

Standard 6: Unit Governance and Resources

The unit 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.

6a. Unit Leadership and Authority

6a1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The unit is very effective in coordinating the planning, delivery and operation of all programs that prepare teacher candidates or other school professionals. The 127 professional education faculty (tenure and academic staff together) work closely with content faculty in the other three colleges on campus ([Business and Economics](#), [Arts and Communication](#), and [Letters and Sciences](#)). This delivery and design necessitates ongoing communication and collaboration throughout the institution. The Dean of the College of Education serves as the unit head and has the authority to make decisions in the unit. The unit head works effectively with other deans and administrators across campus to resolve issues related to the preparation of educators and other school professionals. The College of Education also has a full time Associate Dean, a Director of the Office of Field Experiences, and a Student Status Examiner. Please refer to our organizational chart in the support section that provides an overview of the structure within the college including the eight departments, and Academic Advising Center. The Dean of the [School of Graduate Studies and Continuing Education](#) also works closely with the unit to support programs at the advanced level. Leadership of the unit ensures that:

- All undergraduate and graduate course syllabi pertaining to licensure in the unit reflect the conceptual framework “The Teacher is a Reflective Facilitator.”
- All undergraduate and graduate course syllabi pertaining to licensure in the unit specify required performance assessments
- All undergraduate and graduate licensure courses in education have been linked to the Wisconsin Teacher Standards, to the Wisconsin Model Academic Standards, and to the NCATE standards
- All undergraduate and graduate content courses pertaining to licensure have been linked to the Wisconsin Content Guidelines and, in some cases, to the Wisconsin Model Academic Standards
- All candidates have been provided information about the conceptual framework, the standards and about the unit assessment plan.
- The Committee for Program Review and Accreditation helps to coordinate data and assessment on whole-unit analyses
- The members of the College Assessment Committee have a responsibility to assist the Associate Dean in data analysis and to communicate issues back to primary teacher education department constituencies and to solicit information from department members.

- The College of Education Academic Affairs Staff (CEAAS), the College Curriculum Committee, and the Teacher Education Committee also provide vital links in the delivery, review and ongoing improvement of the teacher education program. Minutes from these committee meetings are found in the appendix.

6a2. What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

All programs in the unit have advisory councils. The Office of Field Experiences also has an advisory council. A list of advisory board members can be found in the appendix. There is a close working relationship with Cooperative Educational Service Area (CESA) number 2, the regional education center serving 72 surrounding school districts. For more information on the ways advisory boards are integrated into the program, please see minutes of meetings in the electronic documents room.

6a3. How does the unit ensure that candidates have access to student services such as advising and counseling?

All students (except those in music, art and theater) begin with an assigned advisor in the [Academic Advising and Exploration Center](#). This advisor helps students in their first 24 credits of coursework and helps students who have not yet declared a major. In this phase of teacher education, students are helped to explore their academic interests as they pursue the [General Education Program](#). After the first year, students who have declared a major are assisted by an advisor within their college or by a faculty advisor in their major department. Elementary and special education students are advised by the coordinator of the [COE Advising Assistance Center](#), until they are admitted to Professional Education at which time they are assigned a faculty advisor for the remainder of their programs. Secondary education majors are advised first by an advisor in the content major, and later by an advisor in the COE upon admission to Professional Education.

6a4. What are the unit's recruiting and admissions policies? How does the unit ensure they are clearly and consistently described in publications and catalogues?

UWW's Admissions Office provides every applicant with a comprehensive review when evaluating a file. Following the Supreme Court decisions in the Michigan cases (2004), the entire UW System implemented a conscientious commitment to assure students that both race and diversity are important to the long-term success of our students. The comprehensive review process we've instituted formally since then provides for a complete review of all the materials and contents in a file before making a decision to offer admission to a student. As always, the traditional academic variables are most important, though there are not magical threshold markers on performance that we require students to surpass to be admitted. Instead, we seek out academic performance that would predict future academic success. Beyond the academic markers, students include a tremendous amount of additional information related to personal interests, priorities and accomplishments that all help influence a decision. Additional information is also gathered related to ethnicity, fiscal disadvantage or a possible existence of a disability in a candidate among a thousand different elements that might be included that make an individual applicant unique when provided. At that point, when everything is

received, a thorough review of an application's contents will help describe how serious, committed, and prepared a candidate is for admission.

This information is provided consistently in the UW-Whitewater *Viewbook*, which is handed out to prospective students each year, as well as the UW Systems *Introduction to the UW System*, which is distributed by a central unit for the entire System. All the admission requirements across the System are included, and almost all phrase their admission expectations in a similar context. Admission information is not as clearly provided in the university catalogue, because by the time this book is involved in university business the students are beyond the admission processes.

