

## STANDARD 6

### UNIT GOVERNANCE AND RESOURCES

*The Seidel School of Education and Professional Studies has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.*

#### **Element 1: Unit Leadership and Authority**

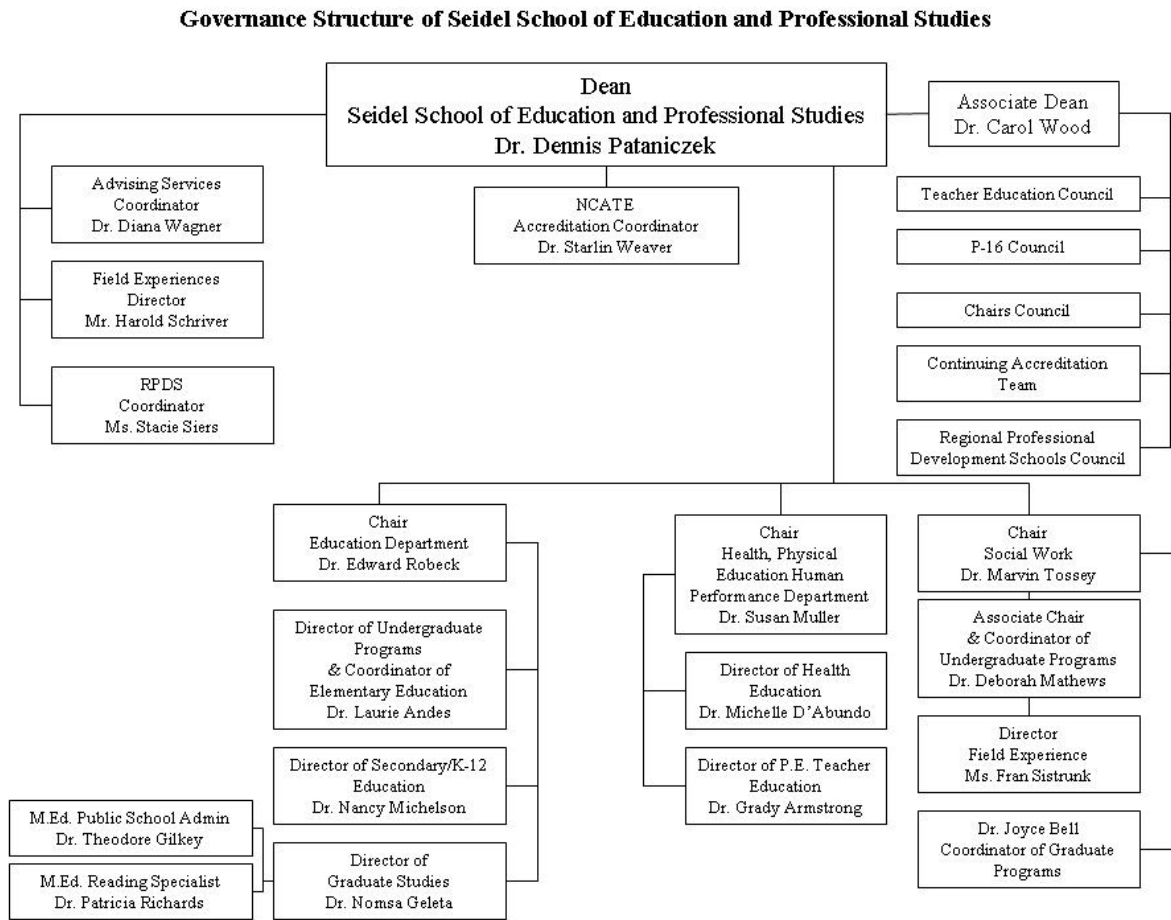
The Professional Education Unit (PEU) at Salisbury University is responsible for planning, delivering, and operating all programs involving the preparation of educators. The PEU includes the Department of Education and portions of the Health, Physical Education and Human Performance (HPEHP) Department. Both of these departments are housed in the Seidel School of Education and Professional Studies and are under the direction of the Dean, Dr. Dennis Pataniczek. In addition, selected departments within the Henson School of Science and Technology and the Fulton School of Liberal Arts offer content area majors for those candidates seeking secondary and K-12 teacher certification. Henson and Fulton faculty delivering content courses for secondary teacher education part of the PEU.

