1. General School Policies and Procedures

1.1 School Review Bodies

1.1.1 School Salary and Promotion Committee (SPC)

1.1.1.1 Composition of the DSPC

The School Review Board (SRB) will consist of five members of the School of Education (School) excluding the Director. At least three members of the SRB must be tenured faculty, with not more than two from any program. The Chair will be elected by the members of the SRB.

1.1.1.2 Procedure for Election of the SPC

Members will be elected in May by the faculty (tenured and probationary). The Director may not be elected or serve as a member. Terms are two-year staggered. Odd numbers of faculty serve on the SPC 3, 5 or 7. All tenure and tenure-track members of the School with more than 50% appointment are eligible to serve as members of the SRB and have voting rights. At least 3 members must be tenured faculty. One seat is reserved for a non-tenured member (with voting privileges) who will serve a two-year, non-renewable term. The intent is to provide non-tenured faculty the opportunity to learn the process.

1.1.1.3 Definition of Peer Group for Promotion & Salary Review
The peer group for promotion and salary review for the School of Education faculty shall include tenured faculty from Counseling Psychology and Teacher Education.

1.1.1.4 Procedure for Conducting Peer Group Evaluation and Voting

School of Education faculty shall include tenured faculty from teacher education and counseling psychology. The Director of the School of Education shall call the meeting of all tenured faculty and act as chair of the meeting. A volunteer from the tenured faculty will chair the meeting if the tenure consideration is for the director. The vote will be conducted using ballots signed by the voting tenured member. The chair of the meeting and at least one other member of the committee will count the ballots and forward to the Provost.

1.1.2 Renewal and Tenure Review Body (RTRB)

1.1.2.1 Composition of the RTRB/RTRBs and Voting Procedure

Disciplines that exist within the School of Education along with faculty assigned are:

Counseling Psychology: Steven Benish


1.1.2.2 Composition of an Interdisciplinary RTRB and Voting Procedure (if applicable)

NOT APPLICABLE at this time

1.2 Procedure for Approving the School of Education RST Plan/Sub-Plans by the School of Education Faculty

The RST Plan is reviewed by the faculty during the fall semester of each academic year. The plan is approved by a vote of the faculty during a School of Education faculty meeting in September of each year.

1.3 Procedures for Evaluation of School of Education Faculty
1.3.1 Peer Evaluations

The Director (since the Director is required to conduct a review) and at least one other member of the SOE (selected by random number chart) shall conduct peer evaluations using the forms and rubrics provided. The Director will schedule at least a half-hour visit of the classroom, videotaping the session for the faculty peer reviewer in case attendance is not possible. A second, at least half-hour unscheduled visit will be conducted by the Director and videotaped for the faculty reviewer. A pre, during observation, and post observation form and rubric will be used with the faculty member being observed. Forms will be approved by the faculty and attached to the Appendix.

1.3.2 Student Evaluations

Administration of the evaluations will be accompanied by a verbal explanation. The instructor will not be in the room during the evaluation. The calculated average of the student responses on all five questions on the teacher evaluation form (Attachment A) will be used as the student evaluation score. The instructor will not receive the results of the evaluation until after the end of the semester and after grades have been posted.

At least three weeks prior to evaluations, faculty must decide whether or not he/she wants student evaluations in all his/her classes and notify the program assistant of the School of Education.

Non-tenured Faculty:

For non-tenured faculty student evaluations must be conducted each semester for at least a full three years. See CRST guidelines.

Tenured Faculty:

For tenured faculty not seeking promotion, the SRB may make annual recommendations without requiring current student evaluations. A full review that includes at least three full semesters of student evaluations of each class taught by the faculty, is required once every three years.

For tenured faculty seeking promotion, three-consecutive semesters of student evaluations from every class taught by the instructor, must be submitted.

The School of Education nor any SRB may deny a request for a full review of a faculty member if so requested by that faculty member for activities such as merit, promotion, equity.

1.3.3 Additional Types of Evaluation (if applicable)

Split Appointments:
If an individual holds a split appointment between two or more Schools or departments, programs, or units, that individual is to be evaluated and recommended by the group in which he or she holds the major fraction of appointment. It is the responsibility of the faculty member to obtain input from the other partial appointment area. Split appointments will be evaluated based on information provided by faculty member and recommendation for merit incentive pay will be based on percentage of appointment.

1.4 Procedures for Evaluation of Faculty with Non-Teaching Assignments

School of Education Director Evaluation Process

A. Per Section 16 of the URST Procedures, the SoE Director’s files shall also contain:
   i. Annual evaluation of his/her performance by the SoE faculty.
   ii. The College of Liberal Arts and Education Dean’s evaluation of his/her performance as SoE Director.

