an active and reflective process that links theory into practice.*
* *We believe all students can learn.*
* *We believe in using multiple methods and strategies to promote learning for all.*
* *We believe that learning is inquiry-based and a life-long process.*

**Vision Statement**

The School of Education will be recognized for its leadership, innovation, and high quality programs in the Black Hills region, the state, the nation, and the world.

**Standards for Performance Expectations in Faculty Roles:**

Faculty members may be assigned in any of three areas: teaching, research and scholarship, or service. Faculty members whose primary responsibilities are instructional deliver 30 credit hours of undergraduate instruction per academic year. Faculty members with an active research agenda and active discipline-related professional service ordinarily receive six credit hours of undergraduate instruction time per academic year for such activities and deliver 24 credit hours of undergraduate instruction per academic year.

The role of faculty in this School focuses significantly on teaching and advising students and empowering our graduates to achieve high levels of success. Basic performance expectations in all areas must be met annually. Inability to meet basic levels of performance in each area may lead to a developmental plan for growth that is prescribed to assist with faculty member development and future role in the School.

Members of the School of Education demonstrate their level of performance **by documenting the quality and magnitude of impact.** Expectations for performance increase at each level as a faculty member progresses from instructor to full professor.

Faculty establish personal goals and intentions for achievement annually within the PSE self assessment; this document enables the faculty to confer with their supervisor for attaining a high level of performance. The following bulleted list of outcomes is from the South Dakota Board of Regents (BOR) Higher Education Agreement concerning faculty expectations (Appendix G pp. 119-124).

**1. Teaching**

Selection from the BOR Agreement has occurred to emphasize activities most relevant to the disciplines resident in the School of Education**.** Note, **quality and magnitude of impact** define the level of performance for the School of Education. For example, a faculty member who provides excellent advising to 50 students, and volunteers to do advising at multiple PREP and registration events, produces a higher quality and greater impact in this area than a faculty member who advises 20 assigned students, has poor retention of students, and seldom volunteers for PREP and registration events.

Since teaching is one of the primary skills we expect the graduates of our programs to develop, School of Education faculty are, perhaps to a greater degree than faculty of any other School, expected to model excellence in teaching. COE students expect faculty to “walk the talk.”

Advising by all faculty members is critical to the success of our students. The specific nature of the requirements for admission to the COE make it crucial that entering freshmen receive excellent guidance in taking the required coursework in the proper sequence to prepare them for admission to the professional program in their junior year.

These are samples and examples, *not* all inclusive:

* Demonstrate competence in teaching and in evaluation of student performance;
* Offer consistently challenging and current courses for students to learn the information, methods of inquiry, and professional skills identified in the course descriptions and relevant departmental or program mission statements;
* Develop and implement plans to review the effectiveness of pedagogical techniques on a regular basis as measured by student learning, and make adjustments in technique in response to such reviews;
* Instruct and evaluate at levels meeting or exceeding university standards for the discipline;
* Incorporate scholarly activities or findings into teaching on a regular basis;
* Provide students with information about course objectives, content, activities, and performance expectations;
* Be regularly available for out-of-class consultation with students;
* Review and revise course content, classroom activities, out-of-class assignments, and evaluation procedures to be consistent with national expectations concerning content and quality;
* Make active use of advanced technological resources employed by professional practitioners in the discipline.
* Participate actively in the School and University efforts to implement assessment policies and procedures;
* Be conscientious in advising students assigned with respect to program requirements.
* Adhere to University standards for ensuring academic integrity.

Teaching includes the following or similar activities:

* Teaching graduate or undergraduate courses
* Advising graduate or undergraduate students
* Developing courses
* Supervising field experiences
* Teaching continuing education courses, noncredit workshops, institutes, and seminars
* Guiding and evaluating independent study, projects, and theses
* Experimenting with instructional methods and techniques
* Developing assessment policies and procedures
* Preparing proposals for curricular change
* Sponsoring field trips that provide meaningful learning experiences for students

**Achieves Indicators:**

**Courses** are aligned with School, program, state, and national discipline related standards; courses reflect current knowledge and research in best practice related to discipline; course syllabi are consistent with BOR requirements; courses are regularly revised and updated based on student feedback and increased knowledge and skills acquired through participation in faculty development; and courses provide adequate opportunities for high quality assessments of student learning.