The PEU utilizes several committees and formal groups to facilitate collaboration with colleagues across departments on campus. Programs in the unit are organized and coordinated through the Teacher Education Council ([TEC](#)), chaired by the Associate Dean. This council facilitates interaction between the School of Education and the Henson and Fulton schools; TEC has authority in the areas of admission, retention, and curriculum. TEC also serves as an advisory board for all other issues related to teacher education. Membership consists of a representative from each program, the NCATE Coordinator, Director of Field Experiences, PDS Coordinator, department chairs, and the Seidel Advising Coordinator. The PEU also collaborates with faculty members from various academic departments on campus through the University Curriculum Committee (UCC), Graduate Council, Secondary K-12 Committee, and the Faculty Senate.

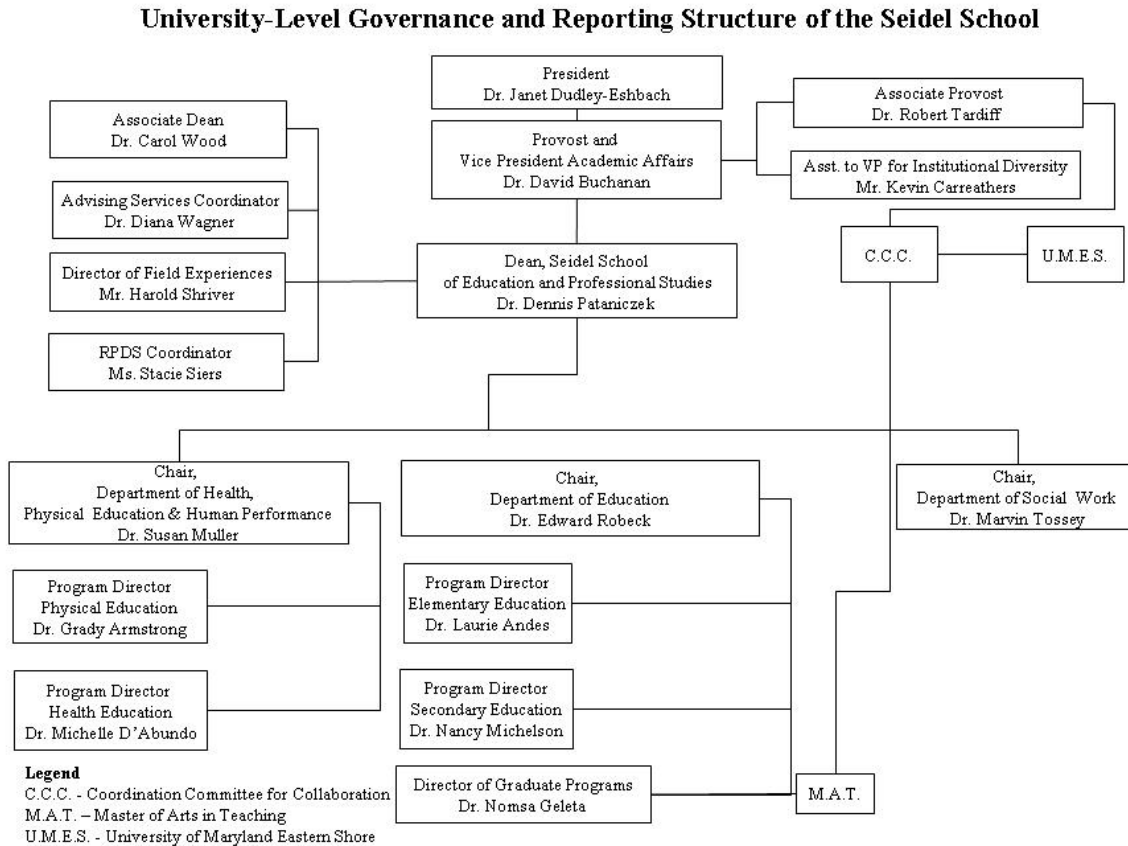
The [Secondary K-12 Curriculum Committee](#) provides leadership and collaboration across the disciplines that provide courses for secondary education candidates. This committee meets throughout the semester to address policies and procedures that are common to all secondary programs. This committee is chaired by one of the Secondary Education program coordinators. Designated faculty members from each discipline are appointed to the committee. Program representatives insure that the secondary program meets standards through ongoing discussion of requirements of the Specialty Professional Associations as well as state and unit standards.

