

UNIVERSITY OF WISCONSIN-RIVER FALLS

COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES
FACULTY HANDBOOK

RIVER FALLS, WISCONSIN
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College of Education and Professional Studies

Faculty Handbook

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RELATED DOCUMENTS

The following documents are available on the college website:

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES ORGANIZATIONAL CHART

COLLEGE OF EDUCATION PROFESSIONAL AND STUDIES ADMINISTRATIVE STRUCTURE

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES FACULTY DIRECTORY

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES STANDING COMMITTEES

UW-RIVER FALLS EDUCATION UNIT CONCEPTUAL FRAMEWORK

Introduction

Faculty should be aware that the most up-to-date information on almost all topics is to be found on the university website www.uwrf.edu and the college website www.uwrf.edu/college-of-education/. Both new and established faculty should spend time exploring these websites to become aware of all the kinds of information that are available. They should also encourage students to explore and use the website. Printed information becomes outdated; the websites are constantly revised. For example, the official Graduate and Undergraduate Catalogs are not the print versions, but the up-dated web versions.

This handbook is provided as a convenient resource for faculty, but portions of it may be superseded at any time.

College of Education and Professional Studies Mission Statement

The mission of the University of Wisconsin-River Falls College of Education and Professional Studies is to provide visionary leadership in the field of education and social work; to prepare ethical reflective practitioners through state-of-the-art, high quality professional education and social work programs that are based on essential knowledge, relevant research and sound practice; and to provide empowering professional development opportunities for regional educators and social workers. This mission is achieved using contemporary educational technologies to grow regional, national and international collaborations.

College of Education and Professional Studies Vision Statement

We believe in the development of individuals within communities and the interrelatedness of mind, body and spirit.

We believe that people have the power to influence their future through vision, leadership and participation in life.

We believe in the power of community and people working for the betterment of society. Through cooperation, teamwork and shared responsibility, our resources multiply.

We believe in and value diversity: socioeconomic, cultural and ethnic. We believe that scholarship, intellectual pursuits and education provide the individual and society the means for growth and self-fulfillment. Therefore we will provide opportunities to:

- Promote, develop and value the total well being of the individual.
- Practice visionary leadership and function as change agents in society.
- Establish, maintain and participate in collaborations and partnerships.
- Demonstrate respect and appreciation for diversity.
- Promote and value knowledge, ideas, intellectual discourse, critical thinking and lifelong learning.

COLLABORATION IN PROGRAM DEVELOPMENT

The College of Education and Professional Studies recognizes the importance of receiving input from many sources in the planning, development and evaluation of its programs in professional education and social work.

Student Advisory Councils

Students on the graduate and undergraduate Advisory Councils join the council for varying lengths of time. The Councils meet at least twice each year. The Councils focus on student concerns and their resolution. Council members are encouraged to provide the dean with recommendations on program development and other pertinent issues. Notes on Council meetings are provided to chairs and posted for student access.

Graduate Council

The Graduate Council is composed of University faculty who have been selected by their graduate programs. The Council meets monthly or more often. The Council exercises more than an advisory role. Faculty recommend and make policy decisions that affect a wide spectrum of graduate education issues. (For more details see The Graduate Faculty Handbook).

Field Experience Advisory Council

The Field Experience Advisory Council is a group of education professionals who meet periodically to discuss issues and share ideas for the improvement of early field experiences, student teaching, and internships. This group includes teachers, school administrators, UWRF students, university supervisors, and faculty from Teacher Education and the College of Arts and Sciences.

Teacher Education Council

This Council brings together representatives from education programs in all four colleges, and is led by the Deans of the College of Education and Professional Studies and Arts and Sciences. It meets regularly to share information and develop or approve policies that apply across the Education Unit.

Education Technology Advisory Council

This Council includes faculty from the College of Education and Professional Studies and the College of Arts and Sciences, and a representative of Instructional Technology Services, as well as public school technology administrators from partner schools. It keeps the Unit's technology plan up-to-date, revises technology documents, and plans future directions for technology development in the Unit.

