# Richard W. Riley
# College of Education

**NCATE**
The Standard of Excellence in Teacher Preparation

# 2013-2014
# Faculty Manual
## Winthrop University

# Table of Contents

Richard W. Riley
College of Education
Faculty Manual
coe.winthrop.edu

# *Mission Statement*

College of Education

*The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.*

Approved by the Richard W. Riley College of Education Faculty on April 30, 2010

## *Richard W. Riley College Of Education Bylaws*

### ARTICLE I

### NAME

The name of this organization shall be the Faculty Assembly of the Richard W. Riley College of Education. [Hereafter, the phrase Faculty Assembly shall refer to the Faculty Assembly of the Richard W. Riley College of Education.]

### ARTICLE II

### RESPONSIBILITIES

**Section 1.**   The Faculty Assembly shall be responsible for:

(1) its organization and procedures as established in these Bylaws;

(2) the undergraduate and graduate academic programs, policies, and regulations of the Richard W. Riley College of Education within the limitations prescribed by the Faculty Conference and/or Graduate Faculty Assembly of Winthrop University;

(3) such additional matters as shall be referred to it by the Faculty Conference and/or Graduate Faculty Assembly of Winthrop University, the President, the Vice-president for Academic Affairs, or the Dean of the Richard W. Riley College of Education.

**Section 2.**   The Faculty Assembly shall create and instruct all subordinate committees, standing and select, and may periodically review their major decisions.

**Section 3.**   The Faculty Assembly shall be the principal legislative body of the Richard W. Riley College of Education faculty. All actions of the Faculty Assembly shall be subject to review by the Dean of the Richard W. Riley College of Education in a timely manner not to exceed fifteen business days during the Fall and Spring semesters, exclusive of weekends and holidays. Thereupon, the Dean shall forward the review and the action of the Faculty Assembly to the next stage of the legislative process.

**Section 4.**     The minutes shall be filed with the Secretary of the Faculty Conference, and the actions of the Faculty Assembly may be reviewed by the Faculty Conference or its subordinate bodies in accordance with the Bylaws of the Faculty Conference of Winthrop University.

## ARTICLE III

## MEMBERSHIP

All full-time faculty members holding academic rank of instructor or higher in the Richard W. Riley College of Education shall be members of the Faculty Assembly.

## ARTICLE IV

## OFFICERS

**Section 1.**     The presiding officer of the Faculty Assembly shall be titled Chair of the Faculty Assembly. The Chair shall be a full-time, tenured faculty member in the Richard W. Riley College of Education. [No administrator shall be eligible to be the Chair of the Faculty Assembly.]

**Section 2.**     The Chair shall accede to service as presiding officer in the year following election as Vice-chair [with the exception of the first Chair, who shall be elected without first serving as Vice-chair].

**Section 3**.     The Vice-chair shall serve as presiding officer in the absence of the Chair. In instances when neither officer is available, the Chair of the Richard W. Riley College of Education Rules Committee shall preside. The Vice-chair shall be charged with the formation of a committee concerned with social and benevolent matters.

**Section 4**.     The Secretary of the Faculty Assembly shall be appointed by the Chair of the Faculty Assembly to serve a term concurrent with that of the Chair.

**Section 5.**     The Parliamentarian of the Faculty Assembly shall be appointed by the Chair of the Faculty Assembly to serve a term concurrent with that of the Chair.

## ARTICLE V

## MEETINGS AND VOTING

**Section 1.**     The Chair of the Faculty Assembly shall determine a schedule of regular meetings, which shall be approved by the Faculty Assembly at its first meeting of the academic year. At least one meeting of the Faculty Assembly shall be held each semester.

**Section 2.** Special meetings shall be held at the call of the Chair or the Dean or upon the request of ten percent of the Faculty Assembly. [The Vice-chair may call special meetings in the absence of the Chair.]

**Section 3.** The agenda for regular or special meetings of the Faculty Assembly shall be prepared by the Chair in consultation with the Dean. The agenda shall be distributed so that it is available to the membership of the Faculty Assembly no less than five working days before a meeting. [In the absence of the Chair, the Vice-chair in consultation with the Dean will prepare the agenda.]

**Section 4.** A list of Faculty Assembly members, based on eligibility set forth in Article III of these Bylaws, shall be composed by the Chair and presented to the Faculty Assembly at its first meeting of each Fall and Spring semester. If a person's membership is questioned, the Faculty Assembly shall determine eligibility.

**Section 5.** A quorum is required to conduct the business of the Faculty Assembly and shall consist of a simple majority of the eligible membership. The specific number required for a quorum shall be determined by the Chair at the beginning of each semester and shall be published in the agenda of the first meeting of the Fall and Spring semesters.

**Section 6.** When an item on the agenda requires a vote, approval by a simple majority of a duly established quorum shall constitute passage of an item, except in matters pertaining to revision of these Bylaws and/or other matters as defined under Roberts' Rules of Order. If attendance falls below the number required for a quorum, debate may continue, but the only motion in order shall be a motion to adjourn.

**Section 7.** Nothing in these Bylaws shall be construed as denying the Dean the right to place items on the agenda of any scheduled meeting, to present reports to the faculty at any scheduled meeting, or to be recognized on the same basis as any member of the Faculty Assembly to discuss matters brought before it at any scheduled meeting.

## ARTICLE VI

### DEPARTMENTS AND ADMINISTRATION

**Section 1.** The Richard W. Riley College of Education shall consist of academic, administrative, and service departments [i.e., Student Academic Services]. Any change in the organization of departments shall involve consultation with the Faculty Assembly. The Dean shall assign each faculty member to an academic department.

**Section 2.** Academic departments are responsible for developing and maintaining programs and courses offered by the Richard W. Riley College of Education. Approved programs shall receive administrative support to maintain their integrity and continuance.

**Section 3.** The President of Winthrop University appoints the Chair or Director for each academic, administrative, or service department. Appointment is based upon the recommendation of the Vice-president for Academic Affairs and the Dean. The Chair shall be the presiding officer for all departmental business. An academic departmental chair shall be an academic leader, who is tenured or in a tenure-track position and who shall support and work with departmental colleagues. In the event of a vacancy, the Dean shall form a committee composed of members from the academic department and one Dean's appointee. The committee shall make recommendation(s) to the Dean to fill a departmental chair vacancy.

## ARTICLE VII

## COMMITTEES

**Section 1.** There shall be five governance standing committees of the Faculty Assembly and three accreditation standing committees. The Faculty Assembly standing committees are:

1. Promotion and Tenure Committee

2. Faculty Development Committee

3. Curriculum Committee

4. Elections Committee

5. Rules Committee

The accreditation standing committees are:

1. Unit Assessment Committee

2. Field Experience and Clinical Practice Committee

3. Diversity Committee

The Faculty Assembly may create select committees or task forces upon request by its members or by the Faculty Conference, Graduate Faculty Assembly, the President, or the Vice-president for Academic Affairs of Winthrop University. Decisions of all select committees or task forces are

subject to approval by the Faculty Assembly. No select committee or task force may be created to replace the responsibilities of standing committees as described in these Bylaws.

**Section 2.**    Each standing committee shall develop its own procedures subject to review and approval by the Faculty Assembly. Procedures shall be consistent with all provisions of the Bylaws of the Richard W. Riley College of Education and those of the University. Each governance standing committee will elect its chair from its membership. A chair shall serve no more than one consecutive term as chair. All members of standing committees shall be elected to staggered terms as determined by the Elections Committee and must hold tenure or be in a regular tenure-track appointment. No one in an administrative position (including departmental chairs) may serve on the following committees: Promotion and Tenure and Faculty Development.

Faculty members on the accreditation standing committees are appointed by the Dean of the Richard W. Riley College of Education for staggered three-year terms.  Individual three-year terms are renewable. The chair of each accreditation standing committee shall be a faculty member and shall be appointed by the Dean of the Richard W. College of Education. Chairs may serve multiple terms. Each accreditation committee will have one representative from the College of Arts and Sciences and one representative from the College of Visual and Performing Arts.  Those representatives will be jointly appointed by the Dean of the Richard W. Riley College of Education and the Dean of the respective college. Each accreditation standing committee will have at least one member representing school or agency partners, which will be nominated by members of the committee.  College administrators serving on accreditation committees do not have term limits.

**Section 3.**    The purpose of the ***Promotion and Tenure Committee*** of the Richard W. Riley College of Education is to make recommendations to the Dean on all matters concerning promotion and tenure of faculty. The committee shall also be responsible to the Faculty Assembly for making recommendations concerning policies and procedures for appointments, reappointments, promotion, and tenure.  Committee members dissenting from a majority recommendation may submit a minority report.  If different members dissent in different ways, more than one minority report may be submitted. Any minority report will be sent with committee report.

The Promotion and Tenure Committee shall include a tenured faculty member elected by each academic department in the Richard W. Riley College of Education. Two tenured, full-time faculty at-large members shall be elected by the Faculty Assembly to serve on the College Promotion and Tenure Committee.  Subsequent to their election to the

College Promotion and Tenure Committee, the Faculty Assembly shall elect one of these persons to serve as the College's representative to the University Personnel Committee.

The term of office for each committee member shall be three years. During the Spring semester, the Promotion and Tenure Committee shall elect one of its continuing members to serve as chair for the next academic year.

Each academic department shall establish a departmental promotion and tenure committee responsible for reviewing departmental faculty applications for promotion and tenure and for making recommendations to the Department Chair and the Promotion and Tenure Committee. Each academic department shall elect five tenured faculty members from within the department, if possible; otherwise, the department shall elect tenured faculty members from outside the department but within the college. The committee shall select its own chair.

**Section 4.**    The *Faculty Development Committee* shall be responsible for developing guidelines related to faculty requests for development funds from the Richard W. Riley College of Education, reviewing faculty requests for funds, and for recommending the disbursement of funds to the Dean. Each academic department will be responsible for the disbursement of faculty development funds allocated at the departmental level.

The Faculty Development Committee shall consist of one faculty member elected from each academic department and two at-large members elected by the Faculty Assembly, one of whom shall be untenured. The term of office shall be two years. The committee shall elect its chair.

**Section 5.**    The *Curriculum Committee* shall be responsible for reviewing all graduate and undergraduate curricular proposals and for making recommendations to the Faculty Assembly. Membership shall consist of one faculty member elected from each academic department and two at-large members elected by the Faculty Assembly. One at-large member shall be untenured. The term of office for all members shall be two years. The committee shall elect its chair.

**Section 6.**    The *Elections Committee* shall be responsible to the Faculty Assembly for the preparation, distribution, and recording of all ballots and other nomination and election materials, the conducting of elections, and certifying to the faculty all elections. The committee shall make recommendations to the Faculty Assembly on the methods for voting. The committee shall include three members elected by the Faculty Assembly. The term of office shall be two years. The committee shall elect its chair.

**Section 7.**   The *Rules Committee* shall be responsible for recommending to the Faculty Assembly special rules of order and appropriate changes in the Bylaws of the Faculty Assembly and for reviewing guidelines or bylaws of all standing and select committees, task forces, or constituent assemblies of the Richard W. Riley College of Education to determine consistency with these Bylaws. Membership shall consist of one member elected by each academic department and one at-large member elected by the Faculty Assembly. The term of office shall be two years. The committee shall elect its chair.

**Section 8.**   The *Unit Assessment Committee* shall be responsible for overseeing the system for data collection, analysis and evaluation, and for the use of data for program improvement for graduate and undergraduate programs in the Richard W. Riley College of Education.  The committee is responsible for monitoring compliance with SACS assessment standards for the College and all programs in the College, with NCATE Standards One and Two for the College, and with program accreditation standards.   The committee will assist in preparation of the NCATE Institutional Report and other College and program accreditation reports as needed.  The Unit Assessment Committee shall review all SACS Program Assessment Template Plans and program annual assessment reports and provide written feedback to program faculty on an annual basis.  The Unit Assessment Committee also shall review aggregated unit data and provide written reviews to the Dean of the Richard W. Riley College of Education and other bodies as appropriate.

Membership shall consist of at least one faculty representative from each academic department, one faculty member representing graduate programs in the college, one faculty member representing undergraduate programs, one teacher education faculty representative from the College of Arts and Sciences, one teacher education faculty representative from the College of Visual and Performing Arts, one faculty member representing non-teacher education programs, and the following administrators from the College: NCATE Coordinator,  Unit Assessment Coordinator,  Director of Graduate Studies, Director of Student Academic Services, and chairs from each academic department.  The committee will have at least one representative from a school or agency partner.  The committee can recommend additional members to the Dean of College of Education.

**Section 9.**   The *Field Experience and Clinical Practice Committee* shall be responsible for overseeing the design, implementation, and evaluation of clinical and field experiences for graduate and undergraduate programs. The committee will monitor compliance with NCATE Standard Three and will assist in preparation of the NCATE Institutional Report.  The committee will also support compliance with other program accreditation requirements related to field experiences or clinical practice.

Membership shall consist of a minimum of two faculty representing initial teacher certification programs, two faculty members representing graduate programs involving clinical practice, one teacher education faculty member from the College of Arts and Sciences, one teacher education faculty member from the College of Visual and Performing Arts, one faculty member representing non-teacher education programs, and at least two representatives from school and/or agency partners. The NCATE Coordinator and the following College administrators from Student Academic Services shall hold membership on this committee: Director of Student Academic Services, Coordinator of Supervision, and Coordinator of Field Placements. The committee can recommend additional members to the Dean of College of Education.

**Section 10.**    The *Diversity Committee* shall be responsible for overseeing the Diversity Plan for the Richard W. Riley College of Education. The committee will support compliance with diversity standards and goals for all College of Education programs, including monitoring compliance with NCATE Standard Four, and assisting in preparation of the NCATE Institutional Report and other accreditation reports. This includes design, implementation and evaluation of curriculum and field experiences that address needs of diverse learners, as well as recruitment and retention of diverse faculty and students.

Membership shall consist of at least one faculty member from each academic department, one faculty member with expertise in working with diverse populations from the College of Arts and Sciences and one from the College Visual and Performing Arts, one faculty member representing non-teacher education programs and at least two representatives from school and/or agency partners. At least one faculty member should represent undergraduate programs and one graduate programs. The NCATE Coordinator and the Director of Student Academic Services shall serve on this committee. The committee can recommend additional members to the Dean of College of Education.

Article VII, section 3, paragraph 2 amended and approved by Faculty Assembly on November 14, 2003.

Article VII, section 1, paragraph 1; section 2, paragraph 1 and 2; section 3, paragraph 1; section 8, 9, and 10 added to bylaws. Amended and approved by Faculty Assembly on March 5, 2010.

# ARTICLE VIII

## AMENDMENTS

These Bylaws may be amended at any regular meeting of the Faculty Assembly by a two-thirds vote of members present and voting. A proposed amendment must first be reviewed by the Rules Committee. If the Rules Committee finds the proposed amendment consistent with the Bylaws, it then is placed for discussion on the agenda at the next regular Faculty Assembly meeting. A vote to approve or disapprove the amendment shall be taken at the following meeting of the Faculty Assembly.

# ARTICLE IX

## WAIVER PROCEDURES

In an emergency, two-thirds of the total faculty may vote to waive temporarily any procedure stipulated in these Bylaws.

# ARTICLE X

## RATIFICATION

These Bylaws shall become operative once approved by the Faculty Assembly, reviewed by the Rules Committee of the Faculty Conference of Winthrop University, and approved by the Vice President as of _____.

Approved by the Faculty Assembly

_____ Date: _____
(Dean's Signature)

Reviewed by the University Rules Committee

_____ Date: _____
(Chair's Signature)

Approved by the Vice President

_____ Date: _____
(Vice President's Signature)

Article VII, Section 3, Paragraph 2 amended and approved by Faculty Assembly on November 14, 2003

## Section 1.  Preamble

The Faculty of the Richard W. Riley College of Education believe that curriculum is central to the mission of the University.  Such curriculum should originate from the faculty, be freely-debated, and its dispositions based on consensus. The Curriculum Committee is a representative body within the Riley College of Education which reviews all undergraduate and graduate curriculum and program requirements and sends approved action forward for consideration by the Faculty Assembly, the Dean, and other bodies. The Committee will receive recommendations from an academic department (Center for Pedagogy, Curriculum and Instruction, Counseling and Leadership, or Health and Physical Education) and may offer recommendations related to the curriculum to the Faculty Assembly.

## Section 2.   Roles and Responsibilities

The Curriculum Committee will be responsible for three functions:  (1) developing all procedures and policies regarding curricula, (2) reviewing all curricula proposals, and (3) making recommendations to the Faculty Assembly.

## Section 3.  Levels of Curriculum Review

In all matters related to academic program modification, creation of new academic programs, changes in academic program status, or the suspension of academic programs, a five-level review procedure applies.  This procedure is designed to afford all proposed curriculum action a fair and thorough critique, and to clarify the process for curriculum review.

**Level One**

Curriculum action in the Richard W. Riley College of Education may be initiated by individual faculty members or by program areas.  Whatever its origin, such action must be approved by the faculty in a department.  When departmental approval has been secured, the proposed curriculum action and all required documentation are forwarded to the Riley College of Education Curriculum Committee for Level Two review.

**Level Two**

The Richard W. Riley College of Education Curriculum Committee examines all Level One curriculum action.  When the Curriculum Committee approves the proposed action, it is forwarded to the Faculty Assembly of the College of Education for Level Three

review.  When the Curriculum Committee does not support proposed curriculum action, it returns the proposed action to the sponsoring department with an explanation for its decision.  Under such circumstances, the department has three options:  (1) It may withdraw the proposal; (2) It may revise it and, following departmental endorsement, resubmit for Level Two review; or (3) It may appeal the decision of the Curriculum Committee to the Faculty Assembly.  If a department elects the latter option, it must notify both the Presiding Officer of the Riley College of Education Faculty Assembly and the Chair of the College of Education Curriculum Committee of its intention to appeal and the proposed date of that appeal.

When an appeal of a Curriculum Committee decision is heard by the Faculty Assembly, both sides of the dispute are afforded an opportunity to present their cases. A simple majority of the Faculty Assembly will resolve the dispute.  When a majority of the Faculty Assembly supports the decision of the Curriculum Committee, the proposed curriculum action is returned to the department with an explanation of the Faculty Assembly's action written by the Assembly's presiding officer.  Should a majority of the Faculty Assembly support the departmental appeal, the Presiding Officer of the Faculty Assembly will provide written notification of the Faculty Assembly's action to the Curriculum Committee, directing that its Chair take appropriate action to move the proposed curriculum action forward for Level Three review.

## Level Three

The Faculty Assembly is responsible for Level Three review of proposed curriculum action.  When the Faculty Assembly approves the proposed curriculum action, the proposal is forwarded to the Dean for Level Four review.  When the Faculty Assembly does not approve the proposed curriculum action, the proposal does not move forward.  If the sponsoring department elects to revise curriculum action rejected at this level, it must seek departmental approval of the revised action at Level One of this procedure.

## Level Four

The Dean of the Richard W. Riley College of Education is responsible for review of proposed curriculum action at Level Four.  When the Dean approves the proposed action, it is forwarded to the appropriate committee for Level Five review.  If the Dean does not support the proposed curriculum action, the Dean must communicate an explanation of the disapproval to the Faculty Assembly within 30 days.  A three-fourths vote by the total faculty will be sufficient to override the Dean's disapproval of any action of the Faculty Assembly [Article II, Section 3, College of Education ByLaws].  If the sponsoring department elects to revise curriculum action rejected at this level, it must seek departmental approval of the revised action at Level One of this procedure.

## Level Five

Level Five review of proposed curriculum action is conducted by either the Teacher Education Committee, Academic Council, and/or Graduate Council.  When the proposed curriculum action pertains directly to the Teacher Education Program, it is reviewed by

the Teacher Education Committee under rules established by the University. If approved by the Teacher Education Committee, the proposed curriculum action is forwarded to either Academic Council or Graduate Council, whichever is most appropriate under University guidelines. Proposed curriculum action that does not directly impact the Teacher Education Program is forwarded from the Dean of the Richard W. Riley College of Education to either Academic Council or Graduate Council for additional review under University rules.

## Section 4. Membership

The membership of the Curriculum Committee shall consist of one faculty member elected from each academic department and two at-large members elected by the Faculty Assembly. One at-large member shall be untenured. The term of office for all members shall be two years. The committee shall elect its chair.

## Section 5. Length of Service

All elected and appointed members serve two-year terms. In the event a member cannot complete the term of office, the appropriate body elects or appoints a replacement for the unexpired term only.

## Section 6. Chair

The Committee selects a Chair at the last meeting of each year from among its elected members. The chair will have one vote.

## Section 7. ViceChair

The Committee annually selects one elected member to serve as the Vice Chair for the academic year.

## Section 8. Meetings and Quorum

All meetings of the Committee are conducted according to Roberts Rules of Order and are open to all interested parties.

All meetings of the Curriculum Committee are open meetings. Faculty, department chairs, staff and students are welcome. Formal requests to be included on the agenda must be made to the chair one week prior to the meeting. The Curriculum Committee, through the chair, may invite faculty and/or chairs to attend meetings when specific curriculum action warrants further explanation. Meetings are announced no less than three working days prior to the dates of those meetings.

A quorum of the Curriculum Committee consists of the Chair or Vice Chair and a simple majority of members.

## Section 9.  Minutes

The minutes of the Curriculum Committee are officially recorded and circulated to all members, Department Chairs, and the Dean.  The minutes will be posted in each department office.

## Section 10.  Support Staff

The Dean is responsible for providing support staff to the Curriculum Committee.

## Section 11.  Subcommittee

The Committee creates such ad-hoc committees as it deems appropriate.

## Section 12.  Reporting

The Committee reports at least once each semester to the Faculty Assembly. Copies of action approved by the Committee will be housed in department offices and the Dean's office.
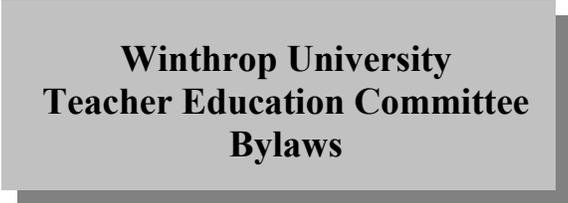
**Winthrop University
Teacher Education Committee
Bylaws**

Bylaws are located in the *Teacher Education Committee* section of the Winthrop University Policies website.

The *College of Education Organization Chart* is located in the *About the College* section of the COE website.

**Centers and Departments**

**James and Sue Rex Institute for Educational Renewal and Partnerships**

*The mission of the Rex Institute for Educational Renewal and Partnerships is to serve, facilitate, and support faculty and college initiatives that involve internal and external collaboration, partnership, and outreach to ensure cohesive, quality programs.*

The Institute will fulfill four specific purposes:
1. Shepherding the agenda for education in a democracy,
2. Building and maintaining the Winthrop Partnership Network,
3. Fostering collaborative inquiry and teaching, and
4. Promoting on–going professional learning with the University-School Partnership.

The University Teacher Education Committee (TEC), with representation from COE, other colleges on campus, and P-12 constituents, will serve as the Institute's advisory council to periodically assess the Institute's effectiveness in fulfilling its purposes and to provide feedback for continual improvement.