6a5. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

Academic calendars are set by the university each year. Online catalogues are updated each month as changes are approved by the campus curricular process. Units and sub units are given the opportunity to review all proposed changes. Changes in grading practices are announced in advance of implementation dates. The schedule of classes, course catalogues, academic catalogue, important dates, and grading information is published and updated online through the [Registrar's Office](#) website. The [curriculum procedure handbook](#), with links to forms relating to all curricular issues is published and updated online through the Associate Vice Chancellor's office.

6b. Unit Budget

6b1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units on campus or similar units at other institutions?

The College of Education's 2008-09 total budget allocation was \$6,956,788. Most of the budget is used either directly or indirectly to support teacher education programs as the majority of the college is devoted to this endeavor. Of the four undergraduate colleges on campus, the College of Education is the third largest, just slightly smaller in FTE behind the College of Business & Economics.

College	Budget Total	FTE total
Business & Economics	9,952,511	110.17
Education	6,956,758	105.43
Arts & Communication	6,250,948	85.32
Letters & Sciences	12,931,514	207.49

2. *What changes to the budget over the past few years have affected the quality of the programs offered?*

In general, there has been no significant change in the budget since the last review.

6c. Personnel

6c1. What are the institution's workload policies? What are the unit's workload policies? What is included in the workloads of faculty (e.g. hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research and dissertation advisement)? How do workload policies differentiate between types of faculty positions?

In general, the university workload policy mandates a 12 credit hour load per semester for full time faculty. In some cases with particularly large classes, the load is reduced to 9 credits. In rare circumstances, a faculty member may teach 15 credits in one semester and 9 credits in the subsequent semester. Six credit hours is considered a full time load in the summer and 3 credits is considered a full load in Winterim. Full time academic staff are expected to teach 12 credits and 15 credits respectively for the two semesters of the year. Each 3-credit course represents one ninth of load or .11 FTE.

The unit's workload policy adheres to the campus workload policy. Some faculty (particularly new faculty) are granted a 3-credit reassignment for special projects. In addition to credits for teaching, the standard workload includes an expectation of advising, service at the department, college, university, and professional levels, service to the schools, portfolio assessments, and research. A maximum of 18-20 student teachers constitutes a full teaching load for university supervisors (i.e. supervising 4-5 student teachers is equivalent to a 3 credit teaching load.) Supervising a maximum of 4 field study students is equivalent to one credit of work load. Part time adjunct and ad hoc academic staff are compensated at different levels than faculty, since they have no other duties beyond teaching and/or supervision.

6c2. What are the actual workloads of faculty for teaching and clinical supervision?

Please refer to the master faculty spreadsheet for professional education faculty workloads for 2007-08.

6c3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Results of faculty reviews for reappointment, promotion and tenure, as well as post tenure reviews, show that workloads and class size provide a balance of time to allow faculty to be engaged effectively in teaching, scholarship and service.

6c4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

It is always the unit's goal to hire full time tenure track faculty whenever possible. However, when part time faculty are hired, they are chosen carefully for their experience

and expertise in special areas. For example, experienced teachers and administrators are sometimes hired for supervision where their years of classroom experience can be tapped. Retired faculty can contribute years of experience and maturity to both teaching assignments and supervision. All part time faculty are formally evaluated each year before a request to rehire can be submitted.

6c5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

Each department and subunit in the College has program assistant support. In addition, student help (combination of work-study and regular payroll) is used in all departments and offices in the College. A full time graduate assistant is assigned to the Counselor Lab and a half time graduate assistant is assigned to the assessment library of the Department of Special Education. The unit receives further support from the School of Graduate Studies, the Grants Office, and the Office of International Affairs.

6c6. What financial support is available for professional development activities for faculty?

Each year the campus provides funds for professional development of faculty and staff with two thirds of the funding coming from campus resources and one third from the College. Each full time faculty member gets \$1,000, each staff member gets \$500, and each program assistant gets \$250. Part time people at or above 50% get a proportional share. The dean's office provides summer funds for faculty to be trained on D2L and the provost's office often provides summer funds for curricular work. Funds are provided by the dean's office to send selected faculty to accreditation workshops. For 2008-09, three funds were approved to support faculty research assignments, first-year faculty releases, and summer fellowships.

6d. Unit Facilities

6d1. How adequate are unit facilities – classrooms, faculty offices, library/media center, and school facilities – to support teaching and learning? [Note: Describe facilities on the main campus as well as facilities at off-campus sites if they exist.]