Greater St. Croix Valley PK-16 Council

As part of a UW-System initiative to create PK-16 councils throughout the state, this Council was formed in 2003 to bring together representatives from the Education Unit and the University's administration with a wide variety of school and community representatives to coordinate efforts for quality education in the region.

College of Education and Professional Studies ORGANIZATION AND ADMINISTRATION

Office of the Dean

The Dean of the College of Education and Professional Studies is the chief academic officer of the College. The Dean is directly accountable to the Provost & Vice Chancellor of the University. All matters pertaining to the mission of the College of Education and Professional Studies are delegated to this office. In this capacity the Dean of the College of Education and Professional Studies is responsible for:

- Maintaining liaison with accrediting agencies and the Department of Public Instruction, and with other University units;
- Representing the University in matters relating to graduate programs;
- Providing leadership, direction, and supervision in those areas related to educational policies, curricula, instruction, and standards of scholarship;
- Administering the departments of teacher education, health and human performance, communicative disorders, social work, counseling and school psychology, and the social work program area;
- Overseeing Field Placements, including Student Teaching and Internships, Graduate Studies, the Educational Technology Center, the Human Development Center, and the Athletic Programs;
- Directing and coordinating a continuous study of the programs, and making policy recommendations to the Vice Chancellor;
- Recommending curricula, staffing, and administrative changes and needs for Graduate School, Summer Session, J-term, and Outreach;
- Supervising student programs in the College of Education and Professional Studies and authorizing any variations in or substitutions for requirements, and ensuring that students meet all regulations for licensure and graduation;
- Approving course offerings and teaching loads as well as additions, cancellations, or other changes in the preparation of the semester class schedules;
- Authorizing and supervising procedures to facilitate problem-solving for students;
- Supporting faculty members in the maintenance of academic discipline;
- Preparing, submitting and monitoring the College's annual budget;
- Recommending faculty and staff replacements to the Vice Chancellor.

An Associate Dean assists the Dean of the College of Education and Professional Studies. The Associate Dean's responsibilities are as follows:

Concerning graduate programs: the Associate Dean is to

- Maintain standards and expectations for students, faculty and staff;
- Implement academic policy with deans and other units of the university;
- Update and revise the graduate catalog;
- Promote the development of new and older graduate programs with colleges and other units;
- Facilitate problem solving for graduate students;
- Coordinate graduate summer school efforts.

Concerning undergraduate education, the Associate Dean is to:

- Liaison with DPI and UWRF departments regarding standards for professional education;
- Facilitate the college recruitment and retention plan with emphasis on diversity, including meeting with prospective students and family members and coordinate events;
- Coordinate Admission to Professional Education;
- Facilitate admission, registration and other processes for students as needed.

Concerning College communications, the Associate Dean is to:

- Coordinate all matters pertaining to the review process for program accreditation by the National Council for Accreditation of Teacher Education, the Wisconsin Department of Public Instruction, and the North Central Association of Colleges and Secondary Schools;
- Prepare the College annual report;
- Coordinate the creation of student databases;
- Prepare program area and college brochures;
- Coordinate the marketing of graduate programs;
- Update annually the Faculty Handbook and the Curriculum Guide;
- Attend external meetings for UWRF as college representative;
- Revise the undergraduate and graduate catalogs;
- Represent the Dean's office at University Committee and external meetings;
- Coordinate minority faculty and student recruitment efforts;
- Coordinate and write college-wide grant proposals;

All College of Education and Professional Studies deans are jointly responsible for assisting and contributing to the following college-wide activities and duties:

1. Faculty Development. Assist faculty in applying for programs that include faculty retraining and teacher improvement grants, funding for conferences and research.
2. Program Development. Review of current curricula and encouragement of innovative ideas.
3. Student Concerns. Sign off on such concerns as overloads, course substitutions, late-drops and re-admittance to the College of Education and Professional Studies.
4. Off-Campus Involvement. Work with the Outreach in developing and executing credit and non-credit off-campus programs for teachers and administrators in the field.