**Department of Counseling, Leadership & Educational Studies**

The Department of Counseling, Leadership and Educational Studies is one of three academic departments located in the Richard W. Riley College of Education. The department offers Bachelor of Science degrees in Middle Level Education, Social Studies, and Special Education. The department also offers one non-certification Bachelor of Science degree program in Family and Consumer Sciences. At the graduate level, the department offers Master of Education (M.Ed.) and Master of Art in Teaching (MAT) degrees in the following: Counseling and Development, Educational Leadership, Middle Level Education, and Special Education.

**Department of Curriculum and Pedagogy**

The Department of Curriculum and Pedagogy prepares teachers through programs for initial licensure and advanced study. The department offers Bachelor of Science degrees

in Early Childhood Education and Elementary Education, a Master of Arts in Teaching in Early Childhood Education, and a Master of Education in Curriculum and Instruction. A newly-designed Master of Literacy degree is currently under development.

**Department of Physical Education, Sport, and Human Performance**

The Department of Physical Education, Sport, and Human Performance is an active member of the Riley College of Education and is housed in the Lois Rhame West Center. It is comprised of four undergraduate degree programs, one graduate program, and two minors. The department offers Bachelor of Science degrees in Athletic Training, Exercise Science, Physical Education Teacher Education (PETE), and Sport Management. The Athletic Training program is jointly housed in the West Center and Winthrop Coliseum. A Master of Science (MS) is offered in Sport and Fitness Administration.

In addition, the department houses a basic instruction program, which is open to all majors, and a number of service courses such as First Aid and CPR, Health Education for the Elementary Teacher, and Physical Education for the Elementary Classroom Teacher. The basic instruction courses are open to any student in the University and involve a range of offerings such as Scuba Diving, Lifeguard Training, Aerobic Walking, Weight Training, Hiking, Backpacking and Rafting, or Aerobic Dancing. In addition, there are a number of courses which are part theory and part activity, such as Weight Control Through Diet and Exercise, Fitness for Life, and Outdoor Education.

**Instructional Technology Center**

The Instructional Technology Center (ITC) serves students, faculty, and staff, as well as P-12 educators from surrounding school districts and the Professional Development Schools. The ITC is located in 307 Withers/WTS and has a staff that includes a full-time Director, full-time Director of Audiovisual Services, full-time Online Learning Coordinator, a part-time technology specialist, part-time administrative specialist, two graduate assistants, and several student assistants/work study students.

The Mission of the College of Education's Instructional Technology Center is to encourage, assist, and provide support for the use of technology as a tool to facilitate and enhance teaching and learning. In its current structure the ITC serves the following functions:

- Supports and encourages the modeling of technology integration in each of the COE preparation programs by providing professional development training sessions, on-line tutorials, reusable learning objects, individual faculty training, and by providing the appropriate technology tools necessary for successful implementation.
- Builds and sustains existing and future technology initiatives initiated by internal needs and external partnerships (such as the NetSCOPE grant) by supporting schools in the Partnership Network in their efforts to successfully integrate

technology by providing professional development and technology support services.

- Supports university faculty with instructional technology tools, training and support, including the IT toolkit, online learning and A/V services.
- Supports the initiative of the Rex Institute for Educational Renewal and Partnerships by providing university faculty, staff, and community partners with professional development, instructional consulting, as well as research and development in the field of educational technology.

**Macfeat Laboratory School**

The Macfeat Laboratory School, founded in 1892, is operated by the Richard W. Riley College of Education as an education/demonstration/research school.  Serving three, four, and five-year old children, Macfeat offers a child-centered program with classrooms organized around learning centers that foster exploration, creativity, collaboration, and independence.  Macfeat is accredited by the National Academy of Early Childhood Programs (NAEYC), an organization that recognizes outstanding early childhood programs which meet national standards of quality.  Staffed by professional educators, graduate and undergraduate students, and numerous volunteers, the Macfeat School serves as an education site for prospective teachers and other professionals that work with young children.  Macfeat Laboratory School strives to meet the needs of a diverse population of learners while exploring ways to better meet the challenges of educating young children in the 21st century.  Staff includes a .5 FTE director, a full-time administrative specialist, three Master's level teachers, three graduate assistants, and numerous assistants and volunteers, and is located in the Withers/WTS Building.

**Student Academic Services**

The Richard W. Riley College of Education's Student Academic Services serves as an information and service center for matters concerning degree programs in the College.  It has primary responsibility for coordination of academic advising and all matters pertaining to certification.  The Student Academic Services office coordinates admission to the Teacher Education Program, scholarships, special events sponsored by the College, and helps to ensure that academic requirements and regulations of the University are met.  Personnel in SAS include the Academic Advisement Coordinator, the Teacher Certification Specialist, and an Administrative Specialist.

**Office of Field and Clinical Experiences**

The Office of Field and Clinical Experiences facilitates field and clinical aspects of Winthrop's Teacher Education Program in conjunction with the College of Education's Rex Institute for Educational Renewal and Partnerships.  The Office coordinates teacher education internships and other field and clinical experiences for undergraduate and Master of Arts in Teaching (M.A.T.) programs in collaboration with its public school partners and the various programs at Winthrop University.  The Office facilitates field placements, the Mentor Teacher program, and coordination of Professional Development

School (PDS) and Partner School (PS) engagement in field and clinical components of teacher preparation, including collaboration with University Supervisors, School Liaisons, and Winthrop Faculty-in-Residence.  Personnel in the Office of Field and Clinical Experiences include the Director, the Field Placement Coordinator, and an administrative assistance that is shared with the Rex Institute.

**Partnerships**

**Partnerships with Local Schools**

The Winthrop School-University Partnership Network provides simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty.  These partnerships allow the teacher education program to experiment with new models of teaching while developing new roles and responsibilities for classroom teachers.  Teacher candidates work with diverse groups of students in Professional Development and Partner Schools while guided by teams of teachers and university faculty.  Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together.  The partnerships are coordinated through the Rex Institute for Educational Renewal and Partnerships, Student Academic Services, the *NetSCOPE* Teacher Quality Partnership Grant, and the *NetLEAD* Grant, a federally funded grant through the US Department of Education Office of Innovation and Improvement.

**North Central Regional S²MART Center**

In partnership with South Carolina's Coalition for Mathematics & Science supported by funding from the South Carolina Department of Education and other funding sources, North Central is one of eight centers contracted to deliver a comprehensive scope of work intended to improve instruction and accelerate student achievement in core content areas.

**South Carolina Teaching Fellows Program**

The Teaching Fellows Program for South Carolina is funded by the South Carolina General Assembly in an effort to recruit the finest high school graduates to the teaching profession.  The Winthrop University Teaching Fellows Program, *New Bridges*, is an innovative program designed to offer students an intensive, coordinated service learning experience in working collaboratively with local community, business, and school leaders to provide services to Latino children/families and others whose first language is not English.  The program began in fall 2002 and admits approximately 25 students per year.

**The Center for Educator Recruitment, Retention, and Advancement (CERRA)**

The Center for Educator Recruitment, Retention, and Advancement *(CERRA)* is a state agency supported by the SC General Assembly and housed at Winthrop University. CERRA works in collaboration with the state's public and private colleges and

universities, education-related agencies, businesses, and the state public school systems to recruit and retain a new generation of academically-talented, effective classroom teachers.  The Center works with over 170 high schools in South Carolina in support of the nationally recognized Teacher Cadet program.  In addition, the Center provides a statewide educator job bank and online application system, coordinates the state's Teaching Fellows Program and National Board Certification efforts, provides teacher mentor training for the state, and houses the most current information available on teacher supply and demand.

## Faculty Roles and Responsibilities

**Faculty Duties and Responsibilities**

Faculty members are expected to maintain professional competence and currency in their academic disciplines through on-going development and by pursuing continued learning, scholarship, stewardship, and professional service.  Responsibilities of Richard W. Riley College of Education (COE) faculty are to:

- Meet faithfully all assigned classes or to make appropriate alternative arrangements for the class when an absence is unavoidable. (Such arrangements must be approved by the Department Chair.)
- Distribute to each student, within the first week of class, a written course syllabus that adheres to the *COE Syllabus format*.  An electronic .pdf copy of the syllabus must be submitted to the Department Chair at the start of each semester. Refer to the required syllabus criteria in the General Course Information section of the COE Faculty Manual. Syllabi naming conventions are [subject][course number]_[section]_[term]_[faculty] (faculty last name and first initial with no space; EXAMPLE: EDUC110_001_10F_PopeN.pdf).
- Submit an updated vita annually as instructed by their Department Chair in a .pdf format. Naming conventions are [faculty_coevitae_13F.pdf (faculty member last name and first initial with no space; EXAMPLE: HamillS_coevitae_13F.pdf).
- Be available to students for advising.
- Answer student e-mails in a timely fashion.
- Establish and keep a regular schedule of office hours, two hours daily (at least three days in the office and two days virtually).  See Faculty Office Hours section below.  The faculty's office hours schedule is reported to the Department Chair and Dean, subject to the approval of the Department Chair, and posted outside the faculty member's office.  (See Faculty Office Hours section below.)
- Award academic credit based on the professional evaluation of students' academic performance and implement accountability systems that ensure academic rigor and integrity of the course work.

- Present the subject matter in the course as announced to students and as approved by the faculty.
- Engage in continuous learning and scholarship as defined by the Richard W. Riley College of Education guidelines.
- Evaluate or comment fairly and objectively on the performance of colleagues when peer evaluation is required for the purpose of tenure and promotion.
- Participate in committee work and other channels of shared governance in accordance with department, College, and University procedures.
- Provide service to the profession, both on campus and externally.
- Participate in student recruitment and orientation activities.
- Participate in the development and evaluation of curricula through the approved shared governance structures.
- Comply with the laws governing conflict of interest.
- Observe the policies and procedures of the College and the University.
- Complete data entry for critical course assignments and disposition assessments as required.
- Keep course grades for a minimum of five years.

## Faculty Load Policy

The University policy regarding faculty load is located in the *Teaching Load* section on the Winthrop University Policies website.

### General Statement of Principles
The faculty load policy is determined in a manner that recognizes the many assignments of faculty at a contemporary university.  This work includes teaching, advising, supervision of students in field placements, committee work, curriculum development, scholarship, service to the profession, peer review and assistance, grant and resource development, student recruitment, and community service related to the faculty member's area of professional expertise.

### Teaching Load
Teaching loads at Winthrop University vary among and within departments and within departments depending upon the nature of the courses being taught. Reduction in load may be made because of added administrative responsibilities or involvement in research, and appropriate teaching load reductions are made when conditions warrant.  Typically Richard W. Riley College of Education teach or account for 24 credits a year.

Faculty members are encouraged to participate in scholarship endeavors.  The Richard W. Riley College of Education's definition of scholarship is outlined in the Promotion and Tenure section of the Faculty Manual.  The administration of the Richard W. Riley College of Education encourages and promotes research and creative activity by members of the faculty.  A faculty member may have three hours of teaching load reassigned to research/scholarship activities based on a scholarship

plan that is approved by the Department Chair and Dean.  All full-time tenured and tenure-track faculty are expected to participate in scholarship activities.

## Summer Teaching

The Richard W. Riley College of Education offers an array of courses and institutes each semester.  Schedules for summer sessions are constructed by Department Chairs and the Dean in anticipation of course demand and educational needs of our students. Faculty members should consult with their Department Chair in the fall semester to assist the summer schedule building.   The College adheres to the *University Policy for Summer Session Employment*.  This policy states, "In general, faculty will teach no more than 6 hours during summer session, including Maymester.  Exceptions to this policy will be made only under unusual circumstances. The appropriate dean must approve all exceptions."

## Teaching Overloads

Teaching overloads are discouraged; however, at times circumstances can dictate the need for an additional teaching assignment for faculty members that have demonstrated the ability to handle the additional responsibility.  Any additional teaching assignments must be approved by the Department Chair and the Dean.

## Class Size

Lower division course enrollments will not typically exceed 40.  Upper division course enrollments will not typically exceed 30.  Graduate course enrollments will not typically exceed 25.  Writing intensive course enrollments will not exceed 20.

## Course Caps

In setting course caps, the Chair will consult the faculty responsible for teaching the course and will consider student academic needs.  Course caps will be set by the Department Chair, with approval of the Dean.  Should students need to enroll in a closed course, the Chair will make the decision and notify the faculty member.

## Teaching Schedules

The Chair will consult with the faculty member before the teaching schedule is set. The Chair, with approval of the Dean, will set the teaching schedule to accommodate the learning needs of students.  In cases of emergency, the Chair and/or Dean may make assignments without prior consultation, but this should happen in rare circumstances.  Faculty will receive a written teaching schedule no later than six weeks before the start of the semester, except in cases of an emergency.

## Preparations

Typically faculty will have no more than two new course preparations each semester. Ordinarily faculty should not teach more than three different courses each semester; however, this may be adjusted to reflect courses with less than 3 credits.

**Scholarship Load Credit**

Each faculty member who has a written and approved scholarship plan may be granted up to 3 credits of load for that plan per academic year. The scholarship plan must be approved by the Department Chair. Load credit will be assigned by the Chair. Upon the recommendation of the Chair, the Dean may approve additional load credit for scholarship activities.

**Field Supervision**

- Student Teaching (9 or 10 credits) Internship
  A faculty member supervising interns at the undergraduate or MAT levels will receive 3 credits of load per four students.

- Undergraduate Practicum/Internship
  Because field experiences feature systematic and gradual exposure of students to professional practice, earlier field experiences may be designed as less intense than subsequent ones. This fact should also be reflected in load expectations of faculty supervisors. Faculty load assignments in these situations will be informed by guidelines of national professional associations. Typically, faculty supervising undergraduate level practicum and internships will receive the following load credit:
  > 1 credit practicum –up to 20 students for 3 credit load
  > 2 credit practicum –up to 16 students for 3 credit load
  > 3 credit practicum – up to 10 students for 3 credit load

- Graduate Practicum/Internship
  Graduate practica build upon students' previous field experiences by offering more specialized professional involvement and less variability in credit hours. Practica including frequent on-site observation and feedback constitute a heavier load than do traditional internships which require students to work in an applied setting under the supervision of a practicing professional. Faculty load assignments will be informed by standards set by national professional associations. Typically, faculty supervising graduate level practicum and internships will receive the following load credit:

  > 3 credit practicum (counseling) - 5 students per 3 credit load
  > 3 credit internship (educational leadership) - 10 students per 3 credit load

**Thesis Supervision**

Recognizing the work necessary to complete *graduate theses*, faculty members generally do not receive load credit for supervision of theses; however, a stipend is provided to the chair of a graduate thesis committee upon successful conclusion of the thesis. If load credit is provided to the thesis committee chair, Department Chairs will determine the amount of credit given for this work after consulting with the faculty member(s) involved.

**Independent Studies**

Normally, no load credit will be assigned for independent studies.  Department Chairs, with approval of the Dean, may assign load credit in unusual circumstances.

**Faculty Office Hours**

All faculty are required to hold office hours that are posted and maintained.  During office hours faculty members will be available to students with and without appointments for conversations, advising, and information.  Faculty members should stagger the office hours on different days and times to avoid conflicts with class schedules.  Faculty office hours are reported to the Department Chair and the Dean and are subject to Department Chair approval. Modifications can be made with Department Chair approval if the faculty teaches off-campus or other non-traditional course offerings.

University policy states that "...each faculty member will maintain office hours each day which will be convenient and adequate for the students to arrange conferences pertaining to their work."  See *Faculty Office Hours* section of the Winthrop University Policies website.  Of the five days required, faculty members will be available in their office at least three days and post "virtual" office hours on the other two days of the week, at which time the faculty member is available to students by phone, e-mail, or other technology.   The virtual and office hours should be in one or two hour blocks over a five day week.

**Faculty Participation in Recruitment and Orientation**

Faculty members have responsibility to assist with student recruitment and orientation initiatives.  Various activities are coordinated by University Admissions Office, the Graduate School, or the College of Education (e.g., Preview Days, Winthrop Day, Major/Minor Fair, First Look Fridays, Graduate Open House, Teacher Cadet Day on Campus, Transfer Advising, Summer Orientations).  **All faculty members are expected to participate in one or more recruitment and orientation activities each academic year.**  Each faculty member should schedule participation in recruitment or orientation sessions at the beginning of the academic year.  Faculty will sign up for these activities through the Department Chair.  Each Department Chair will submit a list of participants to the Director of Student Academic Services.

## Roles and Responsibilities of Department Chairs

Department Chairs are faculty members who have been appointed by the President, based upon a recommendation from the Dean and the Vice President for Academic Affairs.  Their appointment is reviewed annually based upon performance as evaluated by the Dean.  Like all faculty members, Department Chairs are expected to maintain professional and current competence in their academic disciplines through on-going development and by pursuing continued learning, scholarship, consulting, and public service.  The primary role of the Department Chair is to foster a quality educational

program for students by creating a climate in which the faculty member is able to teach, engage in scholarship, and perform well. Specifically, Department Chairs in the Richard W. Riley College of Education have a duty and responsibility to:

- Ensure that faculty evaluations are conducted in accordance with the policies and procedures of the College and University.
- Review, with the faculty member, the member's performance at least once a year.
- Attempt to solve faculty and student problems.
- Conduct departmental meetings.
- Act as a liaison with other units and administrators.
- Set a professional example for faculty members.
- Propose changes in the curriculum, degree requirements, and noncurricula programs after approval by the departmental faculty.
- Ensure coordination of curricula within the department and with other College and University departments.
- Recommend to the Dean yearly course offerings and summer school offerings.
- Recommend to the Dean class time schedules.
- Assign course schedules to faculty and recommend to the Dean appropriate class size.
- Approve faculty assignments for dual employment, continuing education, and other extra duties.
- Coordinate the department's role with registration, recruitment, and orientation activities.
- Teach on a reduced basis as approved by the Dean.
- Prepare and submit to the Dean yearly budgets and budget reports.
- Allocate and monitor the departmental budget.
- Supervise all routine office functions, including the supervision of office staff, graduate assistants, and work-study students.
- Recommend to the Dean faculty recruitment procedures and processes, and take a central role in the recruitment of faculty and staff for the department.
- Assist with the continuing development of departmental faculty and staff.
- Assist with student recruitment, including evaluation of transcripts and application materials.
- Provide oversight to ensure the quality of all undergraduate and graduate programs in the department.
- Assist with all external accreditation activities.
- Promote and encourage the obtaining of grants, attendance at professional meetings, research, publication, and other scholarly activities.
- Perform other leadership duties as required by the department or assigned by the Dean.

**Appointment**

Typically, Department Chairs serve on a 10.5 month basis, from the period of August 1 to June 15.

**Teaching**

Chairs teach on a reduced schedule as approved by the Dean.  Typically, chairs teach a total of 15 credits each year. 6- Fall; 6- Spring: 3-Summer)

<div style="border:1px solid black; background-color:#cccccc; display:inline-block; padding:10px;">

**Administrative Job Descriptions**

</div>

**Dean**

The Dean is the chief administrative officer in the Richard W. Riley College of Education, the premier college of education in South Carolina and an established leader in the region and the nation.  The Dean provides overall administrative leadership for the college, reports directly to the Vice President for Academic Affairs, and works with the VPAA and the other academic deans to provide academic leadership for the University. Specific duties include:

- Provides collegial and dynamic leadership for the college's faculty and undergraduate and graduate programs.
- Articulates a vision for the college that is consistent with the University's mission and facilitates strategic planning to reach college goals.
- Motivates faculty and staff to work toward the goals of the college.
- Plans and develops appropriate policies for the college.
- Upholds high standards for instruction, service, and scholarship.
- Recruits and assigns best available faculty and staff based on required competencies.
- Manages and develops the human, physical, and financial resources of the college.
- Fosters and contributes to institutional leadership and collaboration with the other colleges of the university.
- Is a leader in state and national agencies and associations, public schools and school districts.
- Effectively represents the college and university to the community.
- Secures external funding that is in keeping with the goals and objectives of the college and the university.

**Associate Dean for Accreditation and Student Services**

The following are the administrative duties for the Associate Dean:
- Coordinate all efforts for external accreditation approval for the College (NCATE, other accreditations).
- Serve as the College liaison for University (SACS) accreditations.
- Coordinate and provide support for program area accreditations.
- Assist Macfeat with the NAEYC accreditation.
- Oversee and coordinate the College Unit Assessment System.
- Supervise the COE unit assessment coordinator and LiveText Coordinator.
- Complete the annual AACTE/NCATE and PEDs reports.
- Complete the annual Title II report and serve as the Title II liaison for the University.
- Prepare annual reports for the South Carolina Department of Education.
- Update the Full Time and Part Time Faculty Manual annually.
- Coordinate the student assessment of teaching for all COE courses.
- Serve as a member of the Dean's Council.
- Produce the College's Annual Report.
- Complete periodic reports for the University and governmental agencies.
- Oversee the Winthrop Professional Development Course (WPDC) program.
- Coordinate all faculty searches for the College.
- Coordinate the preparation of the undergraduate catalog.
- Oversee the activities of the Teaching Fellows Program and the program coordinator.
- Provide overall direction for the Field Placement and Licensure Coordinator, Academic Advisement Coordinator, and Administrative Specialist.
- Approve and Process all applications for admission to the Teacher Education Program.
- Oversee SAS various reports required for SAS (Annual, ADEPT, etc.)
- Coordinate scholarship information for the Richard W. Riley College of Education.
- Sign all recommendations for teacher certification.
- Oversee coordination of special events for students including two Convocations, one Admission to Teacher Education Receptions, multiple information sessions for the Teacher Education Program, multiple Orientation Sessions, multiple Winthrop Days/Preview Days and Internship Institute .
- Serve as college partner to Teacher Cadet sites (Currently twenty-one sites).
- Serve as information source for student advising.
- Oversee all budgets for the department.
- Serve on the Teacher Education Committee.
- Serve as chair of the Richard W. Riley College of Education Petitions Committee.
- Serve as faculty liaison to Undergraduate Student Advisory Committee.
- Perform other duties as assigned by the Dean.
- Serve as the College's chief executive in absence of the Dean.

**Associate Dean**

The following are the administrative duties for the Senior Associate to the Dean:
- Identify grant opportunities that may be of interest to the College.
- Confer with Dean and Dean's Council about which opportunities should be pursued.
- Communicate with faculty about grant opportunities that match their interests and expertise.
- Assemble grant-writing teams to initiate projects, including facilitation of collaboration with other colleges and external constituents.
- Maintain sample proposals and other resources to support grant writing and grant management.
- Assist with cost-sharing calculations and tracking.
- Oversee progress of ongoing grants and maintain reports.
- Liaison with Office of Sponsored Programs and Research.
- Oversee use of specified IDC funds to support future grant-writing efforts by faculty.
- Provide support for faculty research, with added attention to untenured faculty.
- Arrange research-related faculty development opportunities.
- Facilitate faculty collaboration in research projects, including cross-departmental and cross-college.
- Facilitate collaborations with schools for field-based research.
- Provide mentoring support to untenured faculty in writing for publication.
- Serve as liaison to Faculty Development Committee; support the work of that committee in coordinating college-wide faculty development.