**Instruction and evaluation** of student learning is consistent with the School of Education mission, beliefs, and policies. Teaching and learning expectations for students are modeled; the instructor ensures a physically and emotionally safe learning environment; adheres to BOR policies related to teaching, disability accommodation, and academic freedom; provides quality supervision of student field experiences; and receives student opinion survey ratings comparable to university and national means.

**Collaboration** occurs among faculty members. The faculty member actively participates in collaborative efforts through discipline team meetings to coordinate course content and activities to provide high quality learning experiences for students; collaborates with School/university assessment coordinator in order to provide systematic program assessment data; collaborates with colleagues across Schools for mutual improvement of teaching and learning.

**Advisement** to advisees is in accordance with university policies; office hours are maintained for student access; occasionally volunteers for PREP and registration advisement duties

**Exceeds Indicators:**

**Coursework** is developed in response to professional development needs of schools and/or school districts; courses are prepared for Internet delivery (rated 75 points or more using Quality Counts course design guidelines); courses serve as models of excellence for dissemination at the School, university, state, or national level.

**Teaching** is conductedin a manner that results in students’ exceptional acquisition of discipline related knowledge, skills, and dispositions; receives student opinion survey rankings which exceed national and university means; demonstrates exceptional skill and sensitivity in supervising and mentoring student teachers during their field experiences.

**Collaboration** is initiated and led in course development, team teaching, or other collaborative experiences outside the School that enhance student learning.

**Advisor** demonstrates specialized program knowledge, provides accurate advisement to an exceptional number of students and supplementary advisement to Arts and Sciences education majors; provides exemplary guidance and counseling for students above and beyond basic academic advisement; takes a leadership role in the creation of advising and informational documents to better inform students.

**Documentation:**

Teaching documentation needs to include student opinion survey results (including students’ written comments); students’ performances on university and state mandated discipline related examinations (e.g. Praxis tests, exit exams); documented students’ performance evaluations in discipline related field experiences; peer and/or supervisor observations and critiques; student performances on standardized exams; recognition by an outside agency of exceptional student work that reflects upon a particular instructor ( juried presentations, awards, publications, competitions, etc.)

Advising documentation might include faculty member’s WebAdvisor student advisee lists, documentation of participation in PREP and registration sessions, letters of thanks from advisees and/or from the enrollment office, etc.

Coursework documentation might include course syllabi; faculty created course handbooks; documented awards and/or presentations related to course design; letters of solicitation or appreciation indicating quality or magnitude of impact for professional development coursework.

Collaborative documentation might include discipline team meeting minutes; syllabi for team taught courses; collaboratively developed program specific assessment plans; documentation of School and university committee work focused on improving teaching and/or assessment.

**2. Scholarship and Creative Activity**

Scholarship, broadly defined, is a prerequisite for competent and current teaching, contributes to the expansion of knowledge and the development of the arts, and enhances the services provided to the public. Each faculty unit member is expected to continue learning in his or her discipline through appropriate journals and books and to participate in the discipline's professional deliberation.

The product of scholarly activity may take a variety of forms, but, with the exception of faculty members employed on term contracts who teach the full fifteen hour load, it cannot be only for the classroom or take place only in the classroom; it must involve the presentation of one's ideas and works to one's professional peers or the learned public for debate and judgment. Such presentations may occur in a variety of settings, but to be worthy of recognition it is expected at a minimum that the presentation be subject to peer review in a forum appropriate for gaining external recognition.

