Department Chairs with School of Education (SOE) Affiliated Faculty
Related Processes
(Scheduling, Personnel Review, Mentoring, etc.)

This document serves as an overview for chairs who have SOE-affiliated faculty and programs in their department. The Department of Public Instruction (DPI) oversees the assessment and licensure of teacher education programs and the SOE Dean serves as UWL's education program lead administrator, who has the responsibility and authority to develop, administer, evaluate, and revise each educator preparation program at UWL (PI 34.013). All undergraduate and graduate teacher education, administration, and pupil services programs are affiliated with SOE. New chairs are strongly encouraged to set up a meeting early in their new appointment with the Dean of the School of Education and with their Content Dean's office to discuss how teacher education affiliation affects scheduling, curriculum review and assessment, mentoring, and PRT requirements of SOE-affiliated faculty. Regular communication between the department chair and the School of Education is paramount in order to support departmental teacher education students and programs and SOE-affiliated faculty.

General Communication
- SOE has regular, required meetings to support all SOE-affiliated faculty around educator preparation specific topics. These meetings are typically the first Friday of the month from 1:15-3:15 pm. Departments should avoid scheduling SOE-affiliated faculty members into classes at this time. If possible, the department should avoid scheduling conflicting meetings at this time as well.
- SOE has a leadership team (SoEL) that consists of Program Directors from all education programs. The Program Director serves as the liaison between SOE and the program faculty. Program Directors are elected from their constituency to a 3-year term, and are allocated 3 credits of workload as part of their position. SOE affiliated faculty that are interested in serving in this role should communicate with their chair early enough to discuss whether the department can support this workload reassignment. SOE provides email updates to SOE faculty and their chairs on an as needed basis. In addition, Program Directors and SOE-affiliated faculty should brief department chairs on changes under development relevant to the department, particularly as it relates to scheduling and programs, or policies in teacher education programs.
- Department Chairs should be in routine contact with SOE regarding scheduling, advising, student teacher placement/supervision, PRT, hiring, and program assessment/review. A listing of who to contact by topic is available on the SOE website.
- SOE has two Associate Deans who oversee different components of education programming. Chairs might find it useful to familiarize themselves with the appropriate contact person for these different areas.
- SOE policies and procedures are also posted on the SOE website.

Scheduling & Curriculum Review
- Chairs should be familiar with their teacher education curriculum and major/minor program plans. SOE will communicate changes associated with DPI requirements as needed.
- Chairs should understand which courses in the Department of Educational Studies (DES) are typically taken concurrently with their department teacher education course offerings. Coordinate course offering semesters, days, and times with DES Chair well in advance of scheduling deadlines.

- Proposed changes in education program curriculum should be discussed early on in the development process with SOE to ensure that licensure requirements are met, impacts on other affiliated programs can be anticipated, etc. Education program curriculum changes must be approved by both the content college and SOE. The CASSH Dean recommends sharing/discussing potential changes in education curriculum with SOE at least one month in advance of seeking formal approvals.
- Use the SOE and content college workload policies when developing teaching schedules and workload for SOE-affiliated faculty. Be mindful of the time that travel takes up in a faculty schedule as it relates to supervision, etc. when assigning course times and days.
- Chairs should be aware of the obligations that faculty supervisors have outside of the typical semester since student teaching follows the PK12 school calendar (not the UWL school calendar).
- Institutional Research can help with program planning, expected course demand, and offering sequences for teacher education students.
- Ideally, create a 4-year expected course rotation for each faculty member so that the department, DES, and students know when courses are expected to be offered. Share this course rotation schedule with SOE/DES.

Advising
- Teacher education majors should be assigned to SOE-affiliated faculty advisors whenever possible. If this is not possible, concentrate advising of teacher education students among a small sub-set of faculty who are or can easily become experts in teacher education program requirements. Routinely invite SOE Dean's Office advising personnel to the department to provide workshops for these faculty. Additional support is available from the SOE Certification Officer.
- Chairs should have strong lines of communication and contact with the SOE Certification Officer and the Office of Field Experience personnel. As chair, you are responsible for both teacher education and non-teacher education programs in your department- do not delegate all departmental SOE work to the affiliated faculty member(s) alone.