B. It is the responsibility of the SoE Director to have these additional items in his/her file.

Assistant Director Evaluation Process (to be developed later)

Clinical Experiences Evaluation Process (to be developed later)
2. Renewal of Probationary Faculty

2.1 School of Education Criteria for Evaluation of Teaching, Professional/ Scholarly and Service

2.1.1 Teaching Effectiveness

The SRB will conduct peer evaluations on all faculty
a. No member of the SRB will participate in his or her own peer evaluation.
b. All faculty will have the opportunity to orally review their faculty file in an individual meeting with the SRB if they desire.
c. Rating and reporting of student evaluations will comply with CRST guidelines.
d. The attached rubrics delineate assessment indicators and categories.
e. The following criteria will be used by the SRB in the peer assessment, and will be weighted as noted

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td><strong>50%</strong></td>
<td>See rubric</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td><strong>25%</strong></td>
<td>See rubric</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td><strong>25%</strong></td>
<td>See rubric</td>
</tr>
</tbody>
</table>

*The final evaluation of teaching effectiveness only will be based on 35% evaluation by the SRB combined with 15% student evaluation.

Probationary Tenure Track Faculty:

The School of Education Review Board will assure that the teaching of probationary tenure-track faculty will be observed each semester by the Director and at least one tenured faculty member (randomly selected) of that respective program.

The written and/or electronic documentation of this evaluation will become part of the probationary faculty member’s SRB/CRST file. Further, the SRB will follow the URSTPC guidelines section 7.

The RST file must include a letter from the tenured faculty of the discipline reviewing the faculty’s prospects for tenure (required beginning in the second year). If data is gathered for input to the letter for one probationary faculty member within a discipline (as defined for tenure votes), the same data must be gathered for all probationary faculty members in that discipline. A copy of this letter shall be given directly to the probationary faculty member.
In the rare case in which a faculty member is granted 2 or more years toward tenure when hired, the letter referred to in [Sec.7c.7] is required beginning in that faculty member's first year.

2.1.2 Scholarly and Professional Activities

A rubric and expected point total for professional, scholarly and creative activity will be developed that includes criteria. A sample of criteria is included below. The final forms will be included in an Appendix.

A minimum of 56 points (3.5 x 16 areas) per year is expected to demonstrate adequate progress. For promotion, tenure, merit, equity, at least two of the areas must have sufficient points to indicate superior achievement (meaning predominantly (80%) 4 and 5s.

TEACHING (50%)
(35% SRB and 15% student evaluations)

A. Demonstrates a breadth of understanding of field of specialization and education
   1) Includes the major components of the field of specialization in the syllabi and course content
   3) Clearly models, assesses and reinforces student understanding of content in the field of specialization
   5) Models and helps students analyze, critique, and look at different ways of understanding the content knowledge in the field of specialization

B. Integrates what is known about content field
   1) Incorporates current research into teaching and instruction of the course content
   3) Provides opportunities to students to learn and incorporate current research and best practices actively into their learning
   5) Assessing students ability to locate and understand current research about the content field

C. Incorporates appropriate methods
   1) The faculty member teaches and models instruction uses the methods appropriate for the course content
3. The faculty member provides multiple, sequenced opportunities for students to learn the appropriate methods in the course content.
4. The faculty member assesses student use of methods, providing appropriate feedback and opportunities for extension and growth.
5. Faculty serves as a resource for other faculty in the appropriate methods.

D. Incorporates appropriate performance assessments
   Examples: curriculum map, edTPA, multiple forms of assessments, data)
   1) Includes at least the formal and informal assessments indicated in the syllabi and curriculum map, linked to standards and KSDs.
   2) Includes clear examples of multiple forms of assessments along with scoring rubrics and student completed work that demonstrates that assessments are shared with students.
   3) Clearly incorporates key components of edTPA in their course with evidence provided.
   4) Actively monitors and contributes data to the overall assessment of student learning in the School of Education data base.

E. Integrates technology
   Example: Smartboards, D2L, electronic grading
   1) Teaches using technology and includes at least 20% of assignments that have students use technology effectively.
   3) Integrates technology into most lessons, 30% of time, requiring that students use the technology to plan, instruct and assess.
   5) Integrates technology in 40% of lessons and incorporates new and unique ways to support and extend student learning (social media, google forms, google docs).

F. Responds appropriately to issues of diversity
   1) Creates an inclusive classroom environment of respect and clearly includes in syllabi respect for diversity.
   2) Includes in teaching lessons, opportunities for students to respond appropriately to diversity, and demonstrate respect for others.
   4) Requires students to include ways to respond to diversity appropriately in assignments.
   5) Requires students to include ways to respond to diversity appropriately in assignments and assessments.