 As an NCATE accredited teacher preparation program, the School of Education’s scholarship priorities are informed by the NCATE definition of scholarship:

Scholarship. Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation. (National Council for Accreditation of Teacher Education, 2008)

The School of Education places a high priority on collaborative activities which result in original research, scholarly publications/presentations, grant applications/acquisitions, and new patents/trademarks/copyrights.

Note, **quality and magnitude of impact** define the level of performance for the School of Education. For example, a faculty member's all day workshop on current research-based best practice for 30 South Dakota teachers may be considered to have as high a degree of impact as a poster presentation at a national conference.

These are samples and examples of scholarly activities from Appendix G of the current collective bargaining agreement, not all inclusive:

* publication of the results of research, scholarship, and creative endeavor in peer reviewed scholarly journals and books, textbooks, chapters in professional books, abstracts, or book reviews;
* publication of peer reviewed poems, novels, plays, musical compositions, etc.;
* exhibition of works of art;
* musical performance;
* delivery of invited lectures, papers, speeches, or presentations at other universities, professional meetings, conventions, and conferences;
* creative application of existing technologies;
* patents on inventions;
* application for patents;
* application for research or development grants;
* presentations of recognized original works to colleagues or the campus community;
* national recognition as an expert in a field related to the faculty unit member's professional responsibilities;
* contribution as a co-author or co-presenter of one's own research results to joint research projects involving other professionals.

COE additions:

* publishing testing materials;
* writing or co-writing state or national standards documents;
* writing or co-writing test items for national or state standardized tests;
* serving as a journal editor
* serving as a book reviewer

**Achieves:** Faculty members who **achieve** in scholarship continually research their area of practice and use the results of that research to improve their teaching, impacting the competence, confidence and dispositions of their teacher candidate students. They also share the results of their research with their colleagues and with teachers in public schools through collaborative efforts, sometimes funded through university or school district mini-grants, to improve student learning. It is expected at a minimum that the presentation be subject to peer review in a forum appropriate for gaining external recognition.

**Exceeds:** Faculty members who **exceed** in scholarship involve themselves in systematic research within their area of expertise that has the potential to produce new knowledge or insights, and benefit the broader education community at the state, national, or international level. These efforts are often funded through successful submissions for state or national grants. They share the results of their research through authored or co-authored publication in peer reviewed scholarly journals, edited book chapters, or books/textbooks. Products of their research may also result in new patents for devises or products benefiting the practice of education. Their research results may also be shared through presentations at juried state, national or international professional conferences. Additionally, their reputation for expertise in their field may result in invitations to deliver keynote or plenary addresses at state, regional, or national conferences. Their reputation for expertise in their field may also result in their solicitation to review the work of their peers for publication or presentation at national conferences.

**Documentation of COE scholarly activities:**

* letter or email verifying invitation and acceptance to present;
* published product;
* letter of intent to publish;
* conference programs;
* registered patent, trademark, or copyright;
* standards documents;
* standardized testing and assessment documents;
* published curriculum materials;
* documentation of grant submission, award, and performance;
* letters acknowledging impact from school district, agency, association, etc.;
* documentation of award or certificate of award;
* letter of fellowship or assignment;
* letters of request to serve as reviewer of scholarly publications or conference presentations.

***NOTE****: In order to receive promotion and tenure faculty members must have demonstrated scholarly publication in a peer reviewed venue at the state, regional, national or international level.*

**3. Professional Service**

**Service**

Scholars have special insights and abilities to contribute to the deliberative processes through which universities, professions, and society as a whole respond to their changing circumstances. The public support for the universities gives rise to significant service responsibilities to the state and society. By tradition, the professorate has contributed to meeting such expectations of public service and has assisted in the governance and operation of universities and of professional groups.

There are three aspects of service:

• service to the department, School or school, or institution;

• service to the profession or discipline; and

• service to the community, state, region, nation, or international community.