As illustrated in Figures 6.1.1 and 6.1.2, the unit's programs are managed and coordinated through a formal reporting and governance structure.

**Figure 6.1.1 Governance Structure of the Seidel School**



**Figure 6.1.2 University-Level Governance and Reporting Structure of the Seidel School**



The Dean provides leadership to the PEU. The Dean reports to the Provost, who is the Chief Academic Officer for the University. The roles and responsibilities of the Dean are delineated in the position description and the hiring documents. The Provost and the Academic Deans meet twice each month to discuss academic policy matters. The Provost’s Council, which includes the academic Deans, also meets every other week. Dr. Pataniczek also meets regularly with the Provost to discuss issues specific to the Seidel School.

The Dean of the Seidel School coordinates the PEU, with the assistance of the Associate Dean and the NCATE coordinator. The unit meets regularly to discuss current issues and to inform faculty of any changes that may influence the delivery of educational programs. The formal PEU and [Continuing Accreditation Team \(CAT\) meetings](#) serve to develop policy and ensure that the decision-making process is transparent and includes input from faculty, staff and administrators.

As reflected in organizational chart above, each program is administered by a program director under the direction of the respective department chair. The program directors are primarily responsible for ensuring that curriculum is aligned with specialty area standards. Curriculum changes originate at the program level. Curriculum changes require approval through a series of committees, beginning with the department that houses the program, the Department Chair, the Seidel School Curriculum Committee, and the Dean. TEC and the UCC must then approve of the changes before they are official. Upon completion of this approval process, curriculum changes are recorded and are placed in the most current university catalogue. As illustrated in Table 6.1.1, the curriculum approval process varies slightly based on where the curriculum change originates.

**Table 6.1.3 Curriculum Routing Process**

Elementary Education Programs	Secondary/K-12 Programs Originating in Seidel	Secondary/K-12 Programs Originating in Henson or Fulton	M.A.T. <u>Methods</u> Courses Originating at SU	M.A.T. <u>Non-Methods</u> Courses Originating at SU
ELED Committee	SCED/K-12 Committee	Henson/Fulton Department	Discussion of Changes with UMES	Discussion of Changes with UMES
Education Department Chair	Education or PE Department Chair	SCED/K-12 Committee	SU SCED/K-12 Committee	Ed Dept Grad Curriculum Committee
Seidel Curriculum Committee	Seidel Curriculum Committee	Henson/Fulton Curriculum Committee	Ed Dept Grad Curriculum Committee	Education Department Chair
Seidel Dean	Seidel Dean	Henson/Fulton Dean	Education Department Chair	Seidel Curriculum Committee
TEC	TEC	Seidel Curriculum Committee	Seidel Curriculum Committee	Seidel Dean
UCC	UCC	Seidel Dean	Seidel Dean	TEC
		TEC	TEC	GCC
		UCC	GCC	

The Seidel School employs a Professional Development Schools Coordinator to serve as a liaison between the university and the [PDS sites](#). The PDS Coordinator convenes the Regional Professional Development Schools Council several times annually. Detailed information about both the PDS and Field Experiences is found in [Standard 3](#). The Field Placement Office, upon the recommendation of program directors and supervising faculty, places candidates with mentor teachers within the PDS sites. Candidates complete the 100-day internship experience under the supervision of the mentor teacher, a university supervisor and a university faculty assigned to the seminar experience.

The unit’s recruiting and admissions policies are clearly articulated in the [University’s Undergraduate and Graduate Catalog](#). Additional information regarding individual programs is available on-line. Each academic department maintains a website. Program Directors are responsible for keeping their websites current. The printed catalog is updated every two years.

Academic calendars, catalogs, publications, and advertising are updated on a regular schedule. The academic calendar is placed on-line as soon as it is established for the university system. The [SU website](#)

is very user friendly. Students, faculty, staff and administrators are able to access information about programs, courses, policies, current events, and deadlines very quickly. The university has a two-person web development office to oversee the web site.