**Director of Graduate Studies**

The following are the administrative duties for the Director of Graduate Studies:
- Monitor the overall quality of the College's graduate program.
- Facilitate external accreditations and reporting that pertain to graduate programs.
- Facilitate evaluation of the College's graduate program, including program and unit assessment systems as they relate to continued program improvement.
- Serve as the College's liaison to the Graduate School.
- Coordinate graduate initiatives with graduate program coordinators in the College.
- Process applications for graduate admissions and assign graduate advisors in coordination with program coordinators.
- Coordinate and facilitate graduate student recruitment and program marketing.
- Recommend approval of plans of study and changes in plans of study.
- Assist department chairs and program coordinators in development of graduate curricula and degrees.
- Coordinate Graduate Assistant program.
- Serve on Dean's Council.
- Teach six credits per year.

- Perform other duties assigned by the Dean.

**Director of James and Sue Rex Institute for Educational Renewal and Partnerships**

The following are the administrative duties for the Director of Institute:

- Facilitate Partnership Network activities, including the selection, support, and annual assessment of Partnership Network schools.
- Facilitate collaborative professional development activities involving Winthrop faculty and P-12/community partners.
- Coordinate team planning and ongoing collaborations and foster cooperative efforts with other departments and faculty to support cohesive programs that meet P-12 needs.
- Coordinate core team planning to facilitate collaborative renewal of and support for P-12 teacher education Programs
- Support cross-disciplinary and field-based initiatives, including grants, research, and outreach that are designed to inform and impact educational practice and renewal.
- Serve as an advocate of the NNER agenda in academic programs and in partnering schools.
- Teach at least one college or professional development course a semester.
- Serve on the College Dean's Council.
- Assist in data collection, analysis and reporting in areas related to the Institute's mission and goals.
- Supervise fiscal and physical operations of the Institute.
- Facilitate implementation of core course curriculum in teacher education programs

**Director of Field and Clinical Experiences**

The following are the administrative duties for the Director of Field and Clinical Experiences:
- Coordinate field placements in P-12 schools.
- Facilitate selection, training and support of Mentor Teachers and University Supervisors.
- Coordinate field and clinical initiatives with Partnership Network School Liaisons and Winthrop Faculty-in-Residence.
- Serve as liaison to public schools and district personnel on issues related to field and clinical experiences.
- Facilitate resolutions to student and field-related issues in collaboration with program coordinators, department chairs and other key personnel.
- Collaborate with the Director of the Rex Institute for Educational Renewal and Partnerships and the NetSCOPE Teacher Quality Partnership Grant Director and staff in building and sustaining the University's Partnership Network.

- Engage as part of leadership team to implement a new experiential curriculum with early field experiences and year-long internship.
- Serve on Dean's Council, the Partnership Advisory Council, Field and Clinical Experiences Committee, and other committees as deemed appropriate.
- Maintain strong communications with all those involved in field and clinical experiences, including handbooks and website.
- Develop goals for the Center, maintain field and clinical data, and prepare annual reports as required.
- Supervise Field and Clinical Experiences office staff, budget, and physical operations.
- Teach courses and/or supervise as appropriate.
- Other duties as assigned by the dean.

**Director of Instructional Technology Center**

The following are the administrative duties of the Director of Instructional Technology Center:
- Supervises employees.
- Manages budgeted funds.
- Serves as liaison between university offices.
- Manages the technical needs associated with educational technology in the College of Education.
- Assists in the accreditation process (SACS, NCATE).
- Assists in strategic planning for technology or technology integration each academic year.
- Seeks outside funding related to the mission of the ITC and the College of Education.
- Teaches two courses in educational technology or technology integration each academic year.
- Advises, coordinates, and/or facilitates technology integration projects in graduate and undergraduate classes both on and off campus.
- Provides technology training to College of Education faculty and staff.
- Assists faculty with technology projects in public schools.
- Maintains College of Education Web site.
- Stays current in software and hardware developments and uses of technology as it relates to the mission of the ITC and the College of Education.
- Manages equipment set up for special events.
- Other duties as assigned.

**Director of Audio Visual Services**

The following are the administrative duties of the Director of Audio Visual Services:
- Performs multimedia, A/V and audio set-ups (equipment may be fixed or portable) campus-wide during normal working hours as well as after hours and on

weekends for outside groups on campus, campus departments, student organizations and for the Office of the President. Assists with AV-based equipment for Tillman Auditorium, Barnes Recital Hall, Byrnes Auditorium, McBryde Hall, Plowden Auditorium, and Johnson Theater if needed.

- Manages students, temporaries or other assistants who assist with set-ups; works with and manages contractors on all commencement audio setups.
- Works with contractors/engineers on multimedia, A/V and audio planning for renovations and new construction.
- Serves as back-up support for Director of ITC.
- Manages carillon, webcasts and satellite teleconference set-ups; troubleshoots satellite issues for Mass Communications and Modern Languages.
- Serves as cable TV liaison to CATV vendor for academic space; manages campus-wide multimedia and projection equipment checkout when available; acts as technical support for multimedia in auditoriums such as Plowden, Tillman, etc. and for TVs in Joynes and other locations where TVs are driven by campus cable TV system; assists with cable pulls in smart classrooms.
- Conducts research on multimedia, videoconferencing, A/V and audio solutions; supports LCD digital signage in areas such as Withers, Carroll Hall, DCC, etc.
- Advises and assists with camera installations, such as DVR cameras (e.g. Withers counseling lab) and networked/security cameras.

## Coordinator of Online Learning

The following are the administrative duties of the Online Learning Coordinator:
- Provides resources, instructional design training and tools for faculty involved in on-line course development.
- Provides on-line course account creation and database maintenance for faculty and students.
- Creates and maintains training manuals and handouts for faculty and student training for both the online course management system and distance learning/teleconference facilities.
- Plans for and manages product upgrades to include faculty training and system administration.
- Provides statistical reporting for online course delivery system.
- Works with faculty, staff and deans to determine appropriate standards for online course management.
- Conducts training classes and one-on-one training for faculty on the use of technology.
- Provides limited training for students on the use of technology and designs training materials.
- Provides technical and troubleshooting support for faculty and students using the online course management system.
- Trains and produces training materials for faculty and other users on the use of Smart Classrooms and other web tools written by IT.

- Creates and maintains documentation, presentations and websites for the Instructional Technology Center and maintains the Online Learning website.
- Assists in the management of the COE website and conversion to the new CMS.
- Assists the ITC staff with and performs audio-visual set-ups, connections and breakdowns.
- Provides assistance with classroom multi-media (Smart Classrooms).
- Serves as back up for the Director of AVS.

**Program Coordinator**

The following are the administrative duties of the Program Coordinators:

Program coordinators in the RWR College of Education are faculty selected by the department chair (approved by the Dean) to serve the program in a leadership capacity, fulfilling the responsibilities listed below. Only tenure-track faculty with expertise in the program field may serve as program coordinator. Due to the nature of some COE programs, additional responsibilities may be added to this list. In those cases, the revised documents will be maintained in the dean's office, in the office of the Department Chair, and in the office of the Program Coordinator.

Program coordinators will submit a yearly report to the Department Chair regarding these responsibilities. In exchange, program coordinators will receive reassigned time or an alternative compensation as negotiated with the Department Chair and Dean.

The University policy notes that while faculty collectively are responsible for curriculum and new program development, program coordination is assigned to specific individuals. Major degree programs are coordinated either by the major area department chair or by a full-time faculty member with credentials in the respective field. In cases where a full-time faculty member serves as the program coordinator the following duties are assigned:

- Provides oversight to ensure program quality.
- Conducts program meetings.
- Acts as a liaison to program faculty.
- Proposes changes in the curriculum, degree requirements, etc. to the chair after approval of faculty.
- Recommends yearly course offerings and course rotations to the chair.
- Recommends class times to the chair.
- Prepares program reports and assists with external accreditation activities.
- Participates in recruitment and marketing activities.
- Evaluates transcripts and application materials and makes recommendations regarding graduate programs (when serving as coordinator of a graduate program)
- Reviews program assessment data, including dispositions.
- Meets regularly with department chair or dean on status of program.
- Reviews program information for accuracy and consistency, both in print and in electronic forms.

For degree programs where the department chair also serves as the program coordinator, the following responsibilities for coordination are assigned:

- Provides oversight to ensure quality of all undergraduate and graduate programs in the department, including coordination and evaluation of faculty and staff.
- Meets regularly with the dean on status of program.
- Conducts program/department meetings.
- Acts as a liaison between dean and program faculty.
- Proposes changes in the curriculum, degree requirements, etc. to the college after approval of program/department faculty.
- Schedules yearly course offerings and course rotations based on input from faculty.
- Schedules class times based on input from faculty.
- Prepares program/department reports and assists with external accreditation activities.
- Participates in recruitment and marketing activities.
- Evaluates transcripts and application materials and makes recommendations regarding graduate programs (when serving as coordinator of a graduate program).
- Reviews program assessment data, including dispositions.
- Reviews program information for accuracy and consistency, both in print and in electronic forms.

## Richard W. Riley
## College of Education
### Winthrop University
### Faculty Evaluation and Development
### (Roles and Rewards)

Approved by COE Faculty Assembly, August 30, 2013
Approved by University Rules Committee, October 15, 2013

## Preamble

The Richard W. Riley College of Education strives to create an environment that promotes faculty productivity and creativity. Such an environment fosters academic freedom in teaching, scholarship, and stewardship for all faculty members. In all areas, the College safeguards faculty members' rights to share and apply knowledge as they discover it, to discuss controversial matters related to their disciplines, and to hold divergent views. Similarly, the College preserves faculty members' freedoms to engage in scholarly activity and to disseminate their findings.

Promotion recognizes the faculty member's maturity in the areas of teaching, research, and service. These areas are identified below and at the University level as Student Intellectual Development, Scholarly Activity, and Professional Stewardship. In providing for the long-term protection of its faculty, the College also offers the prospect of tenure to eligible faculty members who are viewed as valued colleagues by their peers. Tenure is a means of ensuring the continuous freedom to teach, study, and conduct extramural activities. It is also indispensable to the College's efforts to meet its obligations to students and to a democratic society where the free exchange of ideas is essential.

Decisions regarding promotion and tenure are based upon meritorious achievements in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship. These decisions will be informed by annual reviews, the conclusions reached by relevant committees and reviewers, and the expectations of faculty at peer institutions. Through administrative reviews, faculty should also demonstrate adequate fulfillment of academic responsibilities as defined by the University and College of Education Faculty Manuals. In all cases, however, the process for promotion or the awarding of tenure should be applied with sufficient flexibility to recognize and capitalize on the diverse array of academic talents and accomplishments among faculty in the Richard W. Riley College of Education.

**Definitions of "Faculty" and "Ranks" within the Richard E. Riley College of Education**

For complete information, visit the *Academic Rank* section located on the Winthrop University Policies website.

**Responsibilities for Promotion and Tenure**

### The Faculty Member's Responsibilities

- A faculty member is responsible for providing the Department Chair (or other person serving as the faculty member's immediate supervisor, hereafter referred to as the Department Chair) with appropriate evidence of performance and activities relevant to promotion or tenure decisions. Faculty members should understand the importance of providing such materials, particularly in the area of student intellectual development.

- A faculty member is responsible for self-evaluation in the areas of student intellectual development, scholarly activity, professional stewardship, and developing professional goals each year.

- A faculty member is responsible for ensuring that student evaluations are scheduled and completed for each course taught.

- Using timelines established established by the Dean, each faculty member will submit to the Department Chair an annual report that accurately and thoroughly describes the activities and accomplishments of the faculty member during the previous calendar year- (spring, summer, and fall semesters). The purpose of the annual report is yearly evaluation, and it serves as a part of decisions regarding promotion, tenure, and merit pay.

- Each faculty member will conference with the Department Chair annually to discuss the faculty member's annual report. The conference will include discussion of self-evaluation, the faculty's fulfillment of academic responsibilities, attainment of or progress toward goals, and goals for the upcoming year.

### The Department Chair's Responsibilities

- The Department Chair is to communicate clearly to departmental faculty members the policies of the Richard W. Riley College of Education concerning promotion and tenure.

- The Department Chair is responsible for remaining current with the progress of each faculty member and to provide that faculty member with timely evaluation and mentoring, especially concerning promotion and tenure.  The Chair's annual review of the faculty member's goals and progress as documented in the annual report and subsequent administrative review is integral to this process.

- In offering guidance to and conducting reviews of the faculty member, the Department Chair should take note of teaching effectiveness and differences in faculty workloads in such areas as number of course preparations, complexity of courses taught, number of advisees, types of scholarship undertaken, demands of university and community service obligations, and involvement with student activities outside the classroom.

- The Department Chair must complete a written evaluation of each faculty member at the close of the academic year based on information from the following documents:
  a.  Annual report
  b.  Faculty workload report
  c.  Student evaluations
  d.  Other pertinent information, e.g.,
     (1) Peer and/or chair observations,
     (2) Participant evaluations of conference presentations,
     (3) Self-evaluations

  This written evaluation is sent to the faculty member by May 1 so that in the case of a disagreement, the faculty member will have adequate time to respond with a letter of disagreement before the evaluation is submitted in final form on or before May 15.  Three copies of the Chair's evaluation (with letter of disagreement if submitted by the faculty) are prepared, signed, and distributed to the faculty member, Dean, and Department Chair.  Using timelines established by the Dean, the Chair submits to the Dean the evaluation, updated vitae, and narrative portion of the annual report, along with faculty letter of disagreement, if submitted.

- When a faculty member is a candidate for promotion or tenure, the Department Chair must submit in writing to the Richard W. Riley College Promotion and Tenure Committee a full and frank appraisal of all aspects of the candidate's performance in each of the relevant performance categories, including a clear statement of the level of support the Chair provides the candidate.

**The Dean's Responsibilities**

- The Dean is responsible for ensuring that the departmental Promotion and Tenure Committees, Richard W. Riley College Promotion and Tenure Committee, and Department Chairs explicitly evaluate faculty consistently and fairly both within and across all departments.

- The Dean will prepare a yearly written review of all probationary faculty members based on the faculty member's annual report, vitae, and Department Chair's evaluation.   Other faculty may request a written review of their annual reports as well.  The Dean's written review will be distributed to the respective faculty member and Chair within the established timeline.

---

**Areas of Faculty Responsibility and Evaluation**

---

### Student Intellectual Development

Student intellectual development is the fundamental responsibility of faculty at Winthrop University.  A broad range of faculty activities fits within the area of *Student Intellectual Development*. Activities include helping students to acquire disciplinary knowledge, develop critical thinking and problem solving skills, enhance interpersonal and social skills, cultivate effective communication skills, apply knowledge and skills across contexts, learn through service in the discipline, and pursue further academic exploration. The effective teacher exhibits a sustained concern for teaching that is reflected in materials, classroom instruction, critical evaluation of student learning, program development, and adequate preparation of students for future endeavors.

The evaluation of a faculty member's skill at enhancing Student Intellectual Development should be based on evidence of student learning.  Faculty demonstrate this skill through balanced systematic analysis of student learning supported by efforts to continually improve instruction.   Systematic analysis means that multiple and varied sources of data are used during the assessment process.  Assessments that are varied could include classroom assessments of content, observations of student performance, examination of work products resulting from use of content in the field, informal classroom assessments as well as student course evaluations. Assessments that are systematic require faculty to analyze assessment data over time and change instruction based on that data.  The key is that (a) multiple kinds of assessment or assessment with sufficient depth be used to measure student learning; (b) the assessment used is a valid indicator of meaningful student learning; and (c) that the faculty  demonstrate their own regular use of assessment for continual improvement of student learning.

Faculty should also demonstrate efforts to improve instruction using multiple means which can include peer feedback on teaching and materials, professional development in targeted areas, collaborative planning, self-analyses of instruction, curriculum development, instructional innovations, and professional recognitions.

Candidates for tenure and/or promotion should document their work with Student Intellectual Development in a comprehensive narrative statement that introduces that section of the tenure and/or promotion materials. The narrative statement is a primary means of articulating one's case for tenure and promotion as it relates to student intellectual development. The narrative and accompanying materials should focus on the

faculty member's strengths as a teacher and work in promoting student intellectual development as evidenced by student learning data in annual reports. The narrative should address the criteria delineated in the University and College of Education guidelines with accompanying evidence from annual reports, teaching observations, or other sources. The faculty member should limit supporting evidence in the portfolio to representative samples of work directly related to the narrative.

## Scholarly Activity

*Scholarly Activity* is an essential part of University life and development and encompasses the many pursuits that broaden and expand the learning communities in which faculty function and the University is situated. These activities are related to the faculty member's discipline and should include work that makes a significant contribution to the faculty member's field. Each individual scholarly endeavor will be evaluated for merit based on the degree to which it is **documented**, **peer reviewed** and **disseminated**. Ideally, scholarly efforts will include all three areas. However, the overall evaluation of scholarly efforts seeks a balance of all three criteria across the full body of a faculty member's scholarship over time. Faculty should provide evidence that they are remaining active and engaged in scholarship and make clear how their scholarly work meets these criteria.

For complete information, refer to the *General Standards for and Evidence of Teaching Effectiveness, Scholarship and Service* section located on the Winthrop University Policies website.

## Standards for Scholarly Activity

Decisions concerning reappointment, promotion, and tenure are largely based on professional judgments of the value of the faculty member's work. Qualitative standards derive from the value associated with contributions made by the applicant to the professional culture of the college, the community, and the profession. This emphasis is consistent with the values of a College dedicated to teaching and the advancement, creation, application, and integration of knowledge.

The evaluation of scholarly endeavors is greatly influenced by the disciplinary focus of the faculty member and regulations for evaluation established by accrediting agencies; however, the evaluation of scholarship must be flexible enough to recognize unique contributions that arise as faculty engage in discovery, application, integration, and teaching (Boyer, 1990). By using a broader lens through which to examine and evaluate scholarly engagement, the College of Education recognizes the importance of both theoretical study and the application of theory to solve problems in a variety of settings. Faculty members should include only scholarly activities associated with their roles as Winthrop faculty members.

**Documentation**

Documentation is the product or evidence of the scholarly work and its quality as presented in the faculty member's portfolio and can include the following:
- Conference proposals, abstracts, reviewer feedback, paper submissions
- Journal articles, book chapters, books, book reviews
- Grants and patents
- Media creations
- Technical or training manuals
- Program or accreditation evaluations
- Project reports
- Any tangible artifact that documents the scholarship

**Peer Review**

Peer review is the means by which appropriate experts evaluate the quality of the scholarly work. Peer reviewers include, but are not limited to, members of professional associations, external faculty groups, conference referees, journal editorial reviewers, and grant review panels. *It is the responsibility of the faculty to document the depth of peer review that has taken place in order to demonstrate the quality of the scholarly work.*

**Dissemination**

Dissemination is the distribution of scholarly work including consideration of the significance or impact on stakeholders at local, state, regional, national, or international levels. Faculty members should articulate the perceived impact of the work and discuss the overall contribution of individual scholarly efforts to the larger body of scholarship or professional practice within a discipline. Potential venues and means for dissemination may include:
- Publication of articles, critiques, notes, and evaluations in research journals, trade or professional journals.
- Accreditation documents used by governing or professional standard-setting agencies as exemplars.
- On-line publication of articles, critiques, or educational content materials.
- Presentation of refereed papers, presentations or posters at professional peer or technical meetings.
- Demonstrated application of scholarship in the faculty member's field or discipline which is documented in a project report.
- Funded and unfunded grant and contract applications.
- Creative or innovative work or authorship resulting in patents and licenses, computer software, designs, simulations, multimedia materials,

the publication of a textbook, manuscript, professional standard of practice, chapters in edited volumes, or laboratory manual in the related field or discipline.

**Evaluating Scholarly Activity**

The expectation in the College of Education is for faculty to be consistently engaged scholars and that their body of work be balanced and sustained over time. Balanced scholarly activity includes a range of work over time that is **documented, peer-reviewed, and disseminated**.  While a record of scholarly activity may include work that varies in the degree to which it meets each of these requirements, the pattern of work over time should demonstrate the ability to meet all three requirements.  When the full body of scholarship demonstrates the ability to meet these standards, it is considered balanced. If one or more standards is less consistently met, the scholarly body of work is considered less balanced.

Faculty members must make evident the balanced nature of their work when seeking tenure and promotion.  This means that they provide clear and compelling evidence of the way the scholarship meets the criteria of documentation, peer review, and dissemination.  Further, faculty members should articulate the perceived impact of the work and discuss the overall contribution of scholarly efforts to the larger body of scholarship within a discipline.

## Professional Stewardship

Professional Stewardship, as it counts toward tenure, promotion, annual evaluations, and merit raises—is service that requires faculty members to use their knowledge and experience to enhance the University and/or community. Carol Geary Schneider (1998) asserts that  professional stewardship captures the significance of activities that are vital to the health and well-being of universities and that require significant faculty time and the application of faculty knowledge, expertise, or skills.

Activities that illustrate Professional Stewardship require faculty members to be involved in work that goes beyond regular teaching expectations and academic responsibility. Through their work, faculty members create opportunities for new knowledge or services, and/or support and enrich the function of existing organizations on and off campus.

Professional Stewardship develops with experience at the University and is a vital component of the faculty role in the University mission. All faculty members, regardless of rank, participate in Professional Stewardship activities that are reflective of their roles, ranks, and expertise. When providing evidence, faculty should discuss the level of engagement, how expertise was applied, and the significance of the activities. When discussing the various aspects of participation in the University and the profession it is inevitable that some accomplishments seem to fit under multiple areas of reporting. In such cases, the faculty member must identify the most appropriate single category for reporting.

Examples of Professional Stewardship may include but are not limited to:

- Service or leadership on a committee (typically at the college or university level) that has been shown to be complex in nature, require significant engagement, or demand considerable time *
- Active participation on community committees, task forces, or similar groups
- Active involvement in efforts to recruit and retain students **
- Active engagement with a campus student group (e.g., duties of a faculty advisor, participation in the design and delivery of programming, consultation related to discipline)
- Application of faculty knowledge or expertise to support university initiatives (e.g., student research activities, service learning opportunities, international experiences, support opportunities)
- Facilitation of professional development or continuing education programs
- Leadership roles in international, national, or regional professional organizations
- Management of external grant programs
- Presentations, workshops, or demonstrations to professional, civic, or community organizations not seen as scholarship
- Program coordination
- Special assignments within the department, college, or university (e.g., fund raising,  program evaluation for a grant, student recruitment )

*_Service on committees_ usually falls under the category of "academic responsibility." However, there may be committee service that exceeds the basic responsibilities of professional faculty.  Faculty may make a case for including this service as professional stewardship if there is clear evidence that their work and efforts went beyond these basic responsibilities._

**_Participation in some _recruitment activities_ (Preview Day, First Look Friday, Winthrop Day, etc.) falls under the category of "academic responsibility."  However, there may be examples of recruitment activities that go beyond these minimal expectations.  Faculty may make a case for including these kinds of recruitment activities as professional stewardship if there is clear evidence that their work and efforts exceed minimal expectations_

**Academic Responsibility**

Academic Responsibility spans all the traditional areas of faculty evaluation and includes involvement of faculty in ways that support the institutional mission, maintain the functions of the University, and sustain the faculty role in shared governance. All faculty members are expected to be academically responsible to their students and peers as a baseline for service in their academic departments. Faculty members are expected to establish and maintain a consistent record of academic responsibility while at Winthrop.