Department Chairs

The department chair is responsible to the Dean of the College. The Chair's duties include:

- Provide leadership in reviewing curriculum and in the organization and supervision of the courses of instruction offered by the department;
- Hold regular department meetings;
- Problem solve faculty student and staff issues and concerns
- Recruit and orient new faculty;
- Recommend faculty for appointments, retention, promotion and non-retention;
- Represent faculty at college, university, regional, state and national meetings when appropriate;
- Monitor the department budget;
- Assign faculty and staff to advise students who are majoring and minoring in the department;
- Serve as the liaison to faculty and staff for all official business from the Chancellor, the Vice Chancellor, the Academic Deans, and the Business Office.
- Maintain a leadership role with respect to teaching and scholarship.

ACADEMIC AND POLICY FUNCTIONS OF FACULTY

A description of the general authority and responsibilities of faculty is found in the University of Wisconsin-River Falls Faculty Handbook. In the performance of its academic and policy functions, the following shall be among the concerns and responsibilities exercised by College of Education and Graduate Studies faculty through the college, departmental, and committee structure:

Curriculum Development and Evaluation

1. Determine and develop all curricula of the College of Education and Professional Studies for the graduate and undergraduate teaching majors, minors, areas of concentration, professional education sequence for Early Childhood, Elementary, Middle, Secondary and Specialty Studies certification with reference to recommendations of national professional organizations and state and national certification requirements.
2. Consult the College of Education and Professional Studies Curriculum Guide in developing courses.
3. Approve all programs designated in the majors, minors, areas of concentration, professional sequences, and general education sequence for Early Childhood, Elementary, Middle, Secondary Specialty Studies certification.
4. Evaluate all undergraduate programs through the program review procedure and submit these reviews to the Undergraduate Program Review Committee.
5. Evaluate all graduate programs through the program review procedure and submit these reviews to the Audit and Review Committee and the Graduate Council.

Academic Standards and Policy

1. Determine academic standards and requirements for graduation.
2. Advise and consult, at the request of the Dean, on the appointment of administrative officials.
3. Participate in planning the physical facilities within the College.
4. Participate in formulating policies with respect to departmental budgets and provide input to chairs to College budget decisions.

Program Approval Procedure

The College of Agriculture, Food and Environmental Sciences, the college of Business and Economics, the College of Arts and Sciences, and the College of Education and Professional Studies must submit for approval by the appropriate departments within the College of Education and Professional Studies all programs designated for teacher certification.

Upon departmental evaluation and approval, programs will be forwarded to the appropriate curriculum committee. Upon curriculum committee approval, the Dean of the College of Education and Professional Studies will give final approval of all programs and forward such approval to the appropriate colleges and departments.

College Committees

The College has established several committees to carry out aspects of its work. Members of these committees are selected by their departments to serve for a two-year term, except as noted.

Building Space and Usage Committee

The building space and Usage Committee is charged to develop policies for the use and sharing of common areas in the building, and to make decisions about signage and furnishings as requested by the Dean of the College of Education and Professional Studies. It has developed policies for the use of storage space in classrooms and in the Educational Technology Center, for eating in classrooms, for classroom displays, and for use of furniture in classrooms.

Cultural Diversity Committee

This committee is in the process of developing a mission statement. It is engaging its members and colleagues in the College in a dialogue related to language of diversity and the mission of the committee. It also plans to develop goals for the committee.

Educational Technology Committee

This committee is charged to advise the Director of the Educational Technology Center and to make recommendations regarding its use and development.

Field Experience Advisory Committee

This committee is charged to advise the Coordinator of Field Experiences and to recommend policy for early field experiences, student teaching and internships.

Outstanding Faculty Committee

This committee annually selects the Outstanding Faculty Member in the College. The committee consists of those selected as Outstanding Faculty for the preceding three years.

Personnel Committee

This committee accepts, evaluates and makes recommendations on tenure/promotion/retention materials submitted to it. It is charged to develop recommendations regarding "evidence" to illustrate work completed in all three major areas: teaching, professional involvement/scholarly work, and service contributions to the college, the university, the community, the state and the nation. It is also charged to develop recommendations for movement from Associate to Full Professor and for post-tenure review.

Teacher Education Appeals Committee

The Teacher Education Appeals committee is charged with considering and deciding on student appeals of the denial of their admission to teacher education. These appeals are based on DPI rules that define and limit available appeals. The committee consists of representatives from the elementary and secondary education programs, Health and Human Performance, Communicative Disorders, and the College of Arts and Sciences.