A variety of activities are classified as service. The needs of the institution and the expertise of faculty unit members may require that faculty unit members concentrate efforts in certain service areas to the exclusion of activity in other service areas. The recognition and importance of the different forms of service will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty unit member's assignment. Thus, although service includes the following and similar activities, not all of these need to be recognized or judged to be important or sufficient for each faculty unit member. The following bulleted lists of outcomes are from the approved BOR-COHE Appendix G.

**A. Service to the Institution**

All faculty unit members are expected to be willing to participate in the academic governance of their universities, to contribute to the work of departmental committees or task forces, and to participate in searches for new members for the department. Service to the institution also includes the following or similar activities:

• significant work for departmental, school, School and university committees;

• service on the academic senate and its committees;

• significant responsibilities relating to the academic or support services of the university community;

• contributions to the development of library or other learning resources;

• institutional studies or reports such as those required by accrediting organizations;

• coordination, advisement and supervision of student organizations or student activities; and

• participation in institutionally-sponsored student support activities.

**COE:**  modeling service expectations for our students requires COE faculty to assist with the guidance and governance of our institution. Accreditation for HLC, NCATE, and program review documentation and report preparation are critical to our continued success. The close relationships with schools, agencies, and organizations which rely on our graduates as well as faculty to meet present and future staffing and consulting needs drives the COE faculty to actively serve BHSU.

**Achieves Indicators:** actively serves as requested or appointed, or voluntarily on COE, University, or BOR committees proportionate to rank; cooperates and assists with data or collection, artifact development, or writing portions of annual accreditation, program review and/or assessment documents; positively represents COE to prospective students during organized and spontaneous recruitment opportunities

**Exceeds Indicators:** effectivelychairs COE, University, or BOR committees as requested or appointed, or voluntarily seeks leadership proportionate to, or beyond rank expectations; coordinates and provides leadership for national accreditation or program review documents leading to the official submission; leads opportunities for student recruitment; individually or collaboratively leads a student organization

**Documentation:**  COE, BHSU, or BOR committee assignment list or directory; assignment/appointment letters or letters of acceptance of voluntary participation; letter/email from supervisory position or agency stating appreciation of participation or leadership; event programs; awards from institutional or external organization or agency

**B. Service to the Discipline or Profession**

Service to the discipline or profession includes the ranges of activities through which members of the learned professions sustain organizations that advance their disciplines or professions. These include the following or similar activities:

• significant contributions as an officer of local, regional, national, or international professional associations;

• participation in meetings, conferences and conventions of professional associations;

• editing professional journals;

• evaluating manuscripts that have been submitted to a journal;

• reviewing proposals for textbooks in one's field of specialization for publishers;

• serving as an organizer or session chairperson of a meeting of a local, regional, national, or international professional association;

• supporting special projects, including academic institutes or workshops.

**COE:** Maintaining productive and positive ties with external entities (k-12, government, public and/or private) requires a great deal of participation and leadership.

**Achieves Indicators:** Consults with entities regarding program related curriculum and policy; reviews resources and requests equipment, library, and/or technology additions and updates directly related to courses taught; speaks at, or participates in discipline related in-service, workshops or clinics when requested; serves a discipline related professional organization at an entry level leadership positions (e.g. recorder, subcommittee VP); and actively assists with the organization and occurrence of a discipline related conference at the state level.

**Exceeds Indicators:** creates and/or organizes discipline related in-service, workshops or clinics; provides executive leadership for a discipline related professional organization; serves as the conference organizer for a state level conference or provides organizational leadership of a discipline related conference at the regional or national level.

**Documentation:** agendas or syllabi; event program or brochures; letters of appreciation from an organization or its’ leadership; commendation letters.

**C. Service to the Community, State, Region, Nation and World**

The mission statements adopted by the Board of Regents direct each university to perform public service. Significant faculty activity that contributes to the institution's performance of its service mission will encompass activities undertaken on behalf of the university, employing the skills and knowledge that faculty members have acquired through the exercise of the their respective disciplines or otherwise involving exercise of independent professional judgment. These include, by way of illustration and without limitation, the following or similar activities:

• discipline-related service to the community, state, region, nation or international community;

• institutes, short courses, seminars, and workshops related to the faculty unit member's discipline;

• consultation related to the faculty unit member's discipline;

• service as the designated representative of the university;

• professional practice involving the exercise of independent professional judgment.