Academic Responsibility includes, but is not limited to, activities such as: academic registration support, availability to students through multiple platforms (e.g., office hours, emails, assignment feedback), engagement in faculty meetings at all levels, participation in department and college events, participation in university commencements and convocations, professional development that supports improvements in practice (e.g., participation in peer observations, attendance at professional conferences to explore current research, engaging in sessions through the Teaching and Learning Center), recruitment and retention efforts, and service on committees. Chairs and deans should ensure equitable distribution of assignments among faculty; and faculty should be supported in ways that allow for free exchange of ideas, broad participation, and balanced work expectations.

In addition to activities related to academic responsibility, other professional responsibilities are expected of faculty who hold full-time appointments, regardless of rank. These professional responsibilities are primarily documented through reviews by supervisors and are considered expectations of employment. These responsibilities include adherence to academic policies (e.g., the privacy and confidentiality of student information, intellectual property and copyright, treatment of human subjects in research, final exam schedule, meeting classes at the appointed times, adhering to deadlines for grade submission, submission of midterm grades as requested) and active participation in the collection of assessment data associated with teaching and/or work assignments. Although faculty may not report on these expectations regularly, chairs and deans will address areas of concern through meetings with individual faculty and annual evaluations.

## Procedures and Guidelines for Tenure

During the sixth year of an eligible faculty member's employment at Winthrop University, a decision is made regarding the granting of tenure; The portfolio is submitted by the faculty member at the beginning of their sixth year. If the faculty member was awarded credit for prior service at the time of hire, the time frame for that faculty member's tenure review is adjusted accordingly. The tenure decision is based on the faculty member's portfolio which includes yearly evaluations of Student Intellectual Development, Scholarly Activity, Professional Stewardship, and Academic Responsibility.

To be granted tenure, a faculty member must provide evidence of effective Student Intellectual Development, Scholarly Activity, and Professional Stewardship. Administrative reviews must also indicate a consistent record of academic responsibility. For more information, refer to *Tenure, Conditions and Procedures for Granting* located on the Winthrop University Policies website.

A faculty member should not regard the requirements for promotion to the rank of associate professor as the same as those for the granting of tenure. One need not attain the rank of associate professor to be awarded tenure.

**Portfolio Preparation**

Specific guidelines for tenure portfolios can be found online in the [Winthrop University Roles and Rewards](#) document.

A faculty member standing for pre-tenure, tenure, and promotion must submit a portfolio to the department chair/direct supervisor that follows academic unit guidelines and contains all materials indicated below. It is highly recommended thatthe faculty member present the portfolio in a clear and concise manner and organize the portfolio as outlined below.

Note: When discussing the various aspects of participation in the University, College, and the profession, it is inevitable that some accomplishments seem to fit under multiple areas of reporting. In such cases, the faculty member must identify the most appropriate single category for reporting. Further, given the growing multidisciplinary nature of academic work, a faculty member may report work outside of the primary disciplinary field when tied to his/her role at the college and or university.

- A cover sheet containing the following information:
    - Date employed at Winthrop,
    - Rank at original appointment, and
    - Prior service credit granted at employment.

- An application letter which includes an analysis/statement by the candidate explaining how he/she is progressing toward the qualifications of tenure and/or promotion. This letter should provide a concise and integrated summary that highlights the candidate's major accomplishments in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship.

- A table of contents.

    - Appropriate indexing tabs should be used.
    - Location of materials outside the original binder/notebook must be indicated.

- A current vita.

- Annual reports should be arranged in reverse chronological order from the current date through the time of employment or credited years' service, if applicable. Annual reports should include student evaluation data, chair observations, peer observations (if available), Chair/immediate supervisor evaluations, and Dean evaluations. If the faculty member was credited for prior years' service at another institution, annual reports and other supporting materials during those credited years may be included. No materials other than those from Winthrop or from credited prior years' service should be included.

A narrative statement should precede each of the following sections of the portfolio: Student Intellectual Development, Scholarly Activity, and Professional Stewardship.. The narrative provides a reflective analysis of the faculty member's work in each of these areas, making a case for how they have met the criteria detailed in the University Roles and Rewards policy and College of Education guidelines.  Narrative comments should be supported by multiple sources of evidence.

- Supporting documents pertinent to the review.

- A statement of the faculty member's goals and plans for involvement and development over the next six years.

Note:  The faculty member's record of Academic Responsibility will be documented in the vitae and annual report documents included in the portfolio.  However, it is acceptable, although not necessarily, for a faculty member to include a one-page listing of Academic Responsibility achievements in the portfolio.

**Application for Tenure**

During the year of consideration for tenure, the faculty member will submit a portfolio packet to the Department Chair by the due date identified on the Tenure and Promotion Timeline distributed annually by the Vice President for Academic Affairs. Before submitting the portfolio packet, the candidate has the option of working with the Department Chair to receive guidance in preparing relevant documentation. Once the tenure review process begins, the portfolio should not be altered.

The Department Chair forwards the portfolio packet to the departmental Promotion and Tenure Committee for review and recommendation. The committee evaluates the extent to which the faculty member has achieved the tenure criteria for Student Intellectual Development, Scholarly Activity, and Professional Stewardship for the period under review. If the faculty member was credited for prior years' service at another institution, accomplishments during those credited years are considered in the review process. After the departmental Promotion and Tenure Committee completes its work, its recommendation is submitted to the Department Chair by the due date identified on the annual Tenure and Promotion Timeline.   The Department Chair evaluates the extent to which the faculty member has achieved the tenure criteria in *Student Intellectual Development, Scholarly Activity*, and *Professional Stewardship* for the period under review. The Department Chair's evaluation, the portfolio packet, and a report incorporating the determination of the departmental Promotion and Tenure Committee, along with its recommendation, are sent to the Dean by the due date identified on the annual Tenure and Promotion Timeline.  The Dean immediately notifies the College of Education Promotion and Tenure Committee.

The College of Education Promotion and Tenure Committee will evaluate the extent to which the faculty member has achieved the tenure criteria for Student Intellectual Development, Scholarly Activity, and Professional Stewardship for the period under review.  The committee is to complete its work and transfer its recommendation and all relevant documentation to the Dean by the due date identified on the annual Tenure and

Promotion.  After careful review of the supporting material provided by the faculty member, the recommendations of any external reviewers, if applicable, the departmental Promotion and Tenure Committee, the Department Chair, and the College of Education Promotion and Tenure Committee, the Dean shall evaluate the extent to which the candidate has achieved the tenure criteria for Student Intellectual Development, Scholarly Activity, and Professional Stewardship during the period under review.. The Dean will formulate a written recommendation and forward it, along with supporting materials, to the Vice President for Academic Affairs by the due date identified on the annual Tenure and Promotion Timeline.  From this point, the evaluation for tenure continues as specified in the Winthrop University Faculty Manual.

**Credit toward Probationary Period**

The awarding of tenure to a tenure track faculty member will be based on the expectations described in this document. Beginning with a tenure track appointment as an Assistant Professor or higher rank, the probationary period will not exceed six years, including credit for prior service. During the probationary period, a tenure track faculty member will have the same academic freedom as other members of the faculty.

At the time a tenure track appointment is made, credit for prior service may be given toward the probationary period for tenure. The number of years of prior service credited toward the six years of probationary service will be stated in the Reasons/Remarks section of the Personnel Action Form. Policies for awarding credit are:

- Credit may be given for prior service as a temporary faculty member at Winthrop University if the appointment is changed from restricted to regular service.

- Credit may be given for prior full-time academic service at another institution of higher learning at the rank of Assistant Professor or above.

- Credit may be given for prior professional service, other than teaching at another institution of higher learning, when such service is related to the faculty member's appointment at Winthrop.

- Credit will not exceed 3 years except in unusual circumstances.

- In determining the amount of prior service to be credited to a faculty member, no credit shall be given for summer school teaching at Winthrop or elsewhere.

During the probationary period, a faculty member may be granted leaves of absence. Typically the time spent in a leave of absence granted for medical or administrative reasons will not be counted toward the probationary period although this may be negotiated. The time spent in a scholarly leave of absence, as determined by the Vice President for Academic Affairs, for one year or less will count as part of the probationary period.

**Pre-Tenure Review**

Each year during the probationary period, formative feedback is provided to each faculty member through the annual reporting process. The faculty member's performance is carefully reviewed by the Department Chair and the Dean, each preparing a report addressed to the faculty member. At the end of the annual reporting process, the Department Chair shall discuss the written reviews with the faculty member, stating clearly and explicitly how well the faculty member is progressing in the areas of Student Intellectual Development, Scholarly Activity, Professional Stewardship, and Academic Responsibility. The Department Chair shall also discuss the faculty member's progress and what might be done to better meet the criteria for granting tenure.

Pre-tenure review is conducted in the third year of employment for faculty members hired with no credit for prior service. For faculty hired with one or two years' credit toward tenure, the review will take place in the second year of employment at Winthrop. If a faculty member is hired with three years' credit toward tenure, a pre-tenure review will not be conducted unless the review is requested by the faculty member.

During the pre-tenure review process, the faculty member will submit a portfolio following the *Portfolio Preparation* guidelines outlined above. The Department Chair shall review the faculty member's credentials in terms of achievement in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship and prepare a written report addressed to the faculty member. The COE Promotion and Tenure Committee will then conduct an independent review (without access to the Chair's report), assess the degree to which the faculty member is making progress toward tenure, and prepare a written report addressed to the faculty member. Both the Department Chair and Committee reports are submitted to the Dean who then reviews those findings and the faculty member's portfolio, then prepares a letter to the faculty member that summarizes the findings. The Dean and Department Chair then meet with the faculty member to review the findings and copies of the Chair and committee reports and the Dean's letter are provided to the faculty member. Copies of the reports and Dean's letter are maintained in both the department files and the faculty member's personnel file in the Dean's office.

The general timeline for the pre-tenure review process:

| | |
|---|---|
| February 15 | The portfolio is submitted for review by the faculty member to the Department Chair. |
| March 15 | The Department Chair's report and the faculty member's portfolio are forwarded to the Dean; the Dean notifies the Chair of the College of Education Promotion and Tenure Committee that the portfolio is available for committee review. |
| April 15 | The College Promotion and Tenure Committee forwards its written report to the Dean. |
| May 1-15 | The Dean and Department Chair meet with the faculty member to discuss the findings and recommendations. |

**Post-Tenure**

A post-tenure review process was first established at Winthrop in response to South Carolina Performance Funding legislation, Act 359 (1996).  This state mandate requires that public institutions of higher education include in their faculty performance review systems periodic peer evaluation of tenured faculty members. In line with the AAUP's definition, the Post-Tenure Review Process at Winthrop is a system focused on sustaining faculty development beyond the point at which tenure is granted. Therefore, the process is focused on sustaining faculty involvement in all aspects of the University and providing support for all faculty members as identified through the review process.

All tenured faculty will participate in post-tenure review every six years—that is, six years after the year in which their tenure was effective, a post-tenure review was conducted, or a promotion was awarded. To receive a Satisfactory post-tenure evaluation, the tenured faculty member should provide evidence that the level of activity associated with the rank held has been maintained throughout the years since the tenure decision, previous post-tenure review, or promotion was awarded.  This evidence should be provided in a Post-tenure Review Portfolio that includes the following:

- A statement from the faculty member outlining work and development in the areas of Student Intellectual Development, Scholarly Activity, Professional Stewardship, and academic responsibility since the last tenure, promotion, or post-tenure review. Each category should include tables or lists clearly outlining activities.  The faculty member is encouraged to describe any noteworthy accomplishments and to describe activity where the impact or time needed may not be apparent to reviewers.

- A statement of the faculty member's goals and plans for involvement and development over the next six years.

- Annual reports from all years since last review (including student evaluation data, chair/immediate supervisor evaluations, and dean evaluations).

- Peer evaluations, if available.

- Current vitae.

- Information about the outcomes of any sabbatical leaves awarded during the six-year, post-tenure review period, if applicable.

- Supporting documents pertinent to the review.

Refer to the University Faculty Roles Document, pages 17-22, for further details regarding the post-tenure review process.

**Post-Tenure with Excellence**

A faculty member seeking the distinction of Post-Tenure with Excellence must provide evidence of sustained excellence in the area of Student Intellectual Development and productive involvement in Scholarly Activity and Professional Stewardship.

Administrative reviews should indicate a consistent record of academic responsibility as defined by the needs of the department, college, and university. Finally, the candidate must have established a record of excellence in Scholarly Activity and/or Professional Stewardship.

In annual reports and other evaluative portfolios, a faculty member seeking this distinction must provide evidence of progress and involvement that is responsive to feedback and exceeds expectations of the rank held. This recognition will be awarded primarily to faculty at the rank of Professor. Faculty at the ranks of Assistant Professor and Associate Professor are highly encouraged to actively engage in activities leading to promotion.

## Procedures and Guidelines for Promotion

When interpreting and applying the criteria for promotion, the Richard W. Riley College of Education will follow these precepts:

- A portfolio containing the cumulative record of the faculty member under consideration for promotion will be evaluated under three broad areas of performance: Student Intellectual Development, Scholarly Activity, and Professional Stewardship. For promotion, the faculty member should demonstrate maturity and leadership in these areas, as appropriate for the rank. Student Intellectual Development is highest among the criteria and proficiency in this area is requisite for promotion.

- A faculty member's fulfillment of academic responsibilities, as assessed by the Department Chair and Dean, and commitment to the continuing operation of Winthrop University and the Richard W. Riley College of Education and to the growth and progress of the wider professional community is important and will be considered in promotion decisions.

- For promotion to associate rank, faculty are expected to:
  - Demonstrate *advanced skill* in the area of Student Intellectual Development.
  - Present a portfolio of Scholarly Activity *at appropriate levels* according to the University's expectations for the rank and *evidence of a commitment* to exploration, creativity, and/or change.
  - Demonstrate *involvement in activities* identified as Professional Stewardship with the *potential for continued involvement*.

- For promotion to professor rank, faculty are expected to:
  - Demonstrate *noteworthy* accomplishments and sustained excellence in the area of Student Intellectual Development while demonstrating *ongoing* reflection, renewal, and development.

- o Present a portfolio that demonstrates a *sustained* record of Scholarly Activity at appropriate levels according to the University's expectations for the rank and evidence of *continuing* commitment to exploration, creativity, and/or change.
  - o Demonstrate a *continued commitment* to the University through *engagement in a variety of activities* identified as Professional Stewardship.
- The portfolio should follow the *Portfolio Preparation* guidelines outlined above in the Procedures and Guidelines for Tenure section of this document.

- If applying for tenure during the same year as applying for promotion, a separate application letter for promotion should be provided. The application for promotion letter should provide a concise and integrated summary that highlights the candidate's major accomplishments in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship based on expectations for the rank as articulated in the University Faculty Roles Document.

- If the faculty member seeks promotion to full professor rank, the review considers all accomplishments since the last promotion.

For more information, refer to the section entitled *Promotions, Faculty* (effective 2012-2014) or *Promotions, Faculty* (effective 2014-2015) located on the Winthrop University Policies website.

**Procedures for Promotion**

When applying for promotion, faculty members are required to prepare and present a portfolio of work that demonstrates maturity and leadership in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship, as well as the fulfillment of academic responsibility. This will include documentation of faculty accomplishments accumulated and reviewed through the annual report process. See portfolio criteria in the Procedures and Guidelines for Tenure section.

In the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship, faculty will provide evidence and reflection to demonstrate their level of engagement, their achievements, and the impact of their efforts. When discussing the various aspects of participation in the University, College, and the profession, it is inevitable that some accomplishments will seem to fit under multiple areas of reporting. In such cases, the faculty member must identify the most appropriate single category for reporting. Further, given the growing multidisciplinary nature of academic work, a faculty member may report work outside of the primary disciplinary field when tied to his/her role at the college and or university.

The Department Chair sends a promotion review form to each faculty member who has expressed an interest in promotion by the due date identified on the annual Tenure and Promotion Timeline distributed by the Vice President for Academic Affairs.

The faculty member requesting consideration for promotion during the year will submit a portfolio packet to the Department Chair by the due date identified on the annual Tenure and Promotion Timeline distributed by the Vice President for Academic Affairs.

The Department Chair convenes the departmental Promotion and Tenure Committee and forwards the portfolio packet for review and recommendation. The committee evaluates the extent to which the faculty member has achieved the criteria for promotion. While preparing the portfolio, the candidate has the option of working with the Department Chair to receive guidance. However, once the promotion review process begins, the portfolio should not be altered. The departmental Promotion and Tenure Committee should complete its work and transfer its recommendation to the Department Chair by the due date identified on the annual Tenure and Promotion Timeline.

The Department Chair evaluates the extent to which the faculty member has achieved the criteria for promotion. The resultant written evaluation, the promotion packet, and a report incorporating the determination of the departmental Promotion and Tenure Committee along with its recommendation are then sent to the Dean by the due date identified on the annual Tenure and Promotion Timelines. The Dean then notifies the College of Education Promotion and Tenure Committee.

The College of Education Promotion and Tenure Committee evaluates the extent to which the faculty member has achieved the promotion criteria for Student Intellectual Development, Scholarly Activity, and Professional Stewardship. The committee will complete its work and transfer its recommendation and all other relevant documentation to the Dean by the due date identified on the annual Tenure and Promotion Timeline.

The Dean evaluates the extent to which the faculty member has achieved the promotion criteria for Student Intellectual Development, Scholarly Activity, and Professional Stewardship and prepares a recommendation before the due date identified on the annual Tenure and Promotion Timeline. When the Dean's recommendation is positive, all materials are submitted to the Vice President for Academic Affairs. If the recommendation of the Dean is unfavorable, the Dean discusses with the faculty member strengths and weaknesses as identified in the review process, but no materials are forwarded to the Vice President for Academic Affairs. The Dean privately notifies each faculty member of the recommendation and the recommendation of the committee by the due date identified on the annual Tenure and Promotion Timeline distributed by the Vice President for Academic Affairs.

If the Dean disagrees with a positive recommendation from the Richard W. Riley College Promotion and Tenure Committee in two consecutive years, the portfolio packet is forwarded to the Vice President for Academic Affairs, unless the faculty member requests otherwise within thirty days of notification by the Dean. For complete information on this process, refer to the *Promotions, Faculty* (effective 2012-2014) or *Promotions, Faculty* (effective 2014-2015) sections of the Winthrop University Policies website.

**Richard W. Riley College of Education Promotion and Tenure Committee**

[Composition as specified in COE Bylaws]

**Emeriti Faculty**

In recognition of faithful service, Winthrop University confers the title of Emeritus on those assistant professors, associate professors, and professors who, at the time of their retirement from the University, were serving in that capacity, and who had a minimum of ten years of service at Winthrop.

Various privileges may be extended to the Emeriti faculty upon retirement, including the use of on-campus parking space, the use of the library, the privilege of purchasing Fine Arts Series tickets at faculty rates, attendance at the Faculty Conference as a non-voting member, an Internet account, and the use of University recreational facilities.  The emeriti faculty of the Richard W. Riley College of Education are listed below.

Dr. John Gallien (1966-1994)
Dr. Mary Roland Griffin (1966-1994)
Dr. Robert Braswell (1970-1995)
Dr. Nell Braswell (1971-1997)
Dr. Martha Sue Taylor (1965-2000)
Dr. Bennie Coxton (1985-2000)
Dr. John Anfin (1974-2000)
Dr. Maeberta Bobb (1972-2001)
Dr. George Robinson (1973-2001)
Dr. Joyce Veale-Goodwin (1958-2001)
Dr. Michael Griffin (1980-2001)
Dr. John Reynolds (1981-2001)
Dr. Susanna Duckworth (1972-2002)
Dr. Terry Norton (1981-2008)
Dr. Johnny Sanders (1974-2008)

Ms. Jane Grier Bell (1960-1988)
Dr. Patricia R. McClendon (1966-1988)
Ms. E. Ann Chambers (1958-1991)
Dr. Margaret Arko (1973-1997)
Dr. Ann Lister (1974-1998)
Dr. Rosemary Althouse (1957-1998)
Dr. Betty McClaskey Hauser (1982-1991)
Dr. Mary Wiley Ford (1960-1992)
Dr. Sue Smith-Rex (1981-2002)
Dr. Bessie Moody-Lawrence (1973-2004)
Dr. Betty Lou Land (1975-2006)
Dr. Everett Stallings (1976-2006)
Dr. Carol Anfin (1974-2007)
Dr. Sue Peck (1986-2008)
Dr. Richard Ingram (1981-2009)

## Annual Report

Each full-time faculty member is required to submit an *Annual Report* following the guidelines located in the forms area of the Faculty Resources section of the COE website.

For complete information, refer to the *Evaluation of Faculty Performance* section of the Winthrop University Policies website.

## Procedures for Assessment of Teaching

### Student Assessment of Teaching

### Procedures for Implementation

- The Associate Dean will be responsible for working with the Department Chairs to distribute assessment instruments. All regularly scheduled courses (excluding field experiences) will be subject to evaluation. A packet will be prepared for each of your courses and will be distributed via the department secretary.
- A student should be recruited to administer the evaluation. (In some cases, the Department Chair may wish to make this a responsibility of a graduate assistant). Unable to link since COE evaluation is not online
- The student administering the evaluation will distribute the assessment form, read the printed directions, and collect the completed assessment.

   a. The completed assessments will be placed in the provided envelope, sealed and signed by the student, and returned to the departmental office, immediately following the administration. (For evening classes in the Withers building, the student will be directed to place the envelope in the box by the departmental office in 204 Withers. For evening classes in the West Center the student should slip the envelope under the door of Room 216-J.)
   b. While the assessment is conducted, the faculty member will leave the classroom. The assessment should take no more than 15 minutes.

### Who will be evaluated using this instrument?
Tenured, probationary, restricted, and part-time faculty must have every class assessed, every semester, including summer courses.

### Distribution of Results
Quantifiable data will be calculated using means and/or percentages and compared to departmental and College means and/or percentages. These data will be returned to the faculty member, the Department Chair, and the Dean. After final grades are

turned in, written responses will be transcribed and a typed summary of the responses returned to the faculty member and a copy sent to the Department Chair.

**Using the Results**
The main intent of these assessments is to assist the faculty member in improving teaching. These assessments provide one aspect of the overall evaluation of the faculty member's teaching. These reports should be used as one part of the evidence needed for promotion and tenure, as well as the annual report. While faculty are free to use these data as they see fit, a brief written analysis in response to the data will help build a case for self-reflection on one's teaching.

**Peer Reviews**
Peer review of teaching is strongly encouraged. In this form of review, faculty invite respected colleagues to review their instruction. Peer reviews are best done when the reviewer has access to the syllabi, tests, and samples of graded assignments. A written record will help document the peer review, and a written response will indicate how the peer review was received.

It is suggested that each probationary and restricted faculty member have a minimum of two peer reviews each semester. Tenured faculty are encouraged to have at least one peer review each year.

**Department Chair Review**
One of the major responsibilities of our Department Chairs is to assist the faculty with excellence in teaching. Chairs will evaluate each member's teaching contributions as a part of the annual report. The *Department Chair Evaluation* template is located in the forms area of the Faculty Resources section of the COE website. The faculty member should arrange with his/her Chair for an in-class visit and review of their syllabi, assignments, examinations, and readings. All probationary, restricted, and adjunct faculty should be reviewed each semester by the Chair. All tenured faculty should be reviewed annually.