Undergraduate Curriculum Committee

This committee reviews and approves or disapproves new undergraduate courses and course changes proposed by college departments.

SALARY AND MERIT AWARD POLICY

The College of Education and Professional Studies values and rewards teaching as the most important performance criterion for salary and merit. While faculty are expected to be professionally involved and accomplished in scholarly activities and are expected to contribute significantly to the university and greater community, **excellence in teaching** is the most heavily weighted consideration for awarding salary and merit.

Other factors, including but not limited to research, writing, artistic production or performance, student advising, use of technology in teaching, advising campus organizations, participating in faculty governance, sharing professional expertise with non-university entities, or participation in non-academic organizations whose aims parallel the professional interests of faculty are also considered for awarding salary and merit. Each department in the College of Education and Professional Studies establishes its own specific criteria and weighing for evaluating faculty performance.

University procedures approved by the Faculty Senate on March 7, 1990, and then approved by the Chancellor on March 26, 1990, are as follows:

I. General Policy and Comments

A. Goals to be achieved through the merit process:

1. To distribute merit pay as mandated by the Board of Regents.
2. To reward meritorious staff performance.
3. To provide maximum objectivity in the decision.
4. To provide accountability by evaluators to those being evaluated.
5. To provide options for each academic department regarding the method of distribution.

B. Merit Pay Policy (Note that these procedures deal only with the merit component of the total compensation package. When the Board of Regents mandates an across-the-board increase, that percentage is not included in the merit pay increase.)

1. The principal responsibility for merit determination rests at the department or support group level.
2. Instructional staff and support staff are to have separate evaluation procedures that are appropriate to their work.
3. Each of the following offices will receive for the purpose of special merit and equity adjustments that share of 10% of the merit salary total which is proportional to the total merit amount that the office directly oversees:
Chancellor, Vice Chancellor, Assistant Chancellor-Administration & Finance, Dean of Students, Dean of Agriculture, Dean of Arts & Sciences, Dean of Education and Professional Studies and Associate Vice Chancellor.
4. Determination of dollar amounts distributed to departments and support groups:

Ninety percent of the merit total is allocated to the departments and support groups. Each unit will receive merit dollars equal to 90% times the percentage merit increase times the continuing salary dollars in that unit. For example, if the merit increase is 4% and a department's continuing salaries are \$130,750, that department receives $.9(.04 \times \$130,750) = \$4,707$.

Faculty and support staff members holding permanent positions in more than one

unit will have that portion of their merit dollars commensurate with their part-time positions pooled within the respective units. For example, if the merit increase is 4% and a department's continuing salaries are \$130,000 of which \$30,000 is the salary of an assistant dean who receives 50% release time for those duties then the department receives $.9(.04 \times \$115,000) = \$4,140$ and the dean receives $.9(.04 \times .5 \times \$30,000) = \$540$ to allocate.

5. Departments or support areas with only one or two persons will be pooled with another department or support area for purposes of merit pay distribution. This will be done in consultation with the dean or supervisor of the units involved.
6. Promotion adjustments do not come from salary increase funds. Persons who receive a promotion adjustment should not be penalized in the merit distribution.
7. New merit pay files for each person are to be developed annually because existing personnel files are confidential. Such files will be compiled by the department chair regardless of whether the department chooses to use a merit committee or the department chair option, under II.A below. After the merit pay distribution is completed, the contents of the merit pay files will be transferred to the department of personnel files.
8. Interpretations and decisions regarding the operation of the merit pay system shall be made by the Provost/Vice Chancellor in consultation with the faculty salary committee.

II. Instructional Staff (Teaching Faculty and Instructional Academic Staff) Procedures

A. Each department is to have an annual option of (a) using a departmental merit committee, (b) allowing the chair to distribute the merit increase funds, or (c) developing their own merit distribution plan, subject to approval of the Dean of the College. Deans will administer this voting by confidential ballot, and a simple majority will decide.