Salisbury University recruits high quality candidates using a variety of methods. The University publishes various promotional materials, including a CD. The University plays host to hundreds of prospective students and their families during six formal open houses annually. Campus tours and formal visits with faculty occur on an on-going basis. These recruitment efforts occur under the direction of the University Admissions Office.

Candidates are assigned a faculty advisor as soon as they declare their major. Candidates are required to meet with their academic advisor each semester during the two-week advisement period. Academic advisors are familiar with the curriculum and all graduation requirements. Advisors track each candidate's progress through the pre-professional and professional assessment points. All faculty advisors receive an [advising handbook](#) as well as program and department-specific advising materials.

The Division of Student Affairs provides counseling, health services, conflict resolution, multi-ethnic student services, disability services, and campus programming to students. Faculty are encouraged to refer students to Student Affairs for their non-academic needs.

Members of the professional community participate in program design, implementation, and evaluation through the PDS collaborations and the [P-16 Council](#). The P-16 Council consists of individuals from regional sister institutions and local school districts. The P-16 Committee is where formal collaboration with local schools occurs in relation to program planning, curriculum issues and other pertinent concerns involving candidate preparation.

One notable exemplar of collaboration is the [Education Leadership Academy](#). The Academy was designed collaboratively by SU faculty, superintendents of the three lower Eastern Shore school districts, and members of the Salisbury business community. The Academy provides professional development opportunities for individuals identified by the districts as having potential to become school leaders; their participation is supported by the districts and by donations from the business community. SU faculty, superintendents and business leaders design sessions collaboratively.

## Element 2: Unit Budget

The Chief Financial Officer, Mr. Greig Mitchell, and the President's Staff, are responsible for establishing the University budgets. Each department is assigned an operational budget that is administered by the department chair with oversight by the school Dean. The Dean, in consultation with the Chair's Council, distributes additional funds from the Seidel Endowment. The University has moved toward a decentralized budget process. Academic Deans have authority to allocate adjunct and overload budgets. The Department Chairs propose the distribution of these funds for adjunct faculty to staff course offerings.

The PEU has received funding from grants and other external sources. As Table 6.2.1 shows, the Seidel School compares favorably to other units of similar size throughout the university.

School	2000	2001	2002	2003	2004	2005
Seidel	1,443,377	463,550	78,458	912,198	1,338,579	272,744
Henson	525,512	523,426	658,057	616,035	1,561,896	291,537

Fulton	685,377	1,521,607	748,675	2,133,795	1,217,079	1,026,462
Perdue	440,156	1,820,763	1,778,904	391,337	462,334	378,236

As Table 6.2.2 shows, the PEU also receives funding from the university's budget.

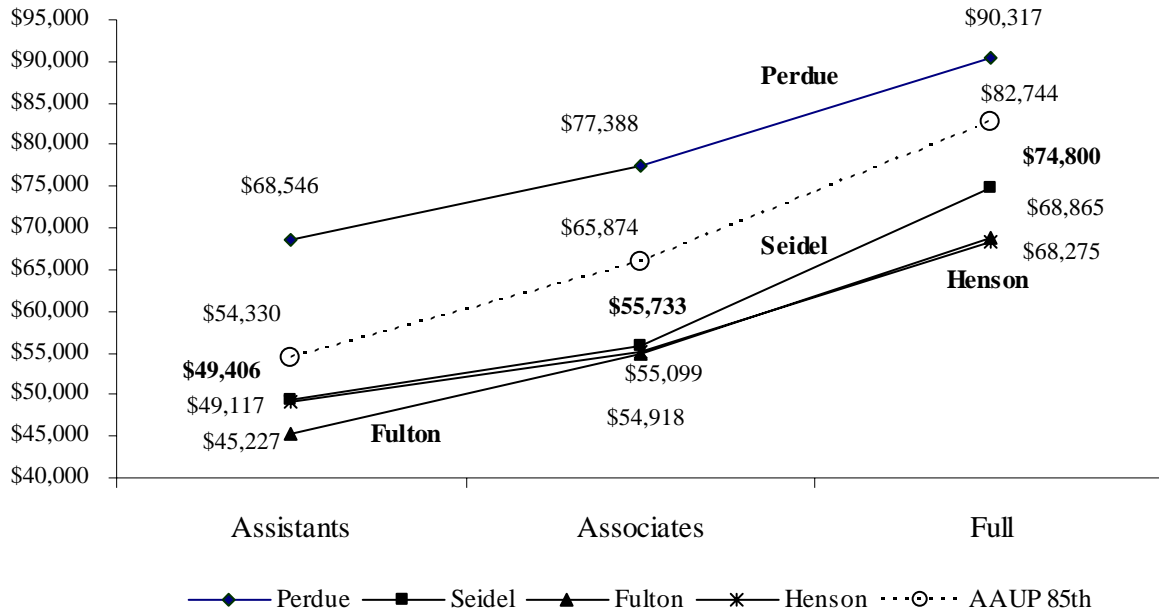
<b>Table 6.2.2 Seidel School of Education and Professional Studies Budget</b>			
	<b>2005</b>	<b>2004</b>	<b>2003</b>
Wages and Salaries	3,027,149	3,198,713	3,185,983
Technical and Special	786,059	643,300	711,408
Operating Expenses	234,126	202,497	139,987
Total School Budget	4,047,334	4,044,510	4,036,378