**Self Analysis**
Self-analysis of teaching provides the opportunity to reflect on performance and student outcomes, as well as to consider the comments of students, peers, and the Chair. Self-analysis can take many different forms but is best documented through a written record of the analysis. Faculty may wish to share this analysis as a part of your annual report and to use in your portfolio for tenure and promotion.

COLLEGE OF EDUCATION

STUDENT ASSESSMENT OF COURSE AND INSTRUCTOR

The goal of student assessment of teaching is to provide faculty and those reviewing instruction with objective feedback that will help achieve, maintain, and recognize excellence in teaching. Your thoughtful responses to these items will provide information in meeting this goal. All answers are anonymous, and results of the survey will be distributed to faculty only after final course grades have been submitted.

Instructions: For each statement, you are to indicate the extent to which you believe your instructor in this course possessed the characteristic or performed the activity described in that statement. *Please refer to the definitions of the underlined terms that are provided below.

**\*Assessment** : Includes the variety of methods used to determine what students know and are able to do before, during, or after instruction (Green & Johnson, 2010, p. 14). Examples: Exams, quizzes, projects, papers

**\*Higher-Order Thinking/ Thinking Critically:** Required analysis, synthesis, or evaluation skills to solve problems in the content area.

**\*Active Participation:** Students were actively engaged and showed interest in the lesson activities.

Use an Opscan sheet, a Number 2 pencil, and the following scale:

A = Strongly Agree   B = Agree      C = Disagree      D = Strongly Disagree      E = Not applicable

Instruction

1. The instructor was knowledgeable about the subject matter of the course.

2. The instructor set high expectations for student learning.

3. The instructor managed student behavior appropriately.

4. The course content was organized in a manner that promoted student learning.

5. The course included opportunities for students' active participation*.

6. The pacing of lessons supported student learning.

7. The course content challenged me to think critically*.

Communication

 8.   The instructor was reasonably available outside of class.

 9.   The instructor was willing to help students learn.

10.   The instructor was responsive to students' concerns.

11.   The instructor treated students with respect.

12.   The instructor communicated ideas in the course at a level that was understandable to students.

Assessment

13.  The instructor used more than one kind of assessment*.

14.  Assessments were graded and returned within ten to fourteen days of submission.

15.  The instructor provided constructive feedback on assessments when appropriate.

16.  Grading of assessments followed given oral and written guidelines.

17.  Assessments required higher-order thinking*.

18.  List below several specific things you liked about this course and/or the instructor.

19.  List below several specific recommendations for improving this course or the instructor's teaching.

Approved COE Faculty Assembly 10/22/10

**Faculty Professional Development**

Faculty professional development is an on-going process that is informed by strategic planning and analysis of data from internal and external sources, including faculty annual evaluations, candidate performance, contemporary policy and research in the discipline, and local and national needs related to the various fields represented in the college. Goals for professional development are established through college leadership (the Dean and Dean's Council), academic programs, and faculty committees. Whenever possible, the educator preparation programs engage in joint professional development with the COE Partnership Network Schools. These initiatives are facilitated through the Winthrop University-School Partnership Network and the Institute for Educational Renewal and Partnerships.

## Support for Faculty Professional Development

Support for faculty development comes from a variety of sources. One of the primary funding sources is the University. Professional development funds are allocated to the college annually. From this fund, each full-time faculty member receives a minimum of $200 annually. (See *Guidelines for Faculty Development Fund: Individual Faculty Allotment*). The remainder of the university fund is given to the Faculty Development Committee for disbursement to full-time faculty for travel to professional meetings. (See *Guidelines for the Disbursement of Faculty Development Scholarship Monies).* The College provides funds for each faculty member for purchase of instructional materials through the ITC annually. (See *Guidelines for the Instructional Technology Individual Allotment).* Additional support for individual and group professional development is provided through college and departmental discretionary funds and grants. The Research and Inquiry Grant Programs are examples of this type of funding. (Refer to the guidelines later in this section). Two foundations, The Tolbert Faculty Development Fund and the Helen Abell Faculty-Student Collaboration Fund, are available to teacher education faculty. The university provides on-going professional development for teaching through the *Teaching and Learning Center* and for research through *Faculty Research Council Grants.*

## Faculty Development Committee

The COE Faculty Development Committee is charged with conducting needs assessments for faculty professional development and with allocating individual faculty professional development monies that are awarded through the university and foundations. This section provides an overview of the funds available for individual faculty development and the guidelines for eligibility and application procedures. The Faculty Development Committee provides an annual orientation for new faculty members, as well as returning faculty desiring clarification, on submission of requests for funds by September 15th.

**Faculty Development Committee Membership**

The process for faculty application for faculty development support is governed by procedures established by the Richard W. Riley College of Education Faculty Development Committee. The Faculty Development Committee membership shall consist of one faculty member elected from each academic department and two at-large members elected by the Faculty Assembly. One at-large member shall be untenured. The term of office for members shall be two years. The committee reviews proposals for funding and makes recommendations to the Dean for the following: a) Scholarship Proposals, b) the Tolbert Faculty Development Award, and c) the Helen Abell Faculty-Student Collaboration Fund. The committee elects the chairperson.

**Guidelines for the Disbursement of Faculty Development Scholarship Monies**

Each eligible full-time faculty member may submit a Faculty Development Scholarship Proposal to the Faculty Development Committee for scholarship funding to support presentations at professional conferences and meetings. Faculty wishing to attend a conference for purposes other than a scholarly presentation can use the *Individual Faculty Allotment* or approach their department chair for funds. The funded amount for the recommended proposals depends on available monies, but no single scholarship proposal may be funded at more than $1000.

**Eligibility**

Full time faculty who hold membership in the Riley College of Education Faculty Assembly are eligible for general faculty development funds (excluding department chairs and other administrative positions).

**Submission**

Faculty development funds are requested using the *Faculty Development Fund Scholarship Proposal Form*. This form must include information related to: (a) use of the funds, (b) justification for the funds, (c) proposed budget, and (d) supporting documentation as appropriate.

- All proposals for funding must be reviewed and signed by the department chair prior to submission to the Faculty Development Committee. The chair must certify that requested funds are not available through budgeted departmental funds or grants.

- Proposals are due by October 1st to the Office of Associate Dean of each academic year, with recommendations forwarded to the Dean by November 1st. The spring submission deadline is February 20th and recommendations are to be forwarded to the Dean by March 15th. Awards in the spring are contingent on availability of funds.

**Guidelines**

Faculty need to be presenting at a conference in order to receive Faculty Development Scholarship Funding. If the proposal is not accepted, then funds will be re-appropriated to other faculty. Exceptions can be made if the faculty member has submitted a second proposal. In which case, the second proposal would be funded, at an amount not to exceed the original award, provided that it is accepted.

**Conditions**

The following conditions govern the use of general faculty development funds:
- Funds for travel must be spent in accordance with the policies and rules of the state of South Carolina, which govern travel for official business. Requested funds for travel should augment, not replace those allocated by departments.
- Reimbursement for funds must be requested within 30 days of travel or completion of the funded activity. Travel Reimbursements must include all expenses related to the activity, to include any pre-paid expenses.
- Funds for meals are limited to the state per diem rate. Food for groups of participants will not be funded.
- Funds for the approved budget must be expended in the appropriate categories as indicated on the proposal form. The committee must approve any changes prior to any expenditure of funds.
- Because proposals must be submitted before many conference acceptance decisions, the committee needs to be responsive to possible changes in a faculty member's listed priorities. For example, if the conference proposal to a faculty member's first priority was not accepted, the faculty member should be permitted to use funds for the second conference listed. If a faculty member is accepted to a different conference, which the faculty member and the chair believe would be beneficial to the faculty member's professional development and scholarship record, a substitution should be permitted. The committee chair may confer with the faculty member's department chair for guidance in making such funding changes to support the faculty member's professional development and scholarship.
- Fall awards must be **encumbered by March 1** of each year and spent by June 1st. Funds not encumbered by March 1 will revert to the Faculty Development Committee for reallocation. In the event of a spring submission for proposals, they are due February 20th and funds must be encumbered by March 30. However the June 1st deadline for disbursement applies to both fall and spring proposals.

**Expectations**

It is expected that faculty who receive funding through the faculty development committee will report this funding in annual reports and promotion, tenure, and post-tenure documents.

**Guidelines for Faculty Development Fund: Individual Faculty Allotment**

Full time faculty who hold membership in the Riley College of Education Faculty Assembly (excluding Department Chairs and other administrative positions) will receive a $200 allocation at the beginning of the academic year to support professional development. The money will be used at the discretion of the faculty member but must be encumbered by March 1 of each academic year. Spending will be monitored and recorded through the Dean's office, and any unspent monies will revert to the Faculty Development Committee to be used at their discretion after the March 1 deadline. These monies are not transferable and do not accumulate from one academic year to the next.

- To spend funds, the faculty member must complete the *Request for Payment of Individual Allotment* form and supply required documentation. Approval from the Faculty Development Committee is not required. However, Department Chair's signature is required.

**Conditions**

Funds are to be used to finance activities that will support **teaching, scholarship, or service,** such as:

- Activities to continue education or meet recertification requirements and preparation to teach, such as travel and registration to attend courses, conferences, workshops, or institutes;
- Purchase of books and journals in content area;

- Support work with students related to teaching and advisement;

- Support materials for teaching, such as videos, computer software, and curriculum packages; or

- Support for the non-funded portion of faculty development trips.

**Guidelines for the Instructional Technology Individual Allotment**

Each COE faculty member (all full-time tenure-track and non-tenure track faculty) is provided credit for instructional materials and supply purchases in the Instructional Technology Center (typically $50/semester but dependent on available funds each year). This credit is not transferable and does not accumulate from one semester or academic year to the next.

**Guidelines for the Research and Inquiry Grant Programs**

There are two Research and Inquiry Grant programs—(a) The Winthrop University-School Partnership Network Research and Inquiry Grant Program and (b) the COE Research and Inquiry Grant Program. Each is described below.

**The** Winthrop University-School Partnership Network **Research and Inquiry Grant Program**

*The* Winthrop University-School Partnership Network *Research and Inquiry Grant Program* supports the collaborative effort of classroom teachers and university faculty to investigate educational innovations to improve student learning.

**Eligibility**

All educator preparation program faculty are eligible to apply.  The Partnership Network is structured to foster collaborative initiatives; therefore, proposals should involve at least one P-12 classroom teacher and a Winthrop University faculty member. *Classroom teachers and schools in resource districts (Clover, Fort Mill, Rock Hill, and York) must solicit partnership from a classroom or school in a member district of the Partnership Network.* To further encourage collaboration, proposals must also include at least one of the following partnerships in the research and inquiry process:
- Engagement of *Winthrop teacher candidates* as co-investigators;
- Partnership with *a second Winthrop University College* (Education, Arts & Sciences, Business Administration, or Visual & Performing Arts) OR *a classroom teacher in another school*.
- Involvement of *P-12 students* as co-investigators.

**Submission**

Proposals are accepted, reviewed, and awarded once a year.  Deadlines will be announced annually**.**  Applicants will be notified of their grant status no more than four weeks after submission.  Average grant award amount in each category is $1,500.

**Guidelines**

*Formatting*: Proposals should be no more than four pages in length (excluding references, letters of support, and budget narrative) using a standard font, no smaller than 10 point.  Authors should utilize the 6$^{th}$ Edition, American Psychological Association (APA) handbook as a formatting manual (*Winthrop University Dacus Library APA citation Guide*).
*Application Narrative*:  Proposals should be explicitly organized into the following sections:  Overview of Project, Research Design, Implementation Plan (see *sample template* ), and Evaluation.  Additional information can be found at the Winthrop University-School Partnership Network  *Research and Inquiry Grant Program* website.

**Expectations**

Two reports-a mid-year and final--are required by the Partnership Network Management Team.  Due dates are determined annually.

**The COE Research and Inquiry Grant Program**

The COE Research and Inquiry Grant Program extends the opportunity of field-based collaborative research directly to COE faculty in all fields and other teacher education faculty in Colleges of Arts and Sciences and Visual and Performing Arts.  For community, fitness, and sports programs, field-based experiences have always been prominent, emphasizing the critical role of experiential learning.  These grants promote research and inquiry that has practical uses and can impact schools, communities, and other organizations and inform responses to the challenges they face.  An aim of this program is for faculty to act as a resource to their local, national, and international communities by engaging in relevant and impactful research and inquiry that address critical field-oriented issues.

**Eligibility**

All COE faculty and educator preparation faculty in the Colleges of Arts and Sciences and Visual and Performing Arts are eligible to apply.  Grants submitted by *educator preparation faculty* must serve to meet  Winthrop University-School Partnership Network *goals*.

**Submission**

Proposals are accepted, reviewed, and awarded once a year.  Deadlines will be announced annually**.**  Applicants will be notified of their grant status no more than four weeks after submission.  Average grant award amount in each category is $1,500.

**Guidelines**

All proposals must focus on research that has practical use, addresses a critical issue in the field, and involves collaboration with practitioners in the field.  Grants must focus on one of the following categories:
- Inquiry into the impact on student learning of research-based best practices or professional learning to improve teacher effectiveness in specific classroom or school settings;
- Research related to a critical issue or problem in the faculty member's respective field;
- Inquiry into the impact of research-based practices in a specific field-based situation or setting;
- Inquiry into professional learning to improve performance or effectiveness in a non-school setting; and
- Research connected to the agenda of the *National Network for Educational Renewal* and its impact on student learning in classroom or school settings

**Expectations**

Mini-grant recipients will be expected to provide a report on the progress and findings of the project to the Dean at the end of the funding year.  The Dean will share those

reports with Dean's Council. Recipients may be asked to present information about their projects with faculty, student, and/or P-12 groups. The project should conclude by the end of the funding year; no funds will carry over without special permission from the Dean.

**Guidelines for the Tolbert Fund for Faculty Development in Teacher Education**

The Tolbert Fund for Faculty Development in Teacher Education was established in 1981 through an endowment in honor of Marguerite Tolbert. Ms. Tolbert was named South Carolina's Outstanding Woman of the Year in 1966. Ms. Tolbert served as Dean of the South Carolina Opportunity School and as State Supervisor of Adult Education. The earnings from the endowment will provide funds annually for faculty development.

**Eligibility**

All full-time, tenure-track (assistant, associate, or full) professors in the Richard W. Riley College of Education at Winthrop University are eligible to apply. Any questions of eligibility should be directed to the chair of the Faculty Development Committee or the Associate Dean.

The Tolbert Fund has approximately $750-$1,000 available annually, depending upon economic conditions. It is anticipated most requests will range from $500 to $1,000. Generally only one request is funded annually. However, it is possible for two smaller requests of $500 to be funded.

**Submission**

All awards will be available for use from May 15 of the academic year to April 15 of the following year. Recipients of the award will be expected to file a written report of activities to the Associate Dean by May of the year following the awarding of funds.

Time Line for applications

|  |  |
|---|---|
| Proposals due to Committee: | March 1 |
| Proposals reviewed by Committee: | March |
| Award Announced: | April |
| Report Due: | May 1 of the following year |

**Guidelines**

Funds may be used to finance inquiry or materials that support the faculty member's continued personal development and improvement of teaching skills. A list of examples follows:
- Support activities to continue education or to meet recertification requirements, such as travel and registration to attend courses, conferences, workshops, or institutes (not to be used when presenting a paper),
- Purchase books and journals in one's content area,

- Support work with students such as needs related to teaching and advisement, or
- Purchase supplemental materials for teaching, such as videos, computer software, and curriculum packages.

Criteria for judging proposals:
   The request should:
- Support development of new curriculum;
- Support updating skills or refreshing knowledge base for teaching content;
- Benefit students or the teacher education program; and
- Be limited to three (3) pages and include a budget justification.

Modifications in procedures and criteria were approved by Faculty Assembly April 19, 2002.

**Guidelines for the Helen Abell Faculty-Student Collaboration Fund**

The purpose of the Faculty-Student Collaboration Fund is: "*…teach Winthrop University students to be advocates for the teaching profession and to contribute to the knowledge base about their disciplines.  Funds will support … faculty and student collaborative presentations at professional conferences and meetings.*"

Three awards are given upon review of all those applying for funding. Application deadlines are October 20 and February 20.

**Eligibility**

Eligibility is limited to the teacher education students who will be presenting at a conference.  Faculty who chaperone and/or guide individual students at conference presentations, but who may not present with these students can also receive support.  Faculty collaborating with undergraduate/graduate students in research for publication may apply for funds for the student.

**Submission**

Students must provide all necessary documentation on time with submission to be considered.  Faculty must sign all student applications, ensure that students include proper documentation with application, and submit packet by the due date.

Selection criteria for the recipients includes:
- Documentation of proposal submission or acceptance for presentation
- Documentation of expected or actual expenditures and receipts on appropriate forms (travel authorization form, travel reimbursement form, receipts for any travel expenses already incurred, conference fee, flight and hotel price information, etc.)
- Documentation of need for support in a separate letter

- Faculty documentation of student engagement and commitment to professional responsibilities in a separate letter.

**Conditions**

The fund is limited to teacher education majors and faculty who work in teacher educator programs.  Preference is given to students who have not received financial support from other resources and who would otherwise not be able to experience this professional opportunity; these may include undergraduate or graduate students;

The *Helen Abell Faculty/Student Collaboration Fund Form* is located in the Forms section of the Faculty Resources portion of the COE website.

References

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Carnegie Foundation for the Advancement of Teaching. (2000). *The Carnegie classification of institutions of higher education*. Retrieved from http://www. carnegie foundation.org.

Cruz, L., Ellern, J., Ford, G., Moss, H., and White, B. J. (2009). Recognition and reward: SOLT and the tenure process at a regional comprehensive university. *MountainRise, the International Journal of the Scholarship of Teaching and Learning,* 1-27.

Finkelstein, M.A. (2001). Toward a unified view of scholarship: Eliminating tensions between traditional and engaged work. *Journal of Higher Education Outreach and Engagement*, 6, (2), 35-44.

Glassick, C. E., M. T. Huber, and G. I. Maeroff (1997). *Scholarship assessed: Evaluation of the professoriate.* San Francisco: Jossey-Bass.

Hutchings, P., Huber, M. T., and Ciccone, A. (2011). *Scholarship of teaching and learning reconsidered.* The Carnegie Foundation for the Advancement of Teaching.

Portland State University (2009). *Policies and procedures for the evaluation of faculty for tenure, promotion, and merit increases*. Retrieved from http://www.pdx.edu/oaa/promotion-and-tenure-information.

Rochester Institute of Technology (2003). *Scholarship policy*. Retrieved from http://www.rit.edu/cast/scholarship-approach.

## General Course Information

### Course Information

**Cancellation of Classes**

As a general policy, Richard W. Riley College of Education classes are not cancelled except in emergency circumstances.  Provisions for classes must be made if the faculty member has to be away during a regularly scheduled class meeting.  Appropriate accommodations must be made when the faculty member is absent.  Generally, using guest lectures to meet the course objectives is an appropriate accommodation**.  In all circumstances, the Department Chair should be notified if the faculty member is not going to be present during a regularly scheduled class meeting.**  For additional information review the *Inclement Weather* section on the Winthrop University Policies website.

**Final Exams**

For both undergraduate and graduate final examination procedures, review the *Final Examinations* section on the Winthrop University Policies website.

**Proctors for Testing**

Faculty who find it necessary, in an emergency, to use a graduate assistant to proctor exams should contact the Department Chair for assistance.  Proctors should not be used during the final exam.

**Grades and Grading**

Winthrop University grading policies are located in the *Evaluation and Grading* section of the Winthrop University Policies website.

**Course Syllabi**

For the University policy on syllabi, review the *Syllabus* section of the Winthrop University Policies website.  The *COE Syllabi Format* is located in the forms section of the Faculty Resources area of the COE website.

Faculty are responsible for developing a syllabus for each course.  Course syllabi are submitted to the department chair each semester.  A sample course syllabus format is located in the Forms section of the College of Education website.

<div style="text-align: center; border: 2px solid black; padding: 10px;">

# Recruitment, Retention and Advisement

</div>

<div style="border: 2px solid black; padding: 10px;">

## Recruitment and Retention

</div>

## Recruitment

The College of Education (COE) is committed to active recruitment of high quality students in all programs.  To meet the contemporary needs of schools and agencies serving children, families, and the community, the COE is committed to recruitment of a student body that reflects the gender diversity and socioeconomic and ethnic/racial makeup of the regional population and who can rise to the challenge of our rigorous curriculum.  Recruitment is a college-wide responsibility and is specifically a shared responsibility of the office of Student Academic Services (undergraduate), COE Graduate Director (graduate), the Dean's office, and departments.  Each of these offices and individuals assumes specific roles and responsibilities in recruitment.  All faculty are required to participate in recruitment and/or orientation activities as outlined in the *Faculty Roles and Responsibilities* section of this manual.

Success of recruitment efforts are evaluated yearly at the program, department, and college levels through examination of student enrollment data.  The College Diversity committee examines demographic data on new students annually to determine success of diversity recruitment initiatives.  Effectiveness of recruitment activities are evaluated longitudinally.  Targeted recruitment efforts are implemented for programs with continuing low enrollments.

## Retention

The COE recognizes that retaining students involves creating an environment that expects, supports, and fosters the academic success of all students. In particular, the College values maintaining or increasing our pool of students, both male and female, from diverse socioeconomic and ethnic/racial groups.  To that end, the College engages in continual efforts aimed at student retention. Retention is a college-wide responsibility which requires involvement at program, department, and unit levels.   Because retention is an on-going concern in the baccalaureate program, the COE has designated a Retention Coordinator who develops and reviews an annual plan for teacher education retention. This plan incorporates (a) the review of enrollment, retention, and demographic data annually in order to identify students at risk for non-retention, (b) the analysis of longitudinal patterns in data, (c) linkages to the Academic Success Center and other on campus services, (d) assignment of early advising to students identified as highest risk, (e) faculty support for advising high risk students; and (f) annual reporting to the Diversity Committee and Dean's Council. The College Diversity committee examines

demographic data on matriculating students annually to determine success of diversity retention initiatives.

The COE Graduate Director monitors student retention across all graduate programs. In this capacity, he/she annually reviews enrollment and retention data supplied by unit assessment and identifies longitudinal patterns.   Support is provided to programs with identified retention issues.  The Graduate director reports to the College Diversity Committee and Dean's Council annually on graduate student retention.   The College Diversity committee examines demographic data on matriculating graduate students annually to determine success of diversity retention initiatives.

## Advisement

For complete advisement information, refer to the *Academic Advising* section of the Winthrop University Policies website.

### General Considerations

- Neither Department Chairs nor the Dean should interfere with advisement unless there is evidence of a major conflict, violations of University policy, or the student asks for an appeal of an advisor's decision.
- All undergraduate students will be assigned a faculty advisor by Student Academic Services.
- Faculty have a right to expect support to enhance the advising process.
- Faculty have a responsibility to remain current with all policies, procedures, and curricula of the College and University.
- Students are expected to come prepared for the advisement session.
- The College's academic advisor is employed to: a) assist students and faculty with initial advisement of freshmen and transfer students; b) assess transfer credit; c) participate in student recruitment; d) work with chairs to assign advisors, e) help to resolve problems related to the advisement process; and f) perform on-course audits for students.
- Faculty in the Richard W. Riley College of Education share a number of basic skills and interests; therefore, faculty should be free to advise students across the different degree programs, using subject-expert faculty for support.
- Students should see the faculty advisors at least once each semester.
- To facilitate the advisement process, faculty should post a reasonable schedule of office hours and adhere to the posted schedule.
- The advisement process in the Riley College of Education should be evaluated annually by students and faculty members.  Faculty advisors should incorporate the evaluation of advising within the annual reporting and goal setting process.
- While advising loads will vary, faculty members should have no more than 40 active advisees.