B. Formation of Departmental Merit Committee

1. All committee members will be elected by members of the department.
2. One member is to be from outside the department but from within the university.
3. Size of committee.

a. If a department has 3-4 faculty members, it will have a committee of the whole together with one outside member. (Note that there will not be any units of 1 or 2 members since they would be pooled with another unit.) All members are equal.

b. If a department has five or more faculty it has two options: 1) a committee of the whole together with one outside member or 2) a four member committee consisting of the chair, two elected from within the department and one elected from outside the department. In either case all members are equal.

C. Operation of the Merit Committee (Department Chair) Option

1. In order to achieve as much objectivity as possible, the committee (chair) needs the following information:

- a. Professional achievement sheet provided by each person. This allows each person to present his/her achievements for the year.
 - b. Other data: student evaluations, peer evaluations, teaching loads, advisee loads, number of preparations, graduate courses, extension courses and other relevant information.
- 2. Decision Process. The committee (chair) shall place each faculty member into one of seven merit groups: A, AB, B, BC, C, D and F. The following connotative adjectives may be considered in making this placement: A - excellent, AB - very good, B - good, BC - fair, C - adequate, D - poor, and F - unmeritorious. In the rare occasion that all departmental members are placed in the same group, all merit distribution documentation must be forwarded to the dean who will review the justification of the committee's (chair's) decision. In the committee option, the ranking of each member of the committee will be determined by the other members of the committee. In the chair option, the chair's ranking will be determined by the dean, or representative, in consultation with department members. In the committee option, the chair of the committee is to be elected. The committee (chair) sends the merit pay rankings to the dean along with recommendations for special merit and equity adjustments.
- 3. Follow-up conference. The department chair will meet with each faculty person and review the results. This should be a constructive, helpful experience.
- D. Appeal. Under either option, a grievance goes first to the chair of the department and then to the Dean if the grievance is not resolved.

III. Support Personnel

- A. Role of the supervisor. It is recognized that support personnel work in an environment where the supervisor knows each person's objectives and assignments as well as performance for the year. Therefore, the supervisor will determine merit for those within the scope of his/her authority.
- B. The Academic Staff Council will devise an instrument for reporting and evaluating support personnel.
- C. Decision process. The supervisor shall place each staff member into one of seven graded groups: A, AB, B, BC, C, D and F. The following connotative adjectives may be considered in making this placement: A - excellent, AB - very good, B - good, BC - fair, C - adequate, D - poor, and F - unmeritorious. In the rare occasion that all support group members are placed in the same group, all merit distribution documentation must be forwarded to the appropriate administrative office (listed in I.B.3) which will review the justification of the supervisor's decision. The supervisor's ranking will be determined by his/her immediate supervisor in consultation with the support group members. The supervisor sends the merit pay rankings to the appropriate administrative office along with recommendations for special merit and equity adjustments.
- D. Follow-up conference. The supervisor will review the merit results with each member of the support group. This should be a constructive and helpful experience.
- E. Appeal. Any grievance goes first to the supervisor and then to the person above in the normal reporting hierarchy if satisfaction is not received.

IV. Distribution of Funds

Merit funds are to be distributed by the following rules. Assign to each member in groups A, AB, B, BC, C, D and F the respective group weights: 4.0, 3.5, 3.0, 2.5, 2.0, 1.0, 0. The average salary of the unit is calculated by adding the individual's salary within the unit by the number of full-time equivalent positions. An individual's salary weight is calculated by adding the individual's salary within the unit to one-third of the average salary of the unit (a part-time employee would add only one-third of the equivalent proportion of the unit average salary). An individual's normalized merit weight is calculated by dividing his/her merit weight by the sum of all the individual merit weights. A unit member receives a merit amount equal to their normalized merit weight times the total merit pool of the unit.

Dean's Merit and Equity Adjustments

Each department recommends faculty for Dean's Merit and/or Equity Adjustments. The total pool for Dean's Merit and Equity Adjustment is small (10% of the total college merit amount) and varies with the percentage allocated for merit increases. Therefore, the number of faculty receiving such awards is usually small. Departments recommending several faculty for consideration should prioritize the recommendations.

The process followed in each department varies. The Dean makes the final determinations based on the amount of money available, departmental recommendations and other relevant information.