Additional Areas related to teaching
Advising
   1A Advises students with basic schedule issues.
2A Provides proactive planning and guidance for students, addresses student concerns, clearly mentors students in the advising process

1B Supervises independent work when asked by student with a schedule conflict that cannot be addressed in another way
2B Guides groups of students with independent work

IC Guides undergraduate research for one student
2C Guides a group of students with undergraduate research and presentation
3C Leads and guides undergraduate research including organizing topics, new areas of study, formal presentation at state or national event

**SCHOLARSHIP/ PROFESSIONAL ACTIVITIES (25%)**

A. Formal Consultation
   (paid or unpaid)
   1) Local consultation for community (Platteville) (can include no more than 2-ones toward sub-score)
   2) regional consultation (a consortium, professional group)
   3) area consultation (three or more counties, groups)
   4) state consultation (serving on state certification board, DPI working group)
   5) national or international consultation (i.e. Fulbright Scholar)

B. Presentations
   1) for College (student learning outcomes for Council meeting)
   2) university-wide presentation (Faculty Scholar, APC, UUCC, MCIC)
   3) area presentations (three or more counties)
   4) state or national presentation at a conference

C. Research
   1) locally shared research – results of a CIF, or other received grant or own research shared with SoE or other entity
   2) collaborative or university wide research (Physics and education, math and ed) that is shared with multiple persons or the entire university
   3) county research project
   4) state-wide research project
   5) national research project

D. Professional Writing or Publications (including grant writing)
1) UW-Platteville grant, PAACE, SoE or local newsletter, educational article in the local paper
2) UW system grant or publication or state publication in non-peer reviewed journal or state grant (TRRI)
3) state publication in peer-reviewed journal (WSRA journal, WNMSA, Early Childhood state journal
4) regional publication in peer-reviewed journal Midwest Regional Counseling Journal
5) national publication in a peer reviewed journal (AERA) or national grant like NSF (can count in this category OR under research but not both)

E. Inservices/Training
1) local inservice for School of Ed (edTPA, trainer of trainers, certification, teaching strategy for SoE meeting)
2) university inservice training (teaching strategy, grant writing, strategic planning, how to write a Fulbright proposal)
3) Area wide inservice training as a presenter or co-presenter (three or more counties)
4) State-wide inservice training as presenter or co-presenter
5) regional inservice or national (Midwest inservice)

2.1.3 Service to the University and to the Community

SERVICE and COLLABORATION (25%)

A. Leadership provided to the university - as an active member
1) of a non-elected position (College budget committee, registration committee, commencement, School of Ed committee)
2) in an elected position (APC, Faculty Senate - with verification of active membership from committee chair)
3) As a chair of a unelected committee on campus
4) As a chair of elected committee on campus
5) As a chair of a UW system committee

B. Leadership service provided to the community in ways that are consistent with UW-Platteville's mission
1) Service on a local or state board or organization - not directly related to the field or area of expertise (church, synagogue, Rotary, Optimist Club, girl scouts)
2) Service on a regional board or organization directly related to field or area of expertise in an elected area
4. Service on a state board or organization directly related to field or area of expertise in an elected area
5. Service on a national board of organization directly related to field or area of expertise

C. Active engagement in dialogues about the design and delivery of instructional programs in the B21 schools and/or service delivery to counseling agencies
   1) participate in training for edTPA
   2) serve as a local scorer of edTPA each semester
   3) trained as a national scorer of edTPA
   4) actively involved in scoring edTPA at (proof of number of portfolios assessed)
   5) lead edTPA scoring efforts at the School and College level

D. Involvement in professional organizations including such activities as serving actively in the governance structure on or off-campus with educational, service or professional agencies to promote the organization’s mission.
   1) Actively participate in SoE strategic planning meetings
   2) Actively participate in college strategic planning
   3) Actively participate in university-wide strategic planning
   4) Participating in strategic planning at the area or regional level
   5) Actively participate in state level strategic planning (UW system, DPI)

E. Collaboration
   1) Conduct collaborative projects at the SoE level with local schools and at least one faculty from within or out of SoE
   2) Conduct collaborative project with at least one faculty from outside the college, and a K-12 school
   3) Conduct collaborative project related to field that includes at least two P-12 school districts
   4) Conduct collaborative project that is statewide or involves multiple agencies and organizations
   5) Conducts collaborative projects that are national or international

2.2 Ancillary Materials Required by the School of Education for Inclusion in the RST File (if applicable)
Vita and Narrative

A. Personal File

Each faculty member is encouraged to build and edit a personal file for SRB purposes. If a faculty member chooses not to build such a file, according to URST guidelines, the Director of the School of Education shall assemble a file for the faculty member using whatever data is available.