**Role of the Richard W. Riley College of Education Advisement Coordinator**

The Advisement Coordinator is a vital resource, but is not a substitute for the faculty advisor. The office is located in room 144 Withers/WTS, Student Academic Services (SAS). If faculty need assistance in advising or if students are unable to locate their advisors, they should first contact the Department Chair in the area of their major.

The primary responsibilities of the COE Advisement Coordinator are to:
- Provide overall direction for the advising process in the College of Education.
- Provide advisement for pre-education majors in the College of Education.
- Provide initial advising services for all students entering the College of Education.
- Conduct freshman orientation for all College of Education majors.
- Conduct transfer orientations for all College of Education majors.
- Advise all entering College of Education students (freshmen and transfers).
- Evaluate transcripts of all transfer and transient students in the College of Education.
- Complete paperwork and enter data in SIS for students changing either their major, minor, advisor, or catalog.
- Process exit interview forms.
- Sign and distribute undergraduate-university wide petition forms.
- Sign transient and consortium forms.
- Resolve degree audit issues for College of Education majors and advisors.
- Provide students with information regarding admission to the Teacher Education Program.
- Verify South Carolina Teachers Loan Applications as necessary.
- Serve as College of Education representative on the University-wide GRADE Group, College of Education Advising Committee, Family Weekend Committee, REACH Committee, Study Abroad Committee, Welcome Week Committee, and other University-wide committees as assigned.
- Assist with registration problems.
- Present an Advising Seminar for College of Education majors in ACAD 101.
- Serve as a resource to the faculty and administration.
- Participate in recruiting activities.
- Prepare and/or maintain necessary Student Academic Services records and reports as needed.

**Role of the Faculty Advisor**

At Winthrop University, faculty members advise all students who have declared a major. Advising also is done by the Advisement Coordinator in Student Academic Services for students who have not declared a specific education major (pre-education majors or those students who have recently transferred to Winthrop University). Academic advising at Winthrop is an integral part of the learning process through which students are advised of degree requirements, course sequencing, career opportunities, and campus resources. The responsibilities of a faculty advisor are many. One of the most valuable resources

the advisor has is the catalog which is located on the *Records and Registration* website. PLEASE read and re-read the catalog. Other responsibilities are summarized below:

- Provide a rationale for educational curriculum and benefits of required course work.
- Assist students in planning a program of study, which is consistent with their abilities and interests.
- Monitor each advisee's progress toward his/her educational career goals.
- Help students identify their own special needs and make appropriate referrals to campus resources.
- Keep informed of up-to-date academic information, monitor changes to academic regulations.
- Be accessible and observe regular office hours.

Prior to registration, students at Winthrop are required to contact their faculty advisor to receive the appropriate registration form and to receive assistance in planning course work for the next term. Although this advising period is important to the student, advising is a continuous process. Good advisors seek out opportunities to provide their expertise on academics and career topics under conditions that are not forced or time constrained. The frequency and quality of contacts with advisors outside of class have been linked to student satisfaction with the institution and their advisor. Academic advising requires a substantial amount of knowledge and energy to be successful and to support a continuous process of student growth. This process stimulates responsible decision-making by encouraging and advising developing young adults.

Ultimately, each student is responsible for understanding and completing all degree requirements and making career-oriented decisions. It is recommended that faculty share with students the *Undergraduate Academic Advising Agreement Form*.

**Degree Checklists**

An important tool in advising is accurate and organized record keeping. *Degree checklists*, which contain the General Education and major program requirements, have been prepared for each Richard W. Riley College of Education major. Copies of these planning sheets are available from Student Academic Services, 144 Withers/WTS.

**Degree Audits**

On-course degree audits are available as an advising tool for advisors to review with advisees; paper audits are no longer available.

Please review on-course degree audits during advising appointments. If questions arise, please contact the Advisement Coordinator in Student Academic Services. Remember to apply for graduation as soon as senior classification is earned.

**Choice of Catalog (Declaration of Undergraduate Catalog)**

A student may receive a degree in accordance with the requirements set forth in the catalog in force at the time of the student's initial enrollment as a regular undergraduate student, providing that he/she has not been absent from active enrollment for a continuous period of twelve months or more. Students may elect to obtain a degree using the requirements of any catalog issued after his/her initial enrollment, providing they were not absent for active enrollment for twelve or more months. When a student has been absent from continuous enrollment for twelve or more months, the student must elect a catalog in force at or after the time of re-enrollment.

**Classification of Students**

Regular students:
- Freshmen:          0-23 semester hours earned
- Sophomores:        24-53 semester hours earned
- Juniors:           54-86 semester hours earned
- Seniors:           87 or more semester hours earned

Special students:
This category includes high school seniors taking college courses, transient students who are full time at another college, or any non-degree student.

**University Calculation of Grade Point Averages**

The university GPA calculator is located on the *Records and Registration* portion of the website.

**Major Declaration and/or Change of Major**

All degree candidates in the Richard W. Riley College of Education must complete the requirements for one of the major programs offered through the University. The required program for each major is listed in the Winthrop University catalog. Students are encouraged to give careful consideration to their choice of major and are asked to finalize their decision of a specific major by the end of their sophomore year. To declare or change a major, complete the *Winthrop University Change in Major, Minor, and/or Advisor Form* which is available through Student Academic Services.

**Seniors - 500 Level Graduate Credit**

Students who are Winthrop seniors with an overall grade-point average of 3.0 or higher may be permitted to take 500-level courses for graduate credit during their final semester of undergraduate work. The total course load for the semester taking graduate credit cannot exceed 16 hours (graduate and undergraduate credit). The course for which graduate credit is sought cannot be used to meet undergraduate degree requirements.

Students interested in pursuing graduate credit must apply for admission to graduate study through the Graduate School and receive approval from the Dean, Richard W. Riley College of Education.  Applications are available in the Graduate School located in Tillman Hall.

**Study Abroad Option**

Education majors have the option to study abroad for one semester.  Students need to work closely with the Study Abroad office and the office of Student Academic Services to schedule this option into their Program of Study.

**Summer School Enrollment at Other Institutions**

Course work may be taken at other institutions by a Winthrop student and transferred back to Winthrop, provided the student has received **prior** approval from his/her advisor and the Dean or authorized office (Advisement Coordinator) of Richard W. Riley College of Education.  The *Approval to Transfer Credit Form* is available from Student Academic Services.

All transfer study credit is subject to the Winthrop University Transfer Credit Policy as outlined in the University Catalog.  Students are responsible for requesting transcripts of grades for transfer credits to be sent to the Academic Records Office following completion of transient study.

**Teacher Certification**

The Teacher Certification program at Winthrop enables students to meet requirements for South Carolina licensure in the following areas:

| | |
|---|---|
| Early Childhood Education (PK-3) | Physical Education (K- 12) |
| Elementary Education (2-6) | Middle Level Education (5-8) |
| Special Education (K-12; 2 options- EBD & LD or MD & SD) | |

In addition, personnel in the Richard W. Riley College of Education work cooperatively with personnel in the College of Visual and Performing Arts and College of Arts and Sciences to offer a number of approved teacher education programs in the following areas:

| | |
|---|---|
| Art (K- 12) | Mathematics (9-12) |
| Biology (9-12) | Music Education (K- 12) |
| Dance Education (K-12) | Social Studies (History or Political Science) (9-12) |
| English (9-12) | Theatre Education (K-12) |
| Modern Languages (French or Spanish) (K12) | |

**Admission to Teacher Education Program**

Admission to Teacher Education Program request forms are located on the Student Academic Services website.

**Advisor Tool Kit**

One of the important functions of a faculty advisor is that of directing students to appropriate campus resources.  The Advisor Tool Kit supplied by the Advisement Coordinator will be a good resource.  In many cases involving advising or programmatic issues, the students should be referred to the Office of Student Academic Services, 144 Withers/WTS.

**Academic Record's Office**

The Academic Records Office is located in 101 Tillman.  A student should be referred directly to Academic Records for the following actions:

- Submit University-wide petition.
- Apply for graduation.
- Request transcript.

**Registration Office**

The Office of *Records and Registration* supports the academic goals of Winthrop University by:

- Interpreting and communicating university academic policies.
- Serving as a liaison between faculty and staff and the Winthrop Community. Providing prompt, accurate and courteous administrative service in areas including, but not limited to Cultural Events, Degree Audits, Graduation, Registration, Transcripts, and Veterans Affairs.
- Identifying and using effective technology to ensure efficiency in student and administrative services.

**Registering for Classes**

To register for classes each semester, students should use the *Winthrop University Advisement and Registration Worksheet* (R-15W).  This form must be signed by the student's advisor for the student to be cleared for registration.  Listing alternate courses saves time at registration, if first choices are full.  Registration of courses is done by web registration via WINGSPAN (wingspan.winthrop.edu).

**Course Load**

The normal course load is 15-18 hours per semester. A full-time student's load will range from 12 to 18 hours. Many factors need to be considered in determining a reasonable course load, including grade point average, high school performance, SAT/ACT scores, and work schedule. Students who are on Academic Probation are limited to 15 semester hours of course work in a regular semester. Continuing students with a cumulative GPA of 3.00 or higher may take an overload of up to 21 hours.

**Clearing Students for Registration**

All students must be electronically cleared for fall and spring registration by their faculty advisor. A student will not be able to register on-line if this process is not completed. To track student advising, an Advising Flag can be changed in wingspan at "Faculty and Advising menu".

**Making Schedule Changes**

Changes in enrollment, or student schedule changes, must be made before the end of the designated registration period. Such changes include dropping or adding courses, changing sections, electing to audit courses, and changing the number of credits to be earned in a course (where applicable). Any change in enrollment may be done in Wingspan (wingspan.winthrop.edu) through the designated registration period. After the last day to register or drop courses, changes must be submitted to the Office of Records and Registration on a *Schedule Change Form* with proper signatures.

**Registering for a Closed Class**

To register for a closed class, that is, a class in which the enrollment is at or above the stated capacity, a student must obtain permission from the chair of the department in which the course is offered.

**Student Handbook**

The Division of Student Life at Winthrop University publishes a *Student Handbook* annually, which is provided to all students. Policies and procedures concerning all aspects of student life (residence, attendance of classes, financial aid, conduct, services available, etc.) are outlined in the Student Handbook. All faculty should be familiar with the Student Handbook.

**Course Withdrawal**

Complete information is located under the *Withdrawal from Courses* portion on the Winthrop University Policies website.

**Privacy of Educational Records**

Complete information is located under the *Privacy of Educational Records* portion on the Winthrop University Policies website.

**Student Appeal and Complaint Procedures**

The Richard W. Riley College of Education provides avenues for students' concerns to be addressed in a fair and expeditious manner. Following are the steps for submitting and addressing Student Appeals and Student Complaints in the College of Education.

**Student Appeals:  Applicable to Program Admissions, Internship Admissions, and Certification Recommendations**

Students may appeal a program admission decision, an internship admission decision, or a certification recommendation decision. Appeals of this nature must be made in accordance with the policies and procedures established by Winthrop University's Teacher Education Committee (TEC). Students must obtain a "Petition for Exception to Undergraduate Program" form from Student Academic Services, 144 Withers/WTS. Petitions must be completed with accurate information and include supporting documentation, such as a transcript, current course schedule, letters of support, and other appropriate documentation. Students are strongly urged to develop their petitions with the assistance of their faculty advisors. All petitions must be signed by the student, the student's advisor, and the Department Chair of the student's major area. Next, the petition is submitted to Student Academic Services. The Petitions Committee, a TEC subcommittee, reviews the student's appeal, makes a recommendation to the TEC, which in turn makes a recommendation to the Dean of the Richard W. Riley College of Education. Students are promptly notified of the Dean's decision. Refer to the following form: *Petition for Exception to Teacher Education Program*.

**Student Complaints**

Winthrop University maintains a comprehensive array of processes and procedures to promptly address student complaints. The *University Student Complaint Procedures* provide guidance for student resolution of academic and non-academic complaints.

Complaints dealing with department, program, or college-level decisions are ideally handled through discussion with the faculty or staff member directly involved. Faculty and staff are encouraged to resolve the issue through informal means, whenever possible. In the case where the student takes the complaint beyond the faculty or staff member to a college administrator (e.g., chair, director, dean, or associate dean), the administrator should use the Richard W. Riley College of Education *Student Issues and Concerns Report Form for Faculty* to record the conversation with the student and the outcome. Summaries of these recorded complaints will be reported yearly in departmental and unit annual reports and reviewed by Dean's Council for program improvement.

In a situation where the informal resolution process does not result in a satisfactory outcome for the student, he/she may submit a formal written complaint to the appropriate college administrator using the Richard W. Riley College of Education *Student Complaint Form for College-Level Academic Complaints*. The complaint should be submitted no later than the end of the semester from which the matter in question arose. The administrator will provide a decision in writing to the student, normally 10 business days following the receipt of the complaint.  The student has 10 business days to appeal the college administrator's decision in writing to the Dean of the College of Education. The dean may call together an advisory committee to review the appeal and examine the complaint.  The dean will issue a statement in writing to the student normally within 10 business days of the receipt of the appeal.  The student may appeal the dean's decision in writing to the Office of the Vice President for Academic Affairs who will inform the student and the dean in writing of the final decision.  All decisions of the vice president are final.

## Withdrawal from University

For complete information, refer to the *Withdrawal from Winthrop University* located on the Winthrop University Policies website.

## Procedures for Curriculum Action

When initiating new or modified programs or terminating programs, it is important that faculty follow the Winthrop University Criteria and Procedures for Proposals on New and Revised Degree Programs, Options, and Off-Site Offering of Existing Degrees located on the *Academic Program Approval Procedures* site.  Internal curriculum approval process must be completed prior to submission of the program to the Commission on Higher Education (CHE).  Initial licensure teacher preparation programs must also be approved by the South Carolina Department of Education.  Guidelines for submission of new and modified programs are located on this site: *New or Modified Program Guidelines.*

### New Programs

Programs are offerings which lead to the conferral of a degree or the establishment of any administrative unit such as an institute or research center engaged in research, public service or instruction. (For full definitions, *see CHE Policies and Procedures*.)

### Program Modifications

After Board of Trustees approval, the CHE expects to review program modifications such as the extension or transfer of a program to another site, the addition of new concentrations within a major, the elimination of majors or concentrations, consolidation of majors, and substantive modifications of majors or concentrations. (*See CHE Policies and Procedures*)

In planning program modifications or new programs, faculty must follow the *Winthrop University Substantive Change Policy* .

## Special Policies and Procedures

### Space Usage

For complete information on space usage refer to the *Space Use Policy* located on the Winthrop University Policies website.

Space is available for faculty and staff to schedule special events. Note, some areas have specific regulations. An application for *Space Request* should be completed online. To reserve a conference room or Plowden Auditorium, contact your departmental administrative specialist for assistance. For *Classroom Reservations* contact the University Academic Space and Scheduling Coordinator. To check availability for a *Computer Lab* check the Academic Computer Lab calendar. Once availability has been confirmed, email accmanager@winthrop.edu to request a reservation for a lab.

For security reasons, all computer labs must be reserved in advance.

### Business Cards

To assist the faculty with off-campus and professional contacts, faculty may order business cards, printed by the University's printing services. To request business cards, contact the Department Chair.

### Career and Civic Engagement

Career Development Services for students may be found at *Center for Career and Civic Engagement.*

### Computer Usage

Complete policies and guidelines are located on the *Computer and Information Technology* website.

## Copyright

Complete information is located in the *Copyright Policy* section of the Winthrop University Policies website.

## Counseling Services

Complete information may be reviewed at the Winthrop University *Health and Counseling Services* website.

## Dacus Library

For complete information, review the Winthrop University *Dacus Library* website.

## Food and Drinks in Classrooms

For complete information review the *Food and Drinks in Classroom* section of the Winthrop University Policies website.

## Grants

Grant proposals are generally faculty initiated in the Richard W. Riley College of Education. Any faculty member wishing to write and submit a grant proposal should work closely with the Department Chair and the Associate Dean and coordinate the grant preparation activities with the University's Sponsored Programs and Research (SPAR) Office (323-2164). The Sponsored Programs and Research Office, located in 149 McLaurin, will provide editing services, assist in budget preparation, inform proper administration officials, and obtain necessary signatures. Final proposals should be submitted to the Senior Associate to the Dean ten days before the submission deadline as the Sponsored Programs and Research Office must have the proposal one week before the deadline. Initial proposal drafts should be submitted to the SPAR Office for in-put early in the process. Additional information and forms are located on the *Sponsored Programs and Research* office website.

## Keys

Every part-time faculty member is entitled to office space, and keys can be requested through the Department Chair. Keys will open the faculty member's office, as well as the department's office door. A sub-master key is located in each department office, enabling faculty to enter other instructional space as needed. All faculty teaching in

Withers/WTS will need to get an additional key for classrooms from the COE Facilities Manager located in 106 Withers/WTS. **For security, all Withers/WTS classroom doors should be locked by faculty at the end of class.**

When employment at the University ends, all keys must be turned in to the Department Chair who forwards them to the COE Facilities Manager.  Keys are the property of the State of South Carolina and must not be duplicated.  If key(s) are lost, contact the Department Chair immediately.

### Leave

Leave policies are located in the *Leave with Pay* and *Personal Leave Without Pay* section of the Winthrop University Policies website.

When possible, faculty should complete the *Request for Leave Form* prior to taking leave.  Employees should log in to their wingspan account and record absences directly on their account.

### Parking

Traffic and parking information and other useful information can be found in the *Traffic and Parking* section of the Winthrop University Policies website.

### Purchases

For Purchasing and policy information, review the *Procurement Services* website.

### Recreational Facilities

For complete information on *Recreational Facilities* visit the Community and Visitors section of the Winthrop University website.

### Telephone and Mail

**Telephone**

When appropriate, faculty and staff are issued individual long distance dialing codes for use (on campus) with the approval from the Department Chair and Dean.  Long-distance credit cards may be requested by individual faculty members for business purposes when

off-campus.  Since the cost is charged to the departmental budget, all long distance calls are restricted to official business calls only.  Long distance calls must be held to a minimum.  When traveling away from campus, refer to the Travel Regulations section for use of long distance credit card policies.  Faculty needing to make personal long distance calls from campus should use their personal calling cards.  For information about how to receive a personal calling card through Winthrop University, contact the Telecommunications Office at x2400 .

## Mail

The University maintains a mail service, with daily pick-up and delivery.  Inter-campus mail, official U.S. mail, inter-agency mail, and personal mail may be sent and received through the campus mail services.  All personal mail must be properly stamped, whether sent through the campus mail or deposited at the Post Office (located in Dinkins Student Center).  Postage for all official University business is charged to departments.

### Travel Procedures

Travel Information is located in the *Travel Expense Overview* area of the Controllers website.

## Rental vehicle

Information is located on *Procurement Services* website.

## Travel Authorization and Reimbursement

For complete information, visit the *Accounts Payable* area of the Controller's website.

# TRAVEL DISTANCES
Listed distances are one-way

| **In State** | | | | **Out of State** | |
|---|---|---|---|---|---|
| Abbeville | 113 | Mt. Pleasant | 187 | Asheville, NC | 138 |
| Aiken | 124 | Myrtle Beach | 202 | Athens, GA | 190 |
| Allendale | 159 | Newberry | 72 | Atlanta, GA | 244 |
| Anderson | 133 | Pickens | 123 | Augusta, GA | 143 |
| Bamberg | 128 | Ridgeland | 190 | Baltimore, MD | 469 |
| Barnwell | 157 | Saluda | 90 | Blacksburg, VA | 202 |
| Batesburg | 105 | Spartanburg | 76 | Boone, NC | 117 |
| Beaufort | 209 | St. George | 140 | Chapel Hill, NC | 164 |
| Bennettsville | 108 | St. Matthews | 104 | Charlotte, NC | 26 |
| Bishopville | 107 | Sumter | 110 | Charlottesville, VA | 290 |
| Camden | 88 | Union | 46 | Danville, VA | 166 |
| Charleston | 182 | Walhalla | 141 | Davidson, NC | 41 |
| Cheraw | 93 | Walterboro | 160 | Durham, NC | 167 |
| Chester | 26 | Winnsboro | 47 | Fayetteville, NC | 156 |
| Chesterfield | 66 | York | 16 | Gastonia, NC | 40 |
| Clemson | 137 | | | Greensboro, NC | 116 |
| Clinton | 73 | | | Jacksonville, FL | 366 |
| Clover | 20 | | | Lexington, KY | 413 |
| Columbia | 72 | | | Lincolnton, NC | 55 |
| Conway | 188 | | | Monroe, NC | 45 |
| Darlington | 130 | | | Morganton, NC | 92 |
| Dillon | 162 | | | New York, NY | 667 |
| Edgefield | 134 | | | Raleigh, NC | 194 |
| Florence | 135 | | | Richmond, VA | 317 |
| Gaffney | 44 | | | Savannah, GA | 232 |
| Georgetown | 242 | | | Washington, DC | 422 |
| Greenville | 101 | | | Wilmington, NC | 215 |
| Greenwood | 100 | | | Winston Salem, NC | 107 |
| Hampton | 169 | | | | |
| Hartsville | 85 | | | | |
| Hilton Head | 231 | | | | |
| Kingstree | 146 | | | | |
| Lancaster | 26 | | | | |
| Laurens | 81 | | | | |
| Lexington | 82 | | | | |
| McCormick | 124 | | | | |
| Manning | 127 | | | | |
| Marion | 156 | | | | |
| Moncks Corner | 178 | | | | |

**University Relations**

For complete information, regarding university publications, web services, media, etc, visit the *University Relations* website.

**Winthrop Credit Union**

Founders Federal Credit Union may be joined by University employees.

**WPDC Courses**

For complete information, see *Winthrop Professional Development Courses* on the University Policies website.

**Sexual Harassment and Discrimination**

For the University, visit the *Non-Discrimination and Anti-Harassment Policy* on the Winthrop University Policies website.

**Consulting and Outside Employment**

For complete information, review the *Consulting and Outside Employment* section of the Winthrop University Policies website.

**Professional Dispositions and Skills**

See *Student Academic Services* website for the documents below:

- Teacher Education Professional Dispositions and Skills Criteria – *Teacher Education*
- Teacher Education Professional Dispositions and Skills Criteria Procedures - *Undergraduate Program*
- Teacher Education Professional Dispositions and Skills Criteria Procedures - *Master of Arts in Teaching*
- Teacher Education Professional Dispositions and Skills Criteria Procedures Form to *Address Concerns*

These guidelines supplement the *Winthrop University Policies and Procedures for Recruitment and Hiring of Unclassified Personnel*.  These procedures are also used, with some modifications, for certain classified administrative positions in our college. Maintaining a diverse faculty is important to the College's mission.  Search committees in the College of Education are expected to be familiar with and follow these procedures as they conduct the search process in filling faculty and select unclassified staff positions.