GENERAL FACULTY DUTIES

Advising

Every student is assigned an academic advisor by the departmental chairperson or graduate program director. Students should consult their advisors regularly about issues and problems concerning requirements. The advisors are there to serve student needs. If the advisors cannot provide the information or help needed, they will direct the students to appropriate sources.

Students are required to meet with their advisor(s) toward the middle of every academic semester. Faculty will provide students with a Registration PIN and a Degree Audit Report. The purpose of requiring the student to obtain these from the advisor is to enable discussion of problems and program planning. Students are notified by mail when their PINs are available in their advisors' offices.

In addition to individual advising sessions, the departments in the College of Education and Professional Studies conduct periodic group advising meetings. These meetings are to review requirements and bring students up-to-date on any changes that may occur. Students are notified of these meetings by mail. Notices are also placed in the student newspaper.

Any questions about the advising system should be directed to the chairperson of the appropriate department.

Office Hours

Faculty in Social Work schedule 6 to 10 hours of office hours. In addition, they communicate with students via e-mail, telephone, and scheduled appointments. They also meet with students before and after class. Students in field practice have regular weekly meetings with their faculty liaison and have supervisory conferences within their agencies with the faculty member as well as the agency supervisor.

Faculty in Counseling and School Psychology keep 6 to 10 hours of office hours. In addition, they communicate with students via e-mail, telephone, and scheduled appointments. Student advising questions are also addressed after scheduled classes.

Faculty in Health and Human Performance regularly allow between 6 to 10 hours of office hours. Office hours are posted in a central location and also on office doors. Students are encouraged to schedule appointments when their office hours do not coincide with the faculty. In addition, they communicate with students via e-mail, telephone, and after class.

Faculty in Teacher Education set a minimum schedule of 4 to 6 hours weekly when they are available to students on a walk-in basis. In addition, faculty who teach in block I and block II provide one-on-one advice and information to students in the field. This contact augments the number of hours faculty spend in direct contact with students. In addition, they answer questions via e-mail and telephone and schedule appointments with students.

Attendance

Faculty: Faculty members, when on campus, are expected to be present at their classes. Committee assignments must be scheduled around faculty members' classes. Faculty members attending professional meetings or traveling with sports teams must make arrangements to have their classes covered during their absence. A Faculty Absence Report, available in departmental offices, must be completed before leaving campus. Also, the faculty must inform the department chair in advance of their absence, and chairs must inform the Dean of the College of their own absences.

Students: Faculty members determine their own policies on attendance of students in their classes. Faculty members may not excuse students from classes of other faculty members.

Final Examinations

All faculty members are required to give final examinations and, unless excused by the Dean, at the published hours. Any faculty member has the option of not giving a final examination if, in the opinion of the Dean, a final examination would serve little purpose. Reasons for such permission would include: studio or project course, sufficient exams have been given.

Whether or not faculty members give final exams, they must meet with their classes during the final two hours assigned for each examination period.

Grading Procedures

Faculty members have the freedom to determine the criteria for assigning final grades.

Faculty members must submit final grades on schedule to the Registrar's Office.

Cancellation Of Classes

If severe weather necessitates canceling classes, faculty must inform their department chairs who will then inform the Dean's Office.

Library Acquisitions Process

It is the responsibility of all faculty to systematically recommend the acquisition of appropriate and up-to-date books, journals, and other print and non-print materials in their discipline or subject areas in support of the instructional program. Recommendations for library acquisitions are sent to the departmental liaison. Each Fall, the department representative will send a request for acquisitions to all faculty. The memorandum will state the departmental allocation for the fiscal year, specify any information that is required and indicate a deadline for the submission of all requests. After consultation with faculty, program coordinators, and the chair, the liaison will forward a list of requests to the Director of Library Acquisitions.

Teaching Load

The teaching load for faculty at the undergraduate level is 12 credit hours per semester. Faculty teach four 3-credit undergraduate courses, or three 3-credit graduate courses, or a combination of undergraduate and graduate credits that does not exceed 12 semester credits per academic term, or 24 credits for the academic year. The Dean and the chair of each department systematically monitor faculty loads. Graduate courses are calculated at 1.33 times the undergraduate credit load. Student teacher supervision is calculated at 18 students for a full 12-hour load or .66 per student teacher.