B. Format for CRST file

A three-ring notebook not to exceed approximately one inch thick. The notebook will be divided into sections including the following:

Section I: Updated Vita

Section II: Form 1: Peer evaluation will include evaluation in the areas of Teaching, Scholarship, and Service for at least the last three years listed as outstanding (5), above normal (4), normal (3), below normal (2) or low (1). Student Evaluations will include evaluations for at least the last three years listed as outstanding (5), above normal (4), normal (3), below normal (2) or low (1). (Scale will be changed next year to reflect transition.)

Section III: Narrative statement or list of activities for current year including Teaching, Scholarship, and Service.

Section IV: Accumulation of past narrative statements or lists of activities. In the case of promotions, statements or lists must be provided for every year since acquiring current rank. In the case of retention or tenure, statements or lists must be provided for every year at UW-P. In cases of promotion and tenure, supporting documentation of performance at previous institutions should be included whenever possible.

Section V: Materials added to file at any level must be dated and signed and a copy must be sent to the individual involved.

Section VI: New materials added to the file after a negative decision and before an appeal will only be considered if the information relates to or clarifies information in the file.

Section VII: Ancillary Supporting Materials. Any documentation of performance, e.g., syllabi, letters, or scholarly papers, should be placed here.

Section VIII: All faculty are strongly encouraged to maintain separate files of all historic and current artifacts for tenure, promotion, merit or equity considerations that includes artifacts and documentation.
3. Granting of Tenure

3.1 School of Education Criteria for Evaluation of Teaching, Scholarly/Professional Activity, and Service

3.1.1 Teaching Effectiveness

Tenure Committee:
The tenure vote of School of Education faculty shall include tenured faculty from Counseling Psychology and Teacher Education.

Tenure Vote Process:
The Director of the School of Education shall call the meeting of all tenured faculty and act as chair of the meeting. The vote will be conducted using ballots signed by the voting tenured member. The Director and at least one other member of the committee will count the ballots and forward to the Provost.

Tenure for the Director Process:
If the tenure consideration is for the director, then a volunteer from the tenured faculty will serve as chair of the tenure vote and follow the procedures for voting and counting that is described in 3.1.1.

3.1.2 Scholarly, and Professional Activity

WE COULD USE THE SAME FORMS and CRITERIA THAT WE APPROVE IN THE EARLIER SECTION

3.1.3 Service to the University and to the Community

WE COULD USE THE SAME FORMS and CRITERIA THAT WE APPROVE IN THE EARLIER SECTION

3.2 Ancillary Materials Required by the School of Education for Inclusion in the RST File (if applicable)
4. Promotion to Full Professor

4.1 School of Education Criteria for Evaluation of Teaching, Professional/Scholarly/Professional Activity, and Service

4.1.1 Teaching Effectiveness

4.1.2 Scholarly and Professional Activity

4.1.3 Service to the University and to the Community

4.2 Ancillary Materials Required by the School of Education for Inclusion in the RST File (if applicable)

5. Salary and Inequity

5.1 School of Education Criteria for Evaluation of Teaching, Professional/Scholarly/Professional Activity, and Service

Faculty requesting salary increases or inequity adjustments must complete a full review. It is the responsibility of the faculty to research and provide documented evidence of salary compression, inversion or inequity. The same rubrics developed to determine tenure and promotion will be used for salary and inequity requests.

5.1.1 Teaching Effectiveness

5.1.2 Professional, Scholarly, and Creative Activity

5.1.3 Service to the University and to the Community
5.1.4 School of Education Guidelines for Determining Merit or High Merit

Assessing Meritorious Performance:

The following are essential concepts and elements necessary to judge meritorious performance:

- Meritorious performance must be achievable within one’s position description.
- Meritorious performance must be attainable for each individual member, regardless of how other members have been judged in their roles.
- In addition to financial compensation, meritorious performance may be recognized and rewarded through oral and written recognition, special assignments, provision for personal growth, etc.
- The basis for performance evaluation will be (1) the degree of accomplishment of the faculty member’s individual professional objectives and (2) overall performance in relationship to professional expectations as established through the peer review process.