Facilities to support the unit in teaching and learning are adequate in most programs. Most classes in the elementary and secondary programs are held in classrooms in Winther Hall. Most classrooms are designed to accommodate 35-38 students. Several larger lecture halls are also available. Specialty rooms are designated and appropriately equipped in art education, science education, reading education, mathematics education, and special education. Programs in counseling education are housed in a special, dedicated suite on the third floor. Communication Sciences and Disorders has specialty lab space outside of Winther Hall and all of the Health, Physical Education and Recreation Department's courses are held in the Williams Center where multiple physical education and specialty classrooms have been created. All classrooms have level 3 technology (computer consoles, ceiling projectors, dimmable lights, sounds systems). Many classrooms have document projectors and several have Smart Boards. Lab and classroom modernization funds are available from the UW-System with all-campus committee oversight. Winther Hall has four computer laboratories including one for

Psychology, one for Educational Foundations/Library Media, and two general access labs for the College. An additional computer laboratory maintained by the College of Education is housed in the Williams Center.

All full time faculty and staff are provided with a private office. Each department office has workroom facilities and a service & supply budget. Facilities for the Department of Communication Sciences and Disorders are located in the Roseman building. Although the department has received laboratory and classroom modernization funds, the facilities are dated and cramped. Winther Hall is scheduled for an 8.3 million dollar remodeling in 2013-2015. It is anticipated that the Department of Communication Sciences and Disorders will move from Roseman Hall to Winther Hall at that time.

6e. Unit Resources Including Technology

6e1. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty actually use these resources?

The College of Education has a full time technology coordinator with supplemental student help. The Williams Center Lab is also monitored by a faculty member in the College. Faculty and students have access to four computer labs within the college as well as those at the university level. the College is the site of the [Wisconsin instructional Technology Resource Center](#) (WITRIC) and maintains an updated collection of instructional software packages. New faculty are provided with a new computer configured to their needs and all faculty receive a new computer at least once every 3 to 4 years. The university provides a wide array of workshops and programs for faculty professional development in the use of technology through the [Learning Technology Center](#). Faculty use of technology is documented in the review process for reappointment, tenure and promotion (see also the Annual Report of the Technology Coordinator). Technology requirements are integrated throughout the coursework in all programs. In addition, students in special education and elementary education take a required course in technology applications (Individualized Learning System in Educational Media ([ILSEM](#))). Applications of technology into instruction appear throughout the portfolio process. For example, the rubric for Standards 4 and 6 in the Phase 3 portfolio refer specifically to the use of technology.

During 2007-08, the ICIT department provided a tremendous amount of support to the unit by creating a new window in the existing PeopleSoft student management system to record portfolio scores. They continue to support our program by creating new reports. This service has been extremely helpful and they will continue to assist us in data management in the years to come.

6e2. What resources are available for the development and implementation of the unit's assessment system?

The unit's assessment system does not have a formal budgetary line. However, the Provost's office paid for a half time graduate assistant to work with the Associate Dean on assessment and data correlation starting spring, 2007 and continuing through spring

2008. The 2008-09 UW System budget has a special provision (DIN) for all state teacher education institutions to hire a half time data manager. We have now filled this position and it is anticipated that this position will become a permanent budget line in charge of assessment and data management.

6e3. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current? How accessible are resources to candidates, including candidates in off-campus and distance learning programs, through electronic means?

The [University Library](#) provides high quality library collections and information services in the support of the teaching, research and service functions of the university. The Library houses over 2 million items, including over 681,633 volumes of books, serial backfiles and other paper materials including government documents, 1,307,537 microforms, and 19,732 audiovisual items. The current serial subscriptions amount to 6,521. It provides access to over 30,629 ebooks, 15,000 print and electronic journals (including those via aggregators) and a wide array of [internet based resources](#). The library is open to all on-campus students and off-campus students may access the majority of online library resources, such as databases and e-reserves from anywhere in the world. The library has a full time reference librarian assigned to the unit to assist in all library-related needs that the College may have. In addition, each department has a library coordinator responsible for spending a yearly library budget to support teaching in their field.

Optional Items

1. Exemplary Practice Related to Standard 6

From governance structures and procedures within, the Unit derives a plethora of financial, technological and human resources to support learning. The Unit has state-of-the-art technology with an increasing number of classrooms now using Smart Boards as part of the instructional support for student learning. The Unit is strong within this standard, and it is directly related to the quality of the experiences that each candidate for licensure receives in their respective program.

2. Research Conducted by Unit Related to Standard 6

Please refer to the faculty research document in the support section.