**Achieves Indicators:** volunteers for discipline-related community service events; provides expertise at external entities request; BHSU or local K-12 official or judge for extracurricular events or activities (e.g. official for an athletic event or judge for a science fair or academic contest)

**Exceeds Indicators:** organizes and/or coordinates a service event; provides documentable expertise or demonstration at external entities request; local or state official or judge for extracurricular events or activities (e.g. official for an athletic event or judge for a science fair or academic contest)

**Documentation:** letters of appreciation; program credits; media coverage; development of advising resources,

***In order to receive an overall rating of Exceeds in Service, faculty must exceed in two of the three categories A, B, or C.***

## MINIMUM RANK QUALIFICATIONS FOR EMPLOYMENT AND PROMOTION AND TENURE

TENURE REQUIREMENTS FOR THE SCHOOL OF EDUCATION

* Satisfy the necessary minimum rank requirements (BOR/COHE Agreement 13.2).
* At least one substantial publication of one’s research in a peer reviewed scholarly publication in the faculty member’s discipline.
* Satisfy the expectations in teaching and advising, service, and scholarship as set forth in this School of Education Performance Standards document.

PROMOTION REQUIREMENTS FOR THE SCHOOL OF EDUCATION

The rank qualifications which are set forth below are minimums for employment, and promotions. All references to teaching or research experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it shall be recognized on a pro-rata basis.

 INSTRUCTOR: (Nontenurable)

1. Earned master's degree; or

2. Other degrees or qualifications recognized under academic program or discipline accreditation standards.

ASSISTANT PROFESSOR: (Nontenurable)

1. Earned master's degree, plus thirty (30) additional semester hours of graduate credit in fields related to assigned responsibilities, and three (3) years of successful full-time School teaching or research experience in appropriate fields (or appropriate equivalent experience).

1. Earned doctorate­ or a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty unit members' discipline at the institution.
2. Evidence of performance consistent with institutional standards stated in Appendix G of the Agreement between the SD Board of Regents and the Council of Higher Education.

ASSOCIATE PROFESSOR: (Tenurable)

1. Earned doctorate and six (6) years of successful tenure track or postdoctoral School teaching or research experience in appropriate fields (or appropriate equivalent experience); or
2. A postgraduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty unit members' discipline, and six (6) years of successful tenure track or post-degree School teaching or research experience in appropriate fields (or appropriate equivalent experience);
3. At least one substantial publication of one’s research in a peer reviewed scholarly publication in the faculty member’s discipline.
4. The award of tenure.

PROFESSOR: (Tenurable)

1. Earned doctorate and ten (10) years of successful tenure track or postdoctoral School teaching or research experience in appropriate fields (or appropriate equivalent experience); or
2. A postgraduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty unit members' discipline, and ten (10) years of successful tenure track or post-degree School teaching or research experience in appropriate fields (or appropriate equivalent experience);
3. Evidence of external recognition for ongoing scholarly accomplishment and leadership.

**MINIMUM PROMOTION ELIGIBILITY CRITERIA**

In addition to the minimum rank qualifications for employment and promotion stated above, the minimum eligibility criteria for promotion in rank will be:

Instructor to Assistant Professor: Three (3) years in rank, including at least two (2) at the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of assistant professor.

Assistant Professor to Associate Professor: There are no time in rank or length of service requirements for promotion to the rank of associate professor; this rank is assigned upon the grant of tenure.

Associate Professor to Professor: Five (5) years in rank at the institution; tenure; high level of performance in the areas of responsibilities commensurate with promotion to the rank of professor.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty unit members become eligible to apply for promotion during the year in which their length of service will meet the stated requirements