Faculty Vitae

Initial vitae will include biographical and professional information. Requests for vitae updates will be initiated from the Dean's Office the beginning of October each year. Vitae will be used by the Dean's Office and personnel committees of each department as a basis for awarding Dean's Merit monies, as well as for promotions. They will be shared with accrediting agencies.

FACULTY DEVELOPMENT

Expectations for faculty extend beyond their instructional responsibilities and include student advising, scholarly activity and service to the community, profession and university. Evaluation criteria identified in the faculty handbook include "distinction in research, writing, artistic production and performance" and "contributions to the university, the community, the state and the nation." Opportunities for faculty development are provided from a number of sources, many of which can provide assistance for several types of need. Awards for internal funding in faculty development are determined by the Faculty and Academic Staff Development Board. Some of the available opportunities are discussed below.

NOTE: Faculty must have their chair's written approval prior to submitting faculty development requests to the Dean's Office or the Vice-Chancellor's Office.

Support For Instructional Development

In addition to the support described in this section, numerous opportunities develop during the year. Most of these will be announced in the publications listed at the end of this section. The Dean and department chairs will make every effort to inform faculty of opportunities for instructional support and development.

Departmental

Departmental budgets support the instructional programs of the department. This usually includes some support for faculty instructional resources and faculty development. Exact procedures for this vary by department. Consult the department chair for details.

College

The Dean's Office coordinates several activities designed to secure instructional resources. Laboratory Modernization, Classroom Modernization and Computer Access are three such programs. Proposals originate in departments, are forwarded to the Dean and then to the Vice Chancellor. These programs are excellent opportunities for significant instructional support. The support described under travel may also be used to enhance instructional development.

University

The Vice Chancellor's Office sponsors a number of instructional development activities during the year. These are announced in "This Week" and by separate flyers. The Vice Chancellor is also interested in new ideas for providing instructional support to faculty.

Undergraduate Teaching Improvement Council

The Undergraduate Teaching Improvement Council (UTIC) provides various types of instructional development opportunities during the year and on an ongoing basis offers Teaching Improvement Grants, supports a Faculty College on Teaching and Learning and sponsors a Small Grants Program. This is a System-wide effort. Contact the Assistant to the Vice Chancellor.

Wisconsin Teaching Fellows Program

This program is intended to recognize and encourage teacher-scholars; to provide opportunities for them to develop their thinking about college teaching; and to help them become resources to their campuses and to others throughout the System. It is designed for faculty members in their first ten years of college teaching. Contact the Assistant to the Vice Chancellor.

Support For Professional Travel

Financial assistance for professional travel is available from a variety of sources. A list with commentary is provided below. New opportunities and options occur regularly. Close communication with your department chair and your Dean will make it easier for them to direct appropriate opportunities that may provide the assistance you need.

Departmental

Departments in the College of Education and Professional Studies provide faculty with financial support for professional travel. Department budgets include \$500 for each full-time faculty member, \$250 for academic staff members. In addition chairs have discretionary dollars based on the number of persons in the department. These figures are revised annually. Consult your department chair for details.

Never pass up a significant opportunity due to lack of financial support without first discussing it with the department chair. The chair may also be able to identify possible funding sources for opportunities that arise. Good communication with the chair will facilitate awareness of individual interest and help in securing the resources needed to support faculty activities.

College of Education and Professional Studies Dean's Office

When resources allow, the Dean's Office tries to provide support for unique opportunities that promise to contribute significantly to the achievement of the College vision and objectives.

UW-RF Foundation

The University of Wisconsin-River Falls Foundation makes available two funds that may include travel support. One fund focuses on improving teaching. A second fund provides for instructional support. Requests for submission of proposals come in early Spring. See the Faculty and Academic Staff Development Board Website for further information.

Robert A. Knowles Endowment in International Education

This endowment supports international activities including exchanges. Up to \$500 may be awarded to support travel and other international activities. See the Faculty and Academic Staff Development Board Website for further information.