5.2 Ancillary Materials Required by the School of Education for Inclusion in the RST File (if applicable)

6. Post-tenure Review

6.1 School of Education Criteria for Evaluation

Post-Tenure Review:

The post-tenure review is consistent with the overall SRB Plan and the School of Education conceptual design statement. The overall collection of data for post-tenure review follows all aspects of the plan previously discussed.

i. Purpose: The purpose of the post-tenure review is to encourage and support faculty growth and development that positively contributes to the mission and goals of the School of Education, the college and the university.

ii. Timing/Rotation

   a. Once every 5 years the professional performance of the tenured faculty will be reviewed following the outline below. This review will be conducted
simultaneously with the annual SRB merit review and is considered a supplement to that review.

b. The anticipated rotation is:

- **Steven Benish**: 2016, 2021, 2026
- **Rea Kirk**: 2017, 2022, 2027
- **Dan Leitch**: 2019, 2024, 2029
- **Bill McBeth**: 2016, 2021, 2026
- **Leigh Monhardt**: 2017, 2022, 2027
- **John Nkemnji**: 2015, 2020, 2025
- **Wonim Son**: 2016, 2021, 2026
- **Karen Stinson**: 2015, 2020, 2025

### iii. Review Materials

In addition to building and editing a personal file for SRB purposes, on years of Post-tenure Review the faculty member shall develop and place in Section VII: Ancillary Supporting Materials of the SRB file the following:

i. A statement which articulates plans for future teaching, scholarly activity, service to the university and community, and collaboration (hereinafter called the Professional Development Plan).

ii. A summary of any student and peer teaching evaluations collected during the last five years.

iii. Evidence of professional accomplishments during the last five years.

### iv. Professional Development Plan (PDP)

a. The PDP shall articulate plans for future teaching, scholarly activity and service to the university and community service and collaboration.

b. The tenured faculty member will meet with the School of Education Director to review his or her PDP and to ascertain the appropriateness of the plan as it relates to the mission and goals of the School of Education, the college and the university. This meeting shall take place by the end of the November prior to the appropriate annual SRB review.
c. Once the PDP is acknowledged by the SoE Director, this plan shall stay in the faculty member’s SRB file for 6 years. Acknowledgement shall be documented by having the SoE Director’s signature and date at the end of the PDP.

d. Modifications may be made to the PDP after the original acknowledgement, only when done in consultation with the SoE Director and a written explanation for the change is included with the modified plan.

e. All versions of the plan, and explanations, must stay in the SRB file for the duration of that five-year cycle.

v. Review Process

a. Simultaneously with the annual merit review, the SRB shall prepare an evaluation of the faculty member’s post-tenure performance meeting the following criteria:

   i. Based primarily on the faculty member’s professional performance during the last five years as evidenced by both materials provided and observations throughout the previous five years by fellow faculty members.

   ii. Address the faculty member’s progress towards achieving goals from his or her previous Professional Plan.

   iii. Address the developmental needs of the faculty member to make progress toward achieving the current Professional Plan’s goals.

   iv. Recommend ways of helping the faculty member to meet those goals.

b. Tenured faculty may use the same appeals process and timing as probationary faculty.

c. The Chair of the SRB shall report to the SoE Director the results of all post-tenure Reviews.

d. If a faculty member’s review reveals a need for significant improvement in performance, the SoE Director shall report such to the academic dean. The dean and the chair, in consultation with the faculty member, will recommend a retraining or redevelopment program and shall assist the faculty to find resources to fund such a program.

e. SRB post-tenure performance evaluations shall become part of the personnel file of the faculty member concerned and be retained in the college dean’s office.
6.2 School of Education Policy on Professional Development Tied to Post-tenure Review

6.3 Emeritus Status

6.3.1 Qualifications
The faculty member will be granted emeritus status at the rank held at the time of retirement. To be granted emeritus status, the faculty member must meet one of the following two conditions:

- have at least 20 years of relevant experience in higher education at an accredited institution with at least the last 10 years at UW-Platteville, or
- have at least 20 years of relevant experience in education (any level) with at least the last 15 years at UW Platteville.

AND be officially retired from the UW System

AND have served the university in an exemplary manner.

Exceptions to these guidelines may be made if recommended by the department and approved by the chancellor after consultation with the appropriate college dean.

6.3.2 Recommendation Process
- Department chairs conduct a vote of tenured department members to determine departmental support for recommendation to emeritus status.
- The department recommendation is forwarded through the appropriate college dean for comment (concurrence with department or not).
- (The chancellor reviews the recommendations and takes action.

6.3.4 Privileges Afforded to Emeriti Faculty
The Faculty Handbook has the current privileges afforded to emeriti faculty from the university which may include: an official UW Platteville network account, and a free UW Platteville parking permit.

The School of Education may offer additional privileges and/or resources including an office or shared office space if there is availability.