Hiring
- Position Requests, job ads, and, approval of Tier 1 candidates coming to campus all need SOE Dean review. When candidates are on campus, the department must set up an interview with the SOE Dean in addition to the Content Dean. Specific SOE hiring guidelines are available on the SOE website.

Faculty Mentoring
- SOE-affiliated faculty members have service obligations with SOE. Be mindful of this when assigning content area service so these colleagues do not feel overloaded. Make sure PRT committees understand the service activities and associated workload of SOE-affiliated faculty as they are reviewing personnel files and performance. Content Deans have agreed workload in SOE is equivalent to University-wide service.
- SOE will assist in mentoring faculty regarding SOE expectations, particularly as they relate to DPI expectations. The UWL bylaws template includes an appendix that describes SOE-affiliated expectations for faculty teaching, scholarship, and service. This appendix should be incorporated into department bylaws and should inform faculty mentoring and personnel review (see below).

Personnel Review

- SOE-affiliated faculty members are also reviewed by the SOE Dean as part of PRT processes. Communicate regularly with the SOE Dean in advance of PRT reviews (including post-tenure review) regarding departmental deadlines and respond to SOE requests for information about those deadlines.
- Work with SOE to send clear and consistent messages to SOE-affiliated faculty about the expectations of SOE-related peer-reviewed scholarship, journals, conferences and where this scholarship fits in the scholarship tiers in department bylaws.
- Remind departmental PRT committees before reviewing an SOE-affiliated faculty member, of the specific DPI/SOE-related guidelines (e.g., UWL bylaws template verbiage).

Research and grants:
- Because of the complex nature of school-related collaborations with PK-12 schools/districts, faculty who are interested in working with PK-12 schools, cooperating teachers, and/or school children should first consult with the SOE Dean to determine how best to achieve the proposed activities/relationships before contacting any school-based personnel. Guidelines are also posted on the SOE website.
- Any initiatives involving outreach to/with multicultural students should include the SOE Senior Multicultural Recruiter/Advisor.
- Grant proposals involving education-related research or teaching need to be reviewed by the SOE Dean. Externally funded proposals should be submitted to the SOE Dean at least one week prior to submitting to ORSP. Internally funded grant proposals (except those funded by SOE) should be shared with the SOE Dean at least one week prior to the grant due date. In both cases, conversations earlier than the submission date (at the development stage) should occur to allow feedback if the work involves school sites and/or children.

Program Assessment
- SOE has a mandatory half-day to full-day data retreat prior to the start of each semester in which programs review assessment data and work towards providing an annual report for DPI review. SOE-affiliated faculty are expected to attend these retreats, and departments should work to avoid conflicts with departmental meetings whenever possible.
- SOE works directly with SOE-affiliated faculty regarding the type and timing of data needed for ongoing DPI review. UWL provides updates to DPI annually and UWL's DPI liaison makes an annual visit to UWL.
- In addition, several education programs prepare a separate APR report from the departmental report including SHE, PETE, and STEP. Other education programs participate in separate accreditation processes such as School Psychology and Music Education. If a separate APR report is not provided, the departmental APR report should clearly address their education program(s) in the departmental APR report. The SOE Assessment Coordinator can assist departments and programs by supplying data and other information that may be helpful in assembling these reports. Questions regarding APR should be addressed to the Associate Vice Chancellor of Academic Affairs.
- The program or department with an SOE program should arrange to have the SOE Dean review the APR self-study, meet with the outside reviewer, and provide feedback on the component of the APR report associated with the review of the SOE affiliated program.
- All routine departmental program and course assessment should include the education programs in the department and education-related courses in the assessment process.