**Policy**

The Richard W. College of Education (COE) recognizes faculty and staff diversity[1] as an asset in preparing professionals to work in increasingly global environments.  As a college we value multiple perspectives, life experiences, and backgrounds.  When recruiting faculty, the College aims to ensure fairness, transparency, and equity in the search process.  The College desires to hire the most qualified candidates as the outcome of the search process; however, to increase the probability of successful searches that result in a generally diverse faculty in the College, proactive steps will be taken in the recruitment process.

In keeping with the COE policies on the use of data for unit and program improvement, documentation of search processes and practices is maintained and regularly reviewed. The COE Diversity Committee will conduct an annual review of faculty recruitment practices which focuses on (a) the number of qualified diverse candidates included in searches, (b) success of recruitment practices in attracting diverse candidates, (c) strategies for encouraging more diverse candidate applications, and (d) success in hiring diverse candidates.

Note:  We acknowledge the Appalachian State University Equity Office search policy document for some of the content and language used in this document. [2]

**Practices**

**Covered Positions**

These procedures apply to hiring of all tenure-track faculty and unclassified faculty,

---

[1] By diverse, we mean faculty who vary based on numerous criteria including cultural, racial, linguistic, and international background as well as disability.

[2] Foulshyam, L. (2010). Recruitment and selection policies and procedures for faculty and non-faculty positions.  Appalachian State University, Office of Equity, Diversity, and Compliance.  Downloaded October 24, 2010 at http://ed/.appstate.edu/compliance/eaphiring.htm.

professional, and administrative positions in the College of Education that do not fall under the staff search procedures established by Winthrop's Human Resources office. The procedures may be modified for non-tenure track faculty lines and other unclassified positions, as deemed appropriate by the search committee chair in conjunction with the COE Associate Dean.

The procedures outlined in this document apply to unclassified searches in the COE, as appropriate based on Winthrop Human Resources policy. However search requirements may be waived in whole or in part under the following circumstances:

- A principal investigator or co-principal investigator has been named in a grant or contract and the award is contingent upon the individual(s) named serving in that capacity.
- An employee is reassigned duties or transferred to another department or division for purposes of reorganization or to meet other institutional needs.
- The hiring administrator wishes to make an interim academic or administrative appointment for a finite period while a full search is conducted.
- Administrators seek to hire faculty or administrators to fill part-time, temporary or time limited positions including, but not limited to, assistant deans, associate deans, and directors of administrative units.
- To increase diversity, an administrator wishes to recruit an exceptional individual from an underrepresented group for a position (e.g., "grow your own" strategy).

When search requirements are waived in whole or in part, the responsible hiring administrator (e.g. chair or director) will file a rationale with the Associate Dean's office and must receive approval from the COE Dean. The Associate Dean will include this information with annual search reports to the COE Diversity Committee.

**Recruitment**

The College will actively recruit diverse applicants. The strategies below outline recommended strategies for ongoing recruitment of diverse applicants.

Engage in proactive recruitment activities including the following:
- Recruit while participating in conferences.
- Contact college faculty alma maters to request names and contact information of potential applicants.
- Maintain an ongoing list of talented Winthrop graduates and keep in contact with them throughout their graduate school career.
- Develop a list of individuals in various fields who can identify potential applicants.
- Utilize professional contacts of faculty in the college.
- Create and maintain a list of publications, journals, periodicals, listservs, institutions and other resources for outreach that target professionals from diverse populations in various academic fields.

- Create a standard College of Education presentation that faculty may use on visits to doctoral granting institutions. A well-developed presentation that advocates the College's commitment to promote diversity actively among students and employees, and that promotes the College's commitment to deepening its applicant pools by attracting interest from diverse, qualified individuals, will help communicate a consistent message to potential applicants.
- Maintain contact with applicants who chose not to accept positions at Winthrop but who might provide helpful connections with others if their on-campus experience was positive.

Utilize effective job descriptions and advertising practices.

- Use inclusive language throughout advertisement copy that signals the College and department's commitment to diversity and inclusion. Create a connection between how diversity in the job being announced enhances the mission of the College and University. Examples of inclusive language:

    a. The Richard W. Riley College of Education seeks applicants who are interested in contributing to the diversity and excellence of the academic community through their research, teaching, and outreach.
    b. The Richard W. Riley College of Education particularly encourages applicants who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to higher education for students from populations underrepresented at Winthrop University.
    c. The Richard W. Riley College of Education is committed to building a culturally diverse educational environment. Consider including one of the following statements or one similar that may better reflect the individual/department circumstance:

        Particularly encouraged to apply are:
        1. persons from populations underrepresented at Winthrop University.
        2. individuals with experience in a variety of teaching methods and/or curricular perspectives.
        3. applicants with demonstrated success in working with diverse populations of students.
        4. individuals with an interest in developing and implementing curricula related to culturally diverse populations.

- Avoid narrowing the search to one specific or restricted teaching area. Write position descriptions as broadly as feasible to expand the acceptable disciplines, fields, or specialties of potential hires.

- Include a requirement in the application letter that asks applicants to state their commitment to inclusion: For example: Applicants should describe how diversity

issues have influenced and/or been a part of their teaching, research, and/or outreach.

- Include statements in the search language that signal interest in faculty diversity. For example:

    a. The College has a strong commitment to the principles of diversity and inclusion and to maintaining working and learning environments that are free from all forms of discrimination.
    b. In support of its commitment to inclusive excellence through diversity and equity, the College strongly encourages applications from members of underrepresented groups.

To attract and hire international applicants, in compliance with federal guidelines, we publish position announcements in print in at least one national publication.

**Organizing the Search Committee**

The Associate Dean will consult with the appropriate administrative agent (e.g., department chair) to appoint chairs for search committees. To the extent feasible and consistent with the criteria for membership in a search committee, departments or units should include on the search committee individuals from underrepresented groups, as well as individuals who are committed to and/or have experience with enhancing diversity in the college or university community (e.g. Chair or other member of the College Diversity Committee.) All members of the search committee should attend an information session with the Associate Dean or an appropriate designee (e.g. Chair or other member of the College Diversity Committee) to review the search procedures.  At that meeting, the Dean will charge the search committee.

Other recommended procedures for instituting search committees are:

- Provide training for all College faculty on ensuring equity in searches.
- Identify College faculty members who will be invited to participate in special professional development on hiring for diversity.

**School or Agency Representatives**

When possible, committees should have a representative from a public school or community agency/business.  Many will be unable to meet until late afternoon or evening; therefore, search chairs should try to adjust meeting times to accommodate their participation whenever possible.  These external representatives on COE search committees may be unfamiliar with higher education hiring customs and may need additional explanation regarding credentials and general search procedures. Efforts should be made to include school personnel of color on COE search committees.

**Confidentiality**

Confidentiality must be maintained throughout the search process. This would include the identity of applicants; submitted application materials; feedback from references, interviews, committee discussions; and short list determinations. Information gathered during the search process should not be shared with others outside of the search committee. Search committee members should not engage in discussions about applicants outside of the search committee, including professional contacts at other institutions unless those contacts are "off the list" reference calls agreed upon by the committee. Acceptable conversations would include internal references or when the committee is gathering feedback from interviews and presentations.

While confidentiality is maintained during the process, applicants who are interviewing must be made aware that their names will be publicly announced at Winthrop. Candidates should be notified in advance as to when their names will be made public during the search process.

**Reviewing Applicant Files and Determining the Short List**

Search chairs develop a grid for committee members to use in reviewing candidate material. The COE Search Committee Notebook contains samples for search chair review. This information will assist the committee in determining the most qualified applicants and will be helpful for completing the grids for Academic Affairs.

- Grid categories should match the language stated in the position vacancy announcement for required and desired qualifications.
- Committee members are encouraged to note reasons for ratings on required and desired categories.

The College of Education has a goal to increase representation of underrepresented groups. Therefore, it is important that members of such groups be given fair and proper consideration in the selection and interviewing process. These groups include but are not limited to:

- Gender (males for positions traditionally filled by females; females for positions traditionally filled by males).
- Applicants who are ethnically or racially diverse.
- International applicants.

The resources in the COE Search Notebook provide helpful guidelines for committees on recruitment and hiring of diverse faculty. Chairs should review and discuss this information with committee members prior to reviewing applications. Committee members should be cautioned against making any discriminating comments or judgments based on race, age, or sex.

**Telephone Calls**

- When the candidates (generally 5 to 6) are selected for the short list, the search committees chair calls each candidate to determine his/her continued interest in the position. At that time, the chair informs the candidates that committee members will be calling references supplied by the candidate. The candidate will be informed that references off the list supplied by the candidate may be contacted as well. The candidate's employer will not be contacted at this stage if he or she does not want the application known. Note: Search committees should not rule out candidates at this point because of accents or slight difficulties with English.
- The search committee should develop an interview protocol for reference calls. Samples of questions used by previous search committees are included in Sample Materials section of the COE Search Notebook. It is important that interview protocol questions align with the duties and requirements in the position vacancy announcement.
- The search committee chair should review the Chart of Legal Questions with the search committee. (See COE Search Committee Notebook). These regulations apply to interviews with references as well as with candidates. This information is particularly important for school or agency search committee members who may have less experience in this process.
- Reference calls should be divided among the committee members so that no one committee member is the only person contacting all references on a particular candidate. When feasible, it is preferable to have more than one person participating on a reference call.
- The committee will conduct a telephone interview with the final candidates prior to submitting recommendations for interviews. A standard interview protocol should be developed and used with all candidates.
- The committee will contact all references on the final candidates before the Approval for Interview paperwork is submitted. This is an important step that is often overlooked by committees.
- If the candidate is currently in a full-time position at another institution of higher education, the candidate needs to know that his/her current dean or chair will be contacted for a reference. This will only occur if he or she is determined to be a finalist after the interviews.

**A Note on Letters to Applicants**

A letter is sent to each applicant upon receipt of materials. A sample format for letters to applicants is located in the *Winthrop University Policy and Procedures for Recruitment and Hiring of Unclassified Personnel*. Former search committee chairs have said that it is wise to add a sentence in this letter indicating to candidates that academic search processes can be lengthy, and the candidate will be kept appraised of search progress as appropriate.

**Planning the Campus Interview**

- When completing Applicant Referral Grids I and II, *make sure to look carefully at the vacancy announcement requirements.* For Grid I, send folders of the two applicants recommended in Pool I for interviews with the Approval for Interview and Hire Form stapled to the front of each folder. The Dean's office may ask for folders for Pool II, Grid I, and Grid II as well. It is wise to have them readily available. Keep in mind the Freedom of Information Act says all job-related information on the top three applicants must be available at the termination of the search.
- In order to help the College meet its goal of recruiting a diverse faculty, follow the following steps with regard to diverse candidates:

  a. After completing the grids, the Search Committee Chair should request the Applicant Data Records from the administrative assistant in your area.
  b. If there are search finalists who are diverse in terms of ethnicity, race, or gender in the pool who <u>meet</u> the Minimum Training and Experience (MTE) and who are not in Grid I, Pool I or II, please look again at the rationale for not bringing them in for an interview.

- Former search chairs have found it expeditious to <u>make a copy of finalist's contact information</u> (usually on the vitae) before sending the paperwork for approval for interviewing or hiring. When verbal permission is given, this enables rapid contact of the finalists for the search chair to make interview plans or for the Dean to extend the offer.
- The visit should include representation from many groups, including students. Sample interview schedules are included in the COE Search Notebook. An effort should be made to solicit feedback from faculty outside the search who attend interview events. Try to get their feedback in writing whenever possible.
- Finalists meet with the Department Chair, Dean, Academic Vice President, the search committee and others as appropriate. Many finalists tour the Instructional Technology Center. The Dean typically prefers to meet with finalists at the beginning and at the end of the visit. Plan for no more than 30 minutes for these meetings. **Make sure to check the Dean's and Academic Vice President's calendars before making any arrangements with finalists.**
- Committees have latitude to determine the appropriate interview format. **However, all finalists for tenure-line positions should give both research and teaching presentations**. The teaching presentation should address a topic relevant to course objectives.
- It may be appropriate to have the finalist visit a school or agency.
- For the finalist's research presentation, the search committee chair should send an invitation by e-mail to COE faculty in advance with the topic of the presentation, date, time, and room number.
- If interviewing a finalist of color, please contact the Associate Dean's office so that the finalist can be connected with other minority faculty on campus during

the interview process. (The chair of Winthrop's African American Studies Committee may be a helpful resource in making these arrangements.)

- Those involved in the search process should not ask international finalists about their citizenship. If finalists disclose they are not US citizens or permanent residents of the US, the search committee chair should contact the Winthrop University International Center for guidance and support during the search.
- The search committee chair should make sure that the Dean and Vice President have copies of finalists' vita and final itinerary at least one day prior to the campus interview. The administrative staff in the Dean's office can assist with this.
- Provide the administrative staff in the Dean's office with the finalist's itinerary.
- Academic Affairs provides material regarding the University and employee benefits that should be mailed to the finalist prior to the campus interview. A hard copy of the University Faculty Manual will no longer be supplied; however, search committee chairs should inform finalists on how that information can be accessed on-line:   http://Winthrop.edu/acad_aff/FacManual/facultymanual.pdf.
  **It is the responsibility of the search committee chair to ensure these items are shared with the finalists.**

**Interview Procedures**

- It is important that finalists understand they will be working in partnerships with schools or agencies in the region.
- It is important for finalists to acquire a positive impression of Winthrop and the College of Education. Search committee members and all those involved in the interview process are responsible for sharing helpful information. Finalists need to develop an understanding of the opportunities they would have at Winthrop, including support for new faculty and opportunities for being a part of a vibrant College of Education that has many forward-thinking initiatives underway.
- The Background Check form should be completed by each finalist brought in for interview. A copy is in the Winthrop University Recruitment Manual or can be found on the *Policies and Procedures* area of the Academic Affairs website.
- After interview deliberations, the search committee will rank and recommend acceptable finalists to the appropriate administrator (chair or director) and then to the Dean who will make the final recommendation for hire. The recommendation will then be submitted by the Dean to the Vice President for Academic Affairs. Upon approval of Human Resources and the VPAA, an offer may be made by the Dean or his/her designee.
- Once a finalist is offered and accepts the position, the Dean notifies the VPAA of the acceptance with salary and other terms of employment. The Dean instructs the COE Budget Analyst of the terms so the personnel file can be constructed and appropriate paperwork for employment may be initiated. The Dean also notifies the appropriate COE department chair or director and the search chair of the finalist's acceptance of the position.

**Expenses**

- Winthrop faculty and others assisting in the search process can be reimbursed for mileage and parking when picking up or taking finalists to the airport. They should complete a Travel Authorization form before traveling to the airport in order to be reimbursed mileage and to cover both employee and finalist in case of accident. The finalist's name should be provided on the travel authorization. *Note: A Winthrop University sign is available for use when picking up finalists at the airport. It is located in the Administrative Assistant's office in the Associate Dean's office.*
- The finalist will be reimbursed for their expenses and should be informed to submit receipts before leaving campus. We do not prepay airline tickets.
- If the finalist wishes to rent a car, it is at his/her own expense.
- The Dean can reimburse one or two Winthrop faculty members for each meal with the finalist. If the committee wishes to plan for a larger group to join a finalist for a meal as part of the interview process, the search committee chair must acquire permission from the Dean in advance.
- For finalist meals exceeding the state allocation (breakfast-$6, lunch-$7 and dinner-$12), a check request voucher should be completed and forwarded to the budget analyst. This requires special handling for reimbursement.
- Airfare above $1,000 must be approved first by the Vice President of Academic Affairs.

**Communication with Unsuccessful Candidates**

- For finalists interviewed but not selected, the search committee chair makes a courtesy telephone call informing them of the situation and sends a letter. This should not be done until the finalist offered the position has been accepted. Refer to the procedures section of the *Winthrop University Policies and Procedures for Recruitment and Hiring of Unclassified Personnel* for samples. Reasons for not being offered the position should not be provided finalists.
- The chair of the search committee (or designee) sends a letter to all applicants not selected for further review or consideration (Grid II and Grid I, Pool II). See procedures section of the *Winthrop University Policies and Procedures for Recruitment and Hiring of Unclassified Personnel*.

**Search Conclusion**

Individual files for all applicants not hired are turned in to the Administrative Specialist in the Associate Dean's office who maintains records for review of search practices. Only the information required for the search (e.g., vitae, transcript, reference letters, samples of publications) are retained in the file. All informal materials, e.g., notes and rating forms, should be removed from the folders and shredded. All electronic files related to the search should be deleted from search committee members' computers and external storage.

The Administrative Specialist in the Associate Dean's office will provide the Budget Analyst in the Dean's office the documents needed to establish a personnel file for the finalist who is hired (vitae, transcripts, reference letters, any other credential documentation for the position accepted) and to complete personnel action forms needed to initiate employment.

<div style="border: 2px solid black; text-align: center;">

**College of Education Faculty
Mentoring Program Policy and
Procedures**

</div>

## Definition of Mentoring

<div style="border: 1px solid black;">

**Mentoring Goal**

"The primary goal of the mentoring process is to nurture the professional development of new colleagues in order to help them succeed in their teaching, research, and service activities so that they in turn can mentor others" (Gaskin, Lumpkin, & Tennant, 2003, p. 50).

</div>

## Mentoring

The process of a more knowledgeable colleague voluntarily providing support, advocacy, and assistance to a College of Education faculty member in a non-evaluative manner.

## Peer Coaching

The process in which colleagues form a collaborative relationship to observe, discuss, and analyze each other's teaching, scholarship, and service endeavors (Gaskin, Lumpkin, & Tennant, 2003).

## Selection of Mentors

Experienced faculty with a distinguished record in teaching and/or scholarship should be selected as mentors. The following are suggested criteria for selection: (a) evidence of excellence in teaching and/or scholarship, (b) recognition by colleagues as having a strong commitment to teaching and/or scholarship, and/or (c) previous successful experience or professional development in mentoring. The mentor must be willing to attend faculty development on mentoring strategies. The department chair will work with the Mentoring Coordinator in choosing faculty mentors. If possible, mentees from diverse groups will be matched with diverse mentors.

It is possible that different individuals will be chosen as teaching and scholarship mentors. Mentors should be selected based on their expressed interests and strengths. Characteristics of the mentor and mentee should be matched on various attributes such as type of classes taught (size, graduate vs. undergraduate), content knowledge, presentation and teaching pedagogical beliefs, or research interests.

The mentor can be from another department within the college. However, knowledge and command of subject matter should be considered. Mentoring should be voluntary,

but the mentor should agree to participate for a specified period of time (e.g., one semester).

**Faculty Incentives for Mentoring**

Whenever possible, mentors will receive a stipend each semester for each mentee. The focus of the mentoring relationship (teaching or scholarship) will be agreed upon by the mentor and mentee. In some cases, a mentor may provide support for both teaching and scholarship.

**General Guidelines for Faculty Mentoring**

While it is not mandatory for new faculty to have a mentor, it is strongly suggested that untenured faculty work with a mentor in his/her first year at Winthrop. If the relationship proves beneficial, it may continue for more than one year. Faculty who have been at Winthrop for more than one year may request a mentor for scholarship and or teaching at any point.

Continuing faculty members wishing to have a mentor should approach his or her chair. The faculty member should specify whether he or she needs a mentor for scholarship and/or teaching. The chair should select the appropriate mentor based on the faculty needs and mentor pool available. (Refer to the previous section, *Selection of Mentors*). It is suggested that a faculty mentor have no more than two mentees in one semester.

The mentor should plan regular meetings and observation times. At least three meetings per semester are suggested. The mentor should establish with the mentee growth plan with goals for the semester/year.

The mentor should listen and provide positive, constructive feedback. The following should be used in working with the mentee: knowledge of adult development and learning, supervision and conferencing skills, and interpersonal communication skills (e.g., active listening). Confidentiality should be maintained with discussions, teaching observations, and/or review of scholarship.

Teaching observations conducted by the mentor are designed to be confidential and formative in nature. However, the Mentoring Coordinator can conduct an observation that can be used in annual reports.

In addition to providing mentoring on teaching and/or scholarship, the mentor should do the following (Wunsch, 1994):

- Provide an introduction to the subculture of the department, college, and university.
- Provide an overview of the workings of the organizational unit and college, including committee structures and governance.

- Assist the mentee in socialization to the college and university community and local community.
- Provide guidance on the role of service in the College and University.

Given the literature suggesting the relative difficulty retaining diverse faculty, special mentoring considerations should be provided for diverse faculty.  These include: (a) helping the mentee connect with other diverse faculty in the College or elsewhere on campus for support in professional and personal aspects of university life; (b) paying special attention to the mentee's early scholarship productivity by actively engaging them in ongoing scholarship in the College; and (c) when providing guidance on service to the college, highlighting their diversity as an asset to the College and University.

In the event of an unsatisfactory mentoring relationship, either or both parties should consult with the Mentor Program Coordinator.

To provide on-going support for the mentors, it is suggested that mentors meet as a group on a continuous basis to discuss questions, concerns, and successes and to develop their own plans for self-improvement as a mentor.

**Specific Guidelines for Teaching Mentors**

**Tasks for Mentors**

The following are possible topics/tasks for teaching mentors.  These topics have been adapted from Winthrop University's Office for Effective Teaching-Operational Definition of Effective Teaching and Goals of Effective Teachers (Office of Effective Teaching [now "Teaching and Learning Center"], 1992).

**Course Development and Design**

- writing course goals and objectives
- creating class assignments that incorporate goals/objectives
- planning class sessions that align with goals/objectives
- planning course outlines, schedules, and other parts of a syllabi
- developing objectives that incorporate Conceptual Framework outcomes and professional association standards.

**Course Delivery**

- integrating contemporary research demonstrating relevance of the learning
- providing variety in class
- maintaining enthusiasm
- holding high expectations for learning
- encouraging students
- minimizing misunderstandings of content
- promoting critical thinking

**Assessment**

- creating assessment measures that are (a) discipline-specific, (b) show mastery of the subject matter, (c) match the objectives; and (d) require crtical thinking
- including COE unit and program assessments
- creating rubrics or scoring guides
- using non-graded formative assessment

**Reflection on the Course and Self-reflection**

- analyzing student learning and reactions to the class analyzing teaching behaviors
- using student, peer, and chair evaluations to inform instruction

**Suggested Guidelines for Peer Observations**

The purpose of the mentoring observation process is for faculty development (formative assistance). A developmental focus should facilitate a more open relationship between mentor and mentee. The pre and post observation format used by Hunter (1991) and others (Arends & Rigazio-Digilio, 2000) is suggested.

**Preobservation Conference**

The following are suggested topics for the preobservation conference:

- establish time/place for the observation
- discuss teaching strengths/concerns
- identify two or three strengths for the mentor to observe
- identify two or three concerns for which the mentee wishes specific feedback

Any area of teaching may be selected by the mentee, such as classroom atmosphere, organization of the class session, teacher respect for students, use of group work, technology usage, or inclusion of students in class discussion.

It is helpful for the mentee to provide materials for this observation in advance to the mentor for review. Examples can include the class syllabus, handouts, and assessment information. Highlighting pertinent information may be helpful.