UW-System

The UW-System provides opportunities to apply for faculty retraining grants and faculty renewal grants. Both of these grants may include travel to support professional development. Proposals are usually due in early Fall. See the Faculty and Academic Staff Development Board Website for further information.

Support For Research

The type of support needed for faculty research varies greatly depending on the particular project. Listed below are common sources that provide opportunities that could support research. Keeping the department chair and the Dean aware of specific needs is the best way to assure that all opportunities of interest will be brought to your attention.

College

Limited support for research may be available from the Dean's Office. Small amounts of money may be allocated to support interdepartmental research and research that has a college-wide impact.

UW-RF Faculty Research Grants

Requests for proposals for these grants usually come out once a year. See the Faculty and Academic Staff Development Board Website for further information.

Outside Funding

The University provides assistance to faculty wanting to secure outside funding. Assistance with grants is available from the Grants Office. The Grants Office maintains a list of faculty and interest areas and regularly sends opportunities that may be of interest to faculty members. It is important to be on this mailing list. Contact the Grants Director. Information is also distributed through campus e-mail.

Sabbatical Program

Purpose

The purpose of the faculty sabbatical program is to enable recipients to be engaged in intensive study in order to become more effective teachers and scholars and to enhance their services to the University. The sabbatical program should also be understood as recognition of past and continuing academic contributions of the recipients in keeping with the Select Mission of UW-River Falls.

Types of Leave

Two types of sabbatical leaves are available to faculty members:

- A. A faculty member may take a sabbatical leave for an academic year and receive from the institution financial support at any level up to 65% of his/her full compensation for that period.
- B. A faculty member may take a sabbatical leave for one semester of the academic year and receive from the institution financial support at any level up to a maximum of his/her full compensation for that period.

Eligibility

- A. At the time the sabbatical proposal is submitted, the faculty member must have met the following criteria:
 - 1. The faculty member is tenured at the time of application.
 - 2. The faculty member has completed at least six years since the conclusion of their last sabbatical leave.
 - 3. The faculty member has completed at least six full years of employment at UWRF as a probationary/tenured faculty member.
 - 4. If the faculty member has taken a leave of absence, for whatever reason, the leave period shall be excluded in determining the faculty member's years of full-time service.
- B. A sabbatical will not be awarded to a faculty member who does not plan to return to UW-RF for at least one academic year of service after the termination of the sabbatical.

More complete information can be found in the UWRF Faculty Handbook.

OFFICE OF FIELD EXPERIENCES

The staff of the Office of Field Experiences is responsible for most teacher education field placements. The Office of Field Experiences must approve all field experiences.

The most up-to-date information on admission to teacher education and to student teaching is found on the college website, www.uwrf.edu/college-of-education. Students requesting information should be directed to the website.

Field Experiences

Faculty are responsible for assigning and evaluating student completion of field experiences other than student teaching. A specific number of hours of field experience is assigned to many professional education and other classes. Faculty may request evaluations from classroom teachers or agency personnel where these experiences take place. Handbooks published by the Office of Field Placement provide information on the selection and expectations for cooperating teachers, university supervisors.

Methods Faculty

The College of Education and Professional Studies requires that all faculty teaching the methods courses in Teacher Education have direct involvement each year in elementary, middle, or secondary level classrooms in the area of their professional responsibilities. This may include participation in the supervision of pre-student teachers and student teachers in a public school setting. Similar expectations for involvement in field placements exist in other departments.

Overseas Student Teaching

Overseas student teaching is available at UWRF. Through the COST Program, students are placed primarily in cooperating schools in Australia, Britain, and Mexico. All types of schools (infant, junior, comprehensive, secondary and grammar) in the overseas educational systems are represented. These schools are located in communities ranging in size from small villages to large cities.

A brochure regarding the COST program can be obtained from the Teacher Education Department Office.

Professional Education Certification

Professional Education certification is based on the successful completion of an approved program. Students should apply for certification through the designated Certification Officer/Academic Advisor at the time of graduation or at the completion of their certification programs. There is a fee for certification that varies with different states. The Dean of the College of Education and Professional Studies is the certifying officer. The Dean or designee only is authorized to endorse certification applications.