Table 6.2.3 displays the operating budget for the Deans Office. These funds support candidate preparation by providing supplies, technology purchases, and other materials associated with delivering quality educational programs.

<b>Table 6.2.3 Operating Budget for the Seidel School of Education and Professional Dean's Office</b>			
	<b>2005</b>	<b>2004</b>	<b>2003</b>
Wages and Salaries	225,047	235,917	231,270
Technical and Special	5,831		
Operating Expenses	32,568	21,529	24,739
Accreditation	62,862	45,275	32,545
Adjunct and Instructional Overload Budget	712,204	560,734	574,041
Faculty Searches	13,055	6,742	6,778
Center for Technology in Education	2,597	2,179	1,794
Mentor Stipends and Field Experience Operating Expenses	94,231	97,804	96,904
Special Events	16,834	5,570	8,882

Salisbury University's academic structure includes four schools: Perdue School of Business, Seidel School of Education and Professional Studies, Fulton School of Liberal Arts, and the Henson School of Science and Technology. Salary ratios across schools are similar and can be observed in Figure 6.2.1.

**Figure 6.2.1 Salisbury University 2003-2004  
Faculty Salaries by Rank and School**



Despite lean budget allocations from the state, overall funding for the Unit has remained stable. Since the last review in 1999, three additional faculty positions have been added to the Unit in addition to the PDS Coordinator position. Comparisons across other units on campus indicate that, when adjusted for student and faculty FTE, the Professional Education Unit is treated equitably.

**Element 3: Personnel**

Faculty at Salisbury University are the primary performers of instruction, scholarship and service. The standard workload for SU faculty is 65-75% teaching, 15-25% in scholarship, and 5-15% in service. Faculty in the PEU are expected to advise students on a regular basis, engage in the issues of P-12 education and be committed to a wide range of activities in Professional Development School sites.

The [workload for the Department of Education faculty](#) is seven courses, 21 credits, per academic year. This translates to four courses one semester and three courses the other semester. During the three-course semester, faculty teach one graduate course. [Faculty in HPEHP carry a four-course](#), 12 credit, load each semester. Faculty are strongly discouraged from teaching on an overload basis during the academic year.

Beginning in Fall 2004, selected faculty in the Department of Education received a workload shift of one course per semester to serve as a [PDS liaison in a school site](#). Included in the PDS reassignment is the supervision of five candidates per academic year during the 100-day internship. Faculty are reassigned to PDS liaison roles at a planned rate of two per semester.

[All faculty in the Department of Education advise students](#), with an average advising load of 35 advisees. Faculty in HPEHP average an advising load of 40 advisees.

Faculty in the unit show a consistent rate of teaching productivity as evidenced by Full Time Equivalent Students (FTE) data depicted in Tables 6.3.1 and 6.3.2.