**Observation**

The mentor should arrive before the start of class and sits in a place where the presence is not disturbing. He or she should try to be "invisible," not participating in class activities, but rather serving only as an observer. Observations are made on the strengths/concerns that have already been identified. Sometimes other suggestions/comments may also be noted. Immediately after class, the mentor may briefly remark to the mentee on the class session. However, specific feedback should wait until the post observation conference.

**Post Observation Conference**

It is useful for the mentor to prepare an informal written document detailing strengths and concerns noted in the observation. Issues and suggestions for effective teaching should be addressed in this conference. Future directions for conferences/observations should be planned at this point.

**Specific Guidelines for Scholarship Mentoring**

Scholarship mentors should be willing to engage in any of the following with the mentee:

- support the use of professional development opportunities on campus
- facilitate the location of funding opportunities through internal campus resources and external grants
- facilitate the identification of research strengths and realistic short and long term goals
- support development of research questions
- support reworking of existing research (i.e., dissertation)
- support editing  process of work in progress and/or suggest  other colleagues if specific content knowledge is essential
- encourage collaborative research with colleagues on campus and teachers in the field
- help identify potential journals for submission
- provide suggestions on data analysis and interpretation
- facilitate connections with new research sites off campus through the mentor's own connections or by connecting the mentee with appropriate colleagues in other settings
- facilitate research ideas and research connections without necessarily needing to get actively engaged in the project itself (unless desired by the mentee)

These goals can only be achieved through regular meetings. Brief written documentation of the dialogue between mentor and mentee is suggested to keep the work focused.

**Faculty Research Grants**

Research that informs the work of others is necessary to the growth of any profession. When helping a colleague develop their research, working within the structure of the College of Education may help. As evidenced in most aspects of the work as a College, programs should be highly field-oriented, namely for the benefit of students whom we are preparing and for overall program quality.   This field-based orientation is seen in the high amount of required internships and other field-based experiences. For educator preparation programs, it is being enhanced by the creation of the WU-School Partnership Network that includes the implementation of Professional Development Schools (PDS) and Partner Schools (PS), funded by the USDOE Teacher Quality Partnership grant—NetSCOPE and the School Leadership grant by the USDOE—NetLEAD. For community, fitness, and sports programs, field-based experiences have always been

prominent, emphasizing the critical role of experiential learning.  We seek to collaborate with those working in the field in this type of research and partner to investigate best practices and innovations.   We want to promote scholarship that makes a difference in informing practice in field settings.

The *NetSCOPE Research and Inquiry Grant Program* supports the collaborative efforts of classroom teachers, school leaders, and university faculty to investigate educational innovations to improve student learning.  Winthrop teacher education faculty are invited to participate in this grant program and work collaboratively with PDS/PS staff.

To extend the opportunity directly to Winthrop faculty (COE faculty in all fields and other teacher education faculty in CAS and CVA), a *COE Research and Inquiry Grant Program* is available. Grant proposals are submitted to the Dean's Council to review and award funds for collaborative research.  The applications for these opportunities are in the Appendix of this document.

**Mentoring Activities for All COE Faculty**

**TAKE THIRTY Sessions on Teaching, Advising, and Research**

TAKE THIRTY is a program designed to provide opportunities for faculty discussion and reflection on specific topics related to teaching and advising.  The COE Mentoring Coordinator will coordinate this program of monthly thirty-minute sessions on specific topics.  Topics for discussion will be determined by a questionnaire administered to faculty.  Sessions will be facilitated by COE faculty who are invited by the COE Mentoring Coordinator.  Faculty attendance in TAKE THIRTY programs is voluntary.  The program will be evaluated annually through a variety of measures, e.g., surveys, interviews.

**Brown Bag Sessions on Scholarship**

Brown Bag lunches or informal coffee hours will be arranged several times per semester for faculty to present and discuss their research.  These meetings will provide faculty with opportunities to showcase their efforts and to demonstrate college support for scholarship.  Sharing research should increase the potential for collaboration and provide informal mentoring.  Students, school faculty, and/or community agency partners could be invited to such presentations to demonstrate the value of research-based educational practice and to increase opportunities for action research in school settings.  The mentoring coordinator may assist in facilitating these events.  The program will be evaluated annually.

# Appendices

Suggested Topics for Mentor Training Summer Workshop

Faculty First-Year Survival Checklist

COE Research and Inquiry Grant Program

# Suggested Topics for Mentor Training Summer Workshop

- Adult development and learning
- Cognitive coaching
- Clinical assistance and conferencing skills
- Observation skills and data collection – how to use data in the coaching process
- Communication skills (using active listening, establishing a relationship)
- Promotion and tenure process
- Suggestions for scholarship mentoring
- Written agreements between mentor and mentee
- "Getting acquainted" conference
- Evaluation of mentors

# Faculty First Year Survival Checklist

**The COE Faculty Manual**

☐    In your first year, you will receive a hard copy of the COE Faculty Manual. For each subsequent year, the current manual will be available on-line. Make sure to review this manual carefully and keep it handy. The online Faculty Manual consists of hyperlinks as well as forms in which you can directly type and print!

**Advising**

☐    Before advising begins, you need to contact your advisees by sending a letter or e-mail. In your communication, tell them where and when they can sign up for advising, what they need to bring, and what they can expect if they miss their appointment. Your mentor or a colleague can share a sample letter.

☐    If you are sending a letter, make sure to use department letter head. The departmental administrative assistant will make the necessary copies and send the letter to all your advisees.

☐    Place sign-up sheets with dates and phone numbers (so that you can contact students if you have an unexpected time conflict) outside your office two weeks prior to first day of advisement. Time slots vary from 10-30 minutes. Faculty also vary in offering group and individual advising sessions. Ask your mentor and others what they have found most useful in various situations.

☐    Keep the undergraduate advisement coordinator's number (323-4592) handy for difficult questions. The office is in 144 Withers in Student Academic Services (SAS) office.

☐    At your first advising session with each student, review the Advising Agreement form with the student and make sure that he or she signs the form. You may want to provide them a copy for their records.

☐    When advising, to protect yourself, have the student complete the course sign-up sheet. Keep the yellow copy as a record for your files. SAS has these forms in their office.

☐    Remember to electronically lift the advising "flag" in either Wingspan or SIS for the student you advised. Without the "Y" for "yes", the student will be unable to register. Some faculty find it best to do it immediately after advising the student.

☐    Supply a list of the names of students who do not keep their advising appointment during the two-week advising session to your Department Chair and the COE Student Academic Advisement Coordinator.

☐     Read and follow the catalog carefully. You will also be given an Advisor Toolkit which contains helpful resources.

## Annual Report

☐     Since the Annual Report is a very important document for your career here at Winthrop, ask EARLY ON (around October) to view samples from experienced faculty. It is due February 15. It is imperative that you keep appropriate records of your teaching, service, and scholarly activities.

☐     Since you will only have one semester in which to reflect for your first annual report, integrate informal mid-semester evaluations from each of your courses and/or other student voices reflecting on aspects of your teaching (e.g., end of class short responses).

☐     Ask your mentor to review your report 3-4 weeks before it is due, even if you do not have your official course evaluations back yet. Remember that everyone in the college will be working on completing this task. The earlier your one-semester report is completed, the better.

☐     Make sure that you include all essential FORMS at the end of your report: (a) your overall list of qualitative responses to your official course evaluations, (b) your signature sheet from the chair, and (c) any additional forms required by the department/college.

☐     Make sure that your Annual Report follows EXACTLY the design and format of the model you find in the COE Faculty Manual. The Committees pay close attention to those details. Do not try to be creative in this area.

☐     Try to arrange for at least one peer observation of your teaching in your first semester.

☐     Make sure to attend the session on guidelines for promotion and tenure provided by the Dean each fall.

☐     Your report will be reviewed each year by three tenured faculty, your chair, and the COE Dean. In your third year, your portfolio will be reviewed by the COE Promotion and Tenure Committee.

## Office Hours

☐     It is customary to offer office hours each week to students. The required number of office hours varies by department. Check with your chair.

☐     Put a note on your door when you cannot keep an office hour (e.g., conference, extra meeting) and say what your alternative hours are if you can offer them.

**Research Agenda**

☐      To maintain your research agenda, it is advisable to keep one day or two half days a week for research during the semester that you receive a teaching reduction for your research.  Try not to let too many appointments distract you from several hours of work on your research day.

☐      Join the faculty research support meetings and find colleagues that will be "on your wave-length" with your research to (a) review your writing, (b) provide you with support in your research ideas through ideas or actual collaboration, and (c) find collaborators for new research with Winthrop faculty.

**Teaching**

☐      TECHNOLOGY: Most Winthrop classrooms are "SMART," which means they include: power point, ELMO, electric markers, video, DVD, and/or TV.  Try not to miss the introductory classroom training conducted by the ITC staff at the beginning of the semester.  These training sessions are announced via E-mail.  If you need extra training in how to use these tools that goes beyond the quick introduction, feel free to contact them again.  They have a very friendly staff that is more than willing to give you individual support.

☐      WHAT ARE TEACHING EXPECTATIONS?

*Ask your mentor and colleagues about instructional strategies and technology used in the classroom.  If you do not feel comfortable doing so, then here are some observations from "newer" faculty members:*

- Students seem accustomed to Power Point presentations that are broken up by interactive group activities.
- Students are eager and willing to engage in pair and group activities, as well as brief in-front-of-class summaries of the results of such group work.
- Support high expectations by making students responsible for their out-of-class assignments and readings.
- Make every attempt possible to return assignments within an appropriate time span or indicate in your syllabus when students may expect to receive the graded assignment.
- Whenever possible, conducting scholarship that supports your teaching is desirable.

☐      TURNING IN GRADES:  It is suggested that you submit grades all at one time (per section) then print a copy of the grades you submitted for your records.

**How to Connect with Students as a New Faculty Member**

☐ Be in the classroom 5-10 minutes before class to start some small talk with the students.

☐ Stay around after class for extra questions to indicate personal interest in students and to get a sense of how students process your presentation style.

☐ Try to learn students' names as fast as possible and/or make it obvious that you are in the active process of doing so. Remember that this university offers student photos online organized per class. If you glue each student's picture on a card with his/her name under it and take these to class, it will speed up your learning process. As most students have a tendency to sit in the same place, you can also create a temporary seating chart to help you.

☐ Make it a routine to receive brief, personal feedback on small cards at the end of class about remaining questions or personal highlights from the session.

**Service Requirements**

☐ Look for opportunities to provide service not only within the College/University setting, but within the schools and community (talking with a class of teacher cadets - high school seniors interested in education, joining community boards/committees, etc.) The office of Student Academic Services often asks for volunteers for these activities.

☐ Try to maintain a balance between service and your teaching/research demands. Consult with your mentor and chair on committee assignments that would be appropriate for you.

**What to be Brave About in Your First Year**

☐ Because you are the "newcomer," students at the undergraduate and graduate level are unfamiliar with you and your style of teaching. You may find that you have to validate your course assignments or instructional approaches until they become accepted part of the culture. If you have questions about the appropriateness of your teaching style or assignments, ask your mentor or colleagues to provide feedback.

| COE Research and Inquiry |
| Grant Program |

**Overview for Request for Proposals**

As evidenced in most aspects of our work as a College, we are moving our programs to be highly field-oriented, namely for the benefit of our students whom we are preparing and overall program quality.  This field-based orientation is seen in the continuing increase of required internships and other field-based experiences in all of our programs.  For our educator preparation programs, it is being enhanced by the creation of the WU-School Partnership Network that includes the implementation of Professional Development Schools (PDS) and Partner Schools (PS), funded by the USDOE Teacher Quality Partnership grant—NetSCOPE and the recent award of a School Leadership grant by the USDOE—NetLEAD.  For community, fitness, and sports programs, field-based experiences have always been prominent, emphasizing the critical role of experiential learning.  As we engage more with schools and other external constituents, we want to promote research and inquiry that has practical uses and can impact schools, communities, and other organizations and inform responses to the challenges they face.  A common question that is the theme of discussion in higher education today asks how universities and their faculties can be a resource to their local, national, and international communities and engage in relevant and impactful research and inquiry to address critical field-oriented issues.  How can we collaborate with those working in the field in this type of research and partner to investigate best practices and innovations?  How can our scholarship make a difference in informing practice in field settings?

With both the NetSCOPE and NetLEAD initiatives, scientifically-based research and data-driven decision making are foundational and must guide simultaneous renewal efforts.  A NetSCOPE Research and Inquiry Grant Program was initiated in 2010-11 to support the collaborative efforts of classroom teachers, school leaders, and university faculty to investigate educational innovations to improve student learning.  Winthrop teacher education faculty will be invited to participate in this grant program and work collaboratively with PDS/PS staff in three categories:

To extend the opportunity directly to Winthrop faculty (COE faculty in all fields and other teacher education faculty in CAS and CVA), we are initiating a ***COE Research and Inquiry Grant Program***.  All proposals must focus on research that has practical use and that is collaborative, as described above in the first paragraph.  Grants must focus on one of the categories listed above or:

- Inquiry into the impact on student learning of research-based best practices or professional learning to improve teacher effectiveness in specific classroom or school settings;
- Research related to a critical issue or problem in the faculty member's respective field;
- Inquiry into the impact of research-based practices in a specific field-based situation or setting;

Fall 2013

- Inquiry into professional learning to improve performance or effectiveness in a non-school setting; and
- Research connected to the agenda of the National Network for Educational Renewal and its impact on student learning in classroom or school settings (*http://www.nnerpartnerships.org/*).

Grants submitted by *educator preparation faculty* must serve to meet NetSCOPE goals (these funds will be used as NetSCOPE cost share). See *http://www2.winthrop.edu/netscope/about_netscope.htm*.

## Program Details and Requirements

Proposals are accepted, reviewed, and awarded once a year. **All proposals must be submitted to the dean by November 1 to be considered for funding**. The COE Dean's Council will serve as the review panel and make recommendations for awarding grants to the Dean. Applicants will be notified of their grant status no more than four weeks after submission. No faculty member can receive funding for more than one grant in any calendar year; however, a faculty member may be a collaborator on a second grant, if their workload permits. Average grant award amount is $1,500.

Two reports are required by the Dean's Council. A mid-year progress report will be submitted electronically by April 1 and a final report by July 1. Report templates will be made available on the COE website.

If assistance is needed in identifying classroom or school collaborators for a school-oriented grant proposal, contact the NetSCOPE office or a PDS/PS liaison for assistance. Inquiries for community-based collaborators can be made to directly to a member of the Dean's Council.

## Proposal Guidelines and Procedures

Proposals must adhere to the following guidelines and procedures in order to be considered for funding.

### Formatting

Proposals should be no more than **four pages** in length (excluding references, letters of support, and budget narrative) using a standard font, no smaller than 10 point. Authors should utilize the 6th Edition, American Psychological Association (APA) handbook as a formatting manual. (See *Winthrop University Dacus Library APA Citation Guide*)

### Application Narrative

Proposals should be explicitly organized into the sections detailed below. Use of headings to support organization is strongly encouraged.

- Overview of Project

  a. Describe the project need. How does the proposed project align with one of the categories listed above?
  b. Considering a review of prior research and evidence, what has been done in the past to support the proposed project? Where are the gaps in the research that justify project need?
  c. Who are the partners in the grant? How will each of the partners contribute to the project?

- Research Design

  a. What are the research questions?
  b. What research methods will be used to answer the questions?
  c. How will data be gathered and used?

- Implementation Plan

  a. Provide a realistic timeline for the project including benchmarks for the grant period.
  b. What resources will be needed (material, travel, personnel, time, etc) to implement the research design?

- Evaluation

  a. How will the success of the research be measured related to the stated questions and overall impact of the project on the field-based issue?
  b. Specifically, how will data be used to evaluate the effectiveness of the project and in determining impacts of the project?
  c. What are your plans for disseminating the results of the project? (The COE will publish results on its web site. For school-based projects, this can include scheduled Partnership Network events and web publications.)

- Budget Narrative (2 page limit)

  All budgetary expenses should have a direct connection to project goals and student learning. Complete the budget table outlining allowable expenses then provide an overview of your budget in a narrative paragraph.

**Proposal Submission Directions**

Submit proposals by e-mail attachment directly to the Office of the Dean. **Remember, all proposals for the current year must be submitted by November 1 to be considered for funding.**

Questions regarding the COE Research and Inquiry Grants Program should be directed to the dean at 803.323.2154 or via email.  Questions regarding the NetSCOPE Research and Inquiry Grants Program should be directed to the Associate Dean at 803.323.2151 or via email.

## Conceptual Frameworks

The conceptual frameworks for the Richard W. Riley College of Education teacher educator programs provide the underlying structure and direction for the unit. The Initial Teacher Preparation Unit Standards provide the framework and outcomes for undergraduate and MAT initial teacher preparation.  The framework is organized around the following seven standards: Diverse Needs of Learners, Learning Environment, Technology, Assessment, Instruction and Learner Engagement, Literacy and Professional Learnings and Ethical Practice.  The framework for Advanced Programs, Educator as Leader, includes complex outcomes in Leadership, Stewardship, and Scholarship that are suitable for graduate candidates in many educational programs such as administration, counseling, teaching, and school psychology.

**Initial Teacher Preparation Unit Standards Framework**

*Initial Teacher Preparation Unit Standards*

**Advanced Program Conceptual Framework**

*Conceptual Framework for Advanced Programs*

# Richard W. Riley College of Education
## Winthrop University

## Committee Structure for 2013-2014

|  |  | **TERM** | **ELECTED BY** |
|---|---|---|---|
| **Promotion & Tenure (3-yr term)** |  |  |  |
| Curriculum & Pedagogy | Linda Pickett | 2015 | Department |
| Counseling, Leadership & Educational Studies | Jennifer Jordan | 2014 | Department |
| Physical Ed, Sport & Human Performance | Alice McLaine * | 2016 | Department |
| At Large (tenured) | Kristi Schoepfer | 2016 | COE Faculty Assembly |
| At Large (tenured) | Deb Leach | 2015 | COE Faculty Assembly |
|  |  |  |  |
| **Faculty Development (2-yr term)** |  |  |  |
| Curriculum and Pedagogy | Shawnna Helf | 2014 | Department |
| Counseling, Leadership & Educational Studies | Sue Reichelt | 2015 | Department |
| Physical Ed, Sport & Human Performance | Kristi Schoepfer | 2015 | Department |
| At Large (tenured) | Debi Mink * | 2014 | COE Faculty Assembly |
| At Large (untenured) | Deb Leach | 2015 | COE Faculty Assembly |
|  |  |  |  |
| **Curriculum (2-year term)** |  |  |  |
| Curriculum & Pedagogy | Cheryl Mader | 2015 | Department |
| Counseling, Leadership & Educational Studies | Abbigail Armstrong | 2014 | Department |
| Physical Ed, Sport & Human Performance | Kathy Davis * | 2014 | Department |
| At Large (tenured) | Kavin Ming | 2015 | COE Faculty Assembly |
| At Large (untenured) | Kelly Costner | 2014 | COE Faculty Assembly |
|  |  |  |  |
| **Rules (2-year term)** |  |  |  |
| Curriculum & Pedagogy | Diana Murdock | 2015 | Department |
| Counseling, Leadership & Educational Studies | Jennifer Jordan | 2015 | Department |
| Physical Ed, Sport & Human Performance | Christie DeWaele | 2014 | Department |
| At Large | Shawnna Helf * | 2014 | COE Faculty Assembly |
|  |  |  |  |
| **Elections (2-year term)** |  |  |  |
| all at large positions | Linda Pickett | 2015 | COE Faculty Assembly |
|  | Debi Mink | 2014 | COE Faculty Assembly |
|  | Elke Schneider * | 2014 | COE Faculty Assembly |

* Committee Chair

| **Faculty Assembly Officers (1-yr term)** |  |  |  |
|---|---|---|---|
| Chair | Mark Mitchell | 2014 | COE Faculty Assembly |
| Vice Chair | Elke Schneider | 2014 | COE Faculty Assembly |
| Secretary | Cheryl Mader | 2014 | Appointed by FA chair |
| Parliamentarian | Rebecca Evers | 2015 | Appointed by FA chair |

# COE Representatives to University Committees
## 2013-2014

| | | TERM | ELECTED BY |
|---|---|---|---|
| **Academic Council** | Judy Britt | 2016 | Appointed |
| | Lisa Harris | 2016 | COE Faculty Assembly |
| **Academic Freedom & Tenure** | Wanda Briggs | 2016 | COE Faculty Assembly |
| | Mark Mitchell | 2016 | Faculty Conference Election |
| **Cultural Events** | Tenisha Powell | 2014 | Appointed |
| | Abbigail Armstrong | 2015 | Appointed |
| **Faculty Advisory on Intercollegiate Athletics** | Alice McLaine | 2014 | Appointed |
| | Dave Vawter | 2014 | Appointed |
| **Faculty Personnel** | Mark Mitchell | 2015 | COE Faculty Assembly |
| **Financial Exigency** | Jennifer Jordan | 2014 | COE Faculty Assembly |
| | Lisa Harris | 2016 | COE Faculty Assembly |
| **General Education Curriculum** | Elke Schneider | 2014 | COE Faculty Assembly |
| **Graduate Council** | Jennifer Jordan | 2015 | COE Faculty Assembly |
| | Marshall Jones | 2015 | Appointed |
| **Honors** | Judy Britt | 2015 | Appointed |
| **Institutional Review Board** | Janet Wojcik | 2016 | Appointed |
| | Kavin Ming | 2014 | Appointed |
| **International Advisory** | Caroline Everington | 2014 | Appointed |
| **Judicial Council** | Tenisha Powell | 2014 | Appointed |
| **Library** | Marleah Bouchard | 2016 | COE Faculty Assembly |
| **Research Council** | Carol Shields | 2014 | Appointed |
| **Rules** | Marshall Jones | 2014 | Faculty Conference Election |
| | Sue Spencer | 2015 | Faculty Conference Election |
| **Teacher Education** | Marleah Bouchard | 2016 | COE Faculty Assembly |
| | Mary Martin | 2016 | COE Faculty Assembly |
| | Shawnna Helf (chair) | 2015 | COE Faculty Assembly |
| | Judy Britt | 2014 | COE Faculty Assembly |
| | Sue Spencer | 2014 | COE Faculty Assembly |
| | Debi Mink | | per bylaws Rex Institute Director |
| | Caroline Everington | | per bylaws SAS Director |
| | Jennie Rakestraw | | per bylaws Dean |
| **Undergraduate Petitions** | Shawnna Helf | 2014 | COE Faculty Assembly |
| **University Curriculum** | Kelly Costner | 2016 | COE Faculty Assembly |
| **University Priorities** | Rebecca Evers | 2014 | COE Faculty Assembly |
| **University Life** | Kathy Davis | 2015 | COE Faculty Assembly |
| | Elke Schneider (tenured) | 2014 | COE Faculty Assembly |
| **University Marshals** | Kelly Costner | 05/2016 | |
| | Shelley Hamill | 05/2017 | |
| | Linda Pickett | 05/2016 | |
| | Brad Witzel | 05/2018 | |
| **Wellness Council** | Kathy Davis | 2015 | Appointed |
| **Writing Intensive** | Cheryl Mader | 2014 | Appointed |
| | Elke Schneider | 2015 | Appointed |