<b>Year</b>	<b>Elementary</b>	<b>Early Childhood</b>	<b>Secondary/K-12 Education</b>	<b>HPEHP</b>
2004-05	469.7	65.2	152.9	189.6
2003-04	469.3	28.6	139.7	166.6
2002-03	536.4	13.4	166.8	113.2
2001-02	526.4	6.0	115.6	120.7

<b>Year</b>	<b>M.Ed.</b>	<b>M.Ed. Administration</b>	<b>M.Ed. Reading Specialist</b>	<b>M.S.M.E. Math Education</b>	<b>Master of Arts in Teaching</b>
2004-05	86.8	15.1	19.5	15.8	22.9
2003-04	88.7	27.3	22.0	23.3	25.0
2002-03	88.8	31.8	17.8	26.8	35.8
2001-02	107.0	38.8	2.6	15.5	35.3

The data for HPEHP show a steady increase for the past four years. In the Education Department, one can see a slight shift of FTE from elementary to early childhood as the early childhood program is implemented and as program requirements in the ELED program have been increased.

The unit faculty have a consistent record of acquiring grants over the past five years. From 2003-2004, faculty applied for almost 60 grants from external funding sources. 66 percent of grant applications were awarded. Although several were small grants for PDS initiatives, notable grants include the original PT3 grant for \$752,000, a \$117,000 service-learning grant, a \$156,000 grant for principal leadership, a Training all Teachers grant for \$245,000 and an Inquiry Science grant for \$92,000. [See Table 5.3.2 for grant summary information.](#)

Faculty are expected to make presentations and attend professional meetings. Faculty are allotted \$300.00 each year to attend a conference. This amount increases to \$450.00 if they are presenting. Travel funds can be supplemented up to \$500 through the Faculty Development Committee. Faculty also use grant money for travel purposes and professional development. The SU Foundation provides a limited amount of monies for professional development grants. The majority of faculty make one or more juried presentations at national or regional conferences each year.

In Spring 2004, the Department of Education had 22 full-time tenure track faculty, two full-time contractual faculty, and 27 adjunct faculty. Adjunct faculty usually teach one course per semester. The adjunct faculty are drawn from a pool of individuals who teach on a continuing basis and are familiar with programs in the PEU. Beginning in 2001-02 the Seidel School initiated a Teacher in Residence Program whereby an outstanding teacher from a local school district joins the unit for one year.

Table 6.3.3 and 6.3.4 show the characteristics of the faculty in the Departments of Education and HPEHP.

<b>Table 6.3.3 Faculty in the Department of Education</b>						
	<b>AY 2004-2005</b>		<b>AY 2003-2004</b>		<b>AY 2002-2003</b>	
	<b>FALL 2004</b>	<b>SPRING 2005</b>	<b>FALL 2003</b>	<b>SPRING 2004</b>	<b>FALL 2002</b>	<b>SPRING 2003</b>
<b>Full-Time</b>	23	22	24	24	23	22
<b>Adjunct</b>	26	27	25	26	24	26
<b>Intern Supervision (Adjunct)</b>	10	14	12	22	31	31
<b>Teacher in Residence</b>	0	0	1	1	1	1
<b>Full-Time, Non- Tenure Track</b>	2	2	2	1	2	1

The number of adjunct intern supervisors continues to decrease as full-time faculty are re-assigned to PDS duties.

The faculty of Health, Physical Education and Human Performance includes eight full-time tenure-track faculty, an average of 15 adjunct faculty, one full-time non-tenure track faculty, and the Teacher in Residence.

<b>Table 6.3.4 Faculty in the Department of Health, Physical Education, and Human Performance</b>						
	<b>AY 2004 – 2005</b>		<b>AY 2003 – 2004</b>		<b>AY 2002 - 2003</b>	
	<b>Fall 2004</b>	<b>Spring 2005</b>	<b>Fall 2003</b>	<b>Spring 2004</b>	<b>Fall 2002</b>	<b>Spring 2003</b>
<b>Full-Time</b>	8	8	9	8	11	11
<b>Adjunct</b>	16	14	14	16	13	14
<b>Intern Supervision (Adjunct)</b>	0	5	3	3	0	3
<b>Teacher In Residence</b>	1	1	0	0	0	0
<b>Coaches/Administrators (Includes Teaching Load)</b>	11	10	11	10	12	11
<b>Full-Time, Non-Tenure Track</b>	1	1	1	1	0	0
<b>Overload For Faculty</b>	0	0	2	1	3	1

Five additional faculty who teach professional education courses are housed outside the Professional Education Unit.

### **Support Personnel**

The Education and HPEHP Departments share a full-time Advising Coordinator and a full-time Field Experience Director. The unit has five administrative assistants: Dean's Office, Education Department, HPEHP Department, Education Graduate Studies, and Field Experiences. Both the Education and HPEHP Departments have two graduate assistants each academic year.

The Unit has access to the following university-wide support services:

- The [Office of Informational Technology](#) provides extensive technical support and provides workshops and training for faculty on a continuing basis.
- [Blackwell Library](#) offers courses for faculty development in various areas of Information Literacy and assigns a library liaison to both departments in the unit.
- [Teaching & Learning Resources](#) focuses on efforts to foster effective pedagogical practice and the use of technology to achieve excellence in the teaching/learning process.
- The office of [Institutional Research, Assessment and Accountability](#) provides data and assessment services on all aspects of university operations. Data are readily accessed through the on-line Fact Book.
- The [Office of Grants and Sponsored Research](#) provides extensive support to faculty in investigating grant opportunities, grant writing, budget preparation, and administration of grants.
- The [Office of Career Services](#) assists teacher candidates with employment resume preparation, listing of employment opportunities, and interview preparation.
- The [Director of International Education](#) assists faculty in developing international study opportunities and internships.
- The [Office of Students Affairs](#) assist is all aspects of student life.
- The [Office of Diversity](#) assists faculty, administration and search committees in all aspects of promoting student and faculty diversity consistent with the mission of the University. (See <http://www.salisbury.edu/Gullnet> homepage)

#### **Element 4: Unit Facilities**

The Department of Education is housed in Caruthers Hall. Caruthers was built in 1955 as a demonstration school and was last renovated in 1979. Caruthers houses the offices of the Dean, Education Department, Advising Coordinator, RPDS Coordinator, and Field Experiences. The NCATE room houses NCATE related materials and serves as a small meeting room.

The [Education Department regularly schedules classes in ten Caruthers classrooms](#). Four of the classrooms are shared with Social Work. Of the ten classrooms, five are smart-wired classrooms. Two smart carts with multiple computers are available for classrooms not wired for technology. The Unit has a dedicated technology room in Caruthers that houses twenty computer workstations, and serves as a resource for digital cameras and other media. Smart Carts and other technology resources are housed in this facility.

The May Literacy Laboratory is located in the Power Professional Building on the southeast campus.

Increasingly in the evening, classrooms are used in the new Henson Science Building. Technology classes are scheduled in both the Henson and Fulton Buildings. Consistent with our PDS commitment, courses in reading assessment and inclusion are taught at PDS sites on a regular basis.

SU has made a concerted effort to offer courses at the Wye Mills Higher Education Center at Chesapeake College in order to serve the region to the west. This center is located 55 miles northwest of the main campus. Because of the sparse population in the area, it is difficult to attract a critical mass of students. The effort by Salisbury University has continued and will be re-evaluated when the current cohort complete their program.

The University is scheduled to break ground on a new Teacher Education and Technology Building in Fall 2006. This state-of-the-art facility will house all Department of Education offices, classrooms, learning laboratories, a technology center and a teaching resource center. The Teacher Education Technology building is scheduled for completion in 2008.

The Department of HPEHP is housed in the Maggs Complex. Most physical education and health classes are taught in Maggs. Two dedicated labs, one for exercise science and a second for motion analysis are located in adjacent Devilbiss Hall and the Maggs Annex, respectively.

#### **Element 5: Unit Resources Including Technology**

Salisbury University has continued to capitalize on computer technology to enhance student learning, faculty development and research. Since 1999, SU has created 101 smart rooms, provided high-speed network access to all faculty, staff, including 1750 on-campus and more than 575 off-campus students. The university has added wireless internet to the Commons, the University Center, Fulton Hall, Caruthers Hall and Henson Hall. The University provides 255 computers in eight different computer labs. In 2003-04, the University began implementation of PeopleSoft web-based technology to manage academic and financial records. Known on campus as GullNet, the system allows student self-service for registration, financial aid, and billing. Faculty have online access to course roster and grading, student academic records, and advising tools.

The Unit has profited immeasurably from a [PT3 grant](#) awarded in 2000 to Regina Royer in collaboration with Frostburg University. Because of this three-year grant, faculty have received extensive training in wireless and web-based technologies. The grant also supported procurement of significant technology hardware and software for the Unit.

Within the last two years all faculty have received extensive training in both [GullNet](#) and [LiveText](#) systems. The transition to these technologies was made easier because of the original PT3 grant. Specifically Information Technology services include:

- Email services for all faculty, staff and students including web-based email, virus protection on email and spam filtering
- Personal web pages for faculty, staff and students to
- Campus-wide Web CT management system
- Site-licensed software, including Microsoft Office, Microsoft Windows, Macintosh OS, SAS, SPSS, and McAfee virus protection.
- LAN services for all faculty and staff computers including file and print sharing.
- Remote dial-up access for faculty, staff and students
- An advanced campus network with 10-100 Megabit connections to all network jacks and a dedicated Ethernet connection for each candidate living on campus or campus-connected apartments
- A wireless network which provides full wireless access to the Library
- IT support for research-based computing using a variety of software packages.
- An audio-visual Department that provides classroom technology to over 100 classrooms and mobile technology carts for those classrooms without integrated technology.
- A central helpdesk open 90 hours per week
- Special computer purchasing program with Dell for students and faculty

All faculty have personal computers with a four year replacement cycle in place. The Information Technology initiatives at SU have lead to recognition as one of Yahoo's "Most Wired Campuses" in 2001 and Princeton Review's "Most Connected Campuses" in 2003. The University continues to implement its [campus-wide technology plan](#).

## Library and Curricular Resources

The principal library used by the Unit is the Blackwell Library. The library houses 235,119 book titles in 291,990 volumes and has 1,252 print journal subscriptions. 9,169 book titles and 10,659 volumes are educational titles; 45% of these volumes circulated in the past 18 months. Of the 1,252 print journals, 192 (15%) directly support education.

The library is exceptionally rich in electronic files with more than 110 available. ERIC, E\*Subscribe, Physical Education Index, and the Teacher Reference Center provide direct support as do discipline specific resources such as General Science Abstracts, Literature Resource Center, MLA Bibliography, and PsychINFO. (See <http://www.salisbury.edu/GullNet> homepage)

The Blackwell procurement budget for 2004-2005 was \$573, 272. Table 6.5.1 shows monies spent on education related materials during this time.

	<b>Books</b>	<b>Standing Orders</b>	<b>Journals</b>	<b>Electronic Databases</b>
Blackwell Budget	\$65,169	\$19,936	354, 965	\$133,192
Education	\$ 4,406	\$2,206	\$46,103	undetermined
Education Percentage	7%	12%	13%	

Salisbury University faculty and students have direct borrowing and patron-placed-hold privileges at all 16 University System of Maryland and Affiliated Institutions (USMAI) campus libraries. The Library provides interlibrary loan (ILL) services for faculty, students, and staff. The University participates in agreements with other USMAI campuses to subscribe to expensive databases such as Education Abstracts, Dissertation Abstracts, Digest of Education Statistics and Condition of Education Annual Report.

Blackwell Library houses a limited number of curriculum materials as well as an extensive collection of over two thousand titles in children's and adolescent literature. Blackwell also houses lectures, books and tapes of the presenters at the Riall Lecture series in which notable educators lecture on campus twice each academic year.

Blackwell is open 100 hours per week to serve the university community. The Dean of Libraries and her staff work closely with the Departments of Education and HPEHP.

In addition to Blackwell, selected teaching materials are housed in classrooms in Caruthers. Contemporary materials for teaching reading are also housed at the May Literacy Laboratory located in the Power Professional Building. When the new Education Building opens in 2008, it is likely that all of these resources, including the materials and literature collections in Blackwell, will be relocated in the Resource Center.

The Unit has the leadership, authority, budget, personnel, planned facilities